

Title 13B
Maryland Higher Education Commission

Subtitle 03 Fire-Rescue Education and Training Commission
13B.03.01 Certification Standards and Procedures for Emergency Services Instructors
Authority: Education Article, §§11-105 and 11-503,
Annotated Code of Maryland

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Introduction

The Minimum Standards Committee, a standing committee of the Maryland Fire-Rescue Education and Training Commission (MFRETC), developed minimum uniform standards for the certification of emergency services instructors in the State of Maryland.

The Commission's authority to coordinate emergency services education and training is contained in Title 11, Section 11-503 of the Education Article of the Annotated Code of Maryland. The standards, which follow, were developed in cooperation with the University of Maryland, which has the responsibility for the Maryland Fire and Rescue Institute.

The first draft of these standards and supporting documents was reviewed at an open hearing at a Commission meeting in Ocean City on June 16, 1979. Extensive amendments to the first draft — from suggestions at the hearing, recommendations from the Office of the Attorney General, and additional proposed amendments from Commission members and interested parties — were considered at a special meeting of the Commission acting as a Committee of the Whole on July 11, 1979.

Subsequent drafts of the standards and a proposed administrative procedure for certification of instructors were developed through meetings of the Minimum Standards Committee and further public hearings. A hearing was held in Millersville on August 23, 1979 and another in Mt. Airy on September 19, 1979. In all, twenty witnesses presented individual and organizational testimony. All recommendations were considered in the preparation of the October 18th Final Draft.

The Commission initially adopted the standards on October 18, 1979. In the month that followed, the Commission carried out extensive efforts to achieve an agreement among all interested parties on the process of implementation of the standards. On November 14, 1979, an agreement was reached between Dr. John S. Toll, President of the University of Maryland, and Dr. Sheldon H. Knorr, Commissioner for Higher Education, on the creation of the Maryland Instructor Certification Review Board (MICRB). All agencies and organizations that are represented on the MICRB informed the Commission of their support, and on December 15, 1979, the Commission at its regular meeting unanimously adopted the standards and the process of implementation and authorized the Chairman to submit them to the State Board for Higher Education for approval. Final approval was granted on June 5, 1980.

The Commission wishes to commend the members of the Minimum Standards Committee for the considerable time and effort they devoted to this important task. Their dedication will result in guaranteeing the citizenry that those who train emergency services personnel in Maryland meet a standard of competence.

The MICRB started the review process in June 1984 with nine open meetings to solicit comments or recommended changes to these standards. The Board has conducted many meetings reviewing and revising the standards, incorporating suggestions at hearings, recommendations from the Office of the Attorney General, and additional proposed

amendments from Board members and interested parties. The revision was approved by the MICRB in March 1987.

Changes were made at that time which the Attorney General judged to be substantive in nature. The entire regulation was repropoed and re examined in accordance with the Code of Maryland approval process. It was again approved by the MICRB in July 1988.

Subsequent required reviews of the standard were initiated, and through the mandated approval process, the current version was approved by the Maryland Higher Education Commission for implementation in December of 2003.

Statement of Compliance

The Minimum Certification Standards for Level I Local Emergency Services Instructors, adopted by the Maryland Higher Education Commission, apply to individuals within any jurisdiction of the State of Maryland conducting emergency services training programs, which are localized in nature and are not considered to be “formal” training programs. The Level I standards are set forth as minimum standards. Their voluntary adoption by local jurisdictions or organizations utilizing such programs is encouraged by the Maryland Fire-Rescue Education and Training Commission. For the purpose of these standards, CPR is not considered to be “formal” training.

The Level II State Emergency Services Instructor Standards, Instructor Trainer Standards, and Operational Guidelines for the Maryland Instructor Certification Review Board, as developed by the Maryland Fire-Rescue Education and Training Commission and adopted by the Maryland Higher Education Commission (Code of Maryland Regulations 13.50.03; recodified to 13B.03.01), became effective June 16, 1980. These standards, which have the force of law, apply to all full-time or part-time instructors conducting formal training in Maryland, which results in receipt of a certificate, diploma, degree, award, or insignia by an individual. The Operational Guidelines contained in the Code of Maryland Regulations shall apply to the Maryland Instructor Certification Review Board. Applications for certification will be available through the Maryland Instructor Certification Review Board, c/o Maryland Fire and Rescue Institute, University of Maryland, College Park, MD 20742.

NOTE: These standards are intended to be minimum standards and are in no way intended to limit the scope or creativity of instructor training programs.

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.01 Incorporation by Reference

- A. In this chapter, the following document is incorporated by reference.

 - B. Document Incorporated. NFPA 1041 Fire Service Instructor Professional Qualifications, 2001 Edition, is incorporated by reference.
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.02 Definitions

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

1. "Approval" means approval as statutorily applied to the Maryland Fire-Rescue Education and Training Commission (MFRETC) as an agency of the Maryland Higher Education Commission (MHEC), under Education Article, §11-105, Annotated Code of Maryland, before a postsecondary institution can award a certificate, diploma, or degree to an individual.
 2. "Certification" means to verify that an individual has met the requirements of these standards.
 3. "Emergency services" means fire, rescue, and emergency medical services, with emergency medical services also meaning "emergency care" as related to training.
 4. "Field evolutions" means a structured training exercise designed to complete a specific training objective.
 5. "Local jurisdiction" means any city, county, municipal or State government, public fire-rescue or emergency medical services department, State-approved public school, or postsecondary institution providing emergency services training or education, and other institutions as approved by the Maryland Instructor Certification Review Board (MICRB).
 6. "Maryland Instructor Certification Review Board (MICRB)" means an independent five-member board created as a unit within the University System of Maryland, which is responsible for the administration of the Emergency Services Instructor Certification Program and the issuance of certificates under that program.
 7. "Sponsoring agency" means a local jurisdiction submitting a candidate for certification.
 8. "Supporting services" means non-teaching support rendered in the emergency services area, usually in an administrative or communication capacity in the career or volunteer service.
 9. "Training supervisor" means an individual who is a certified Level II instructor and who directly supervises Level II instructors.
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.03 Instructor Certification Standard Level II

- A. The objective of this certification system is to provide the emergency services of the State with a competent instructor. When certified, the instructor shall provide instruction and training in one or more of the emergency services disciplines.
- B. Advanced life support program coordinators and medical directors functioning under COMAR 30.04 shall ensure that individuals providing instruction as faculty have appropriate educational credentials in addition to subject matter expertise. In addition, MIEMSS shall ensure that educational program faculty qualifications are consistently applied statewide via the Advanced Life Support Educational Program approval process.
- C. Instructor certification is granted by the Maryland Instructor Certification Review Board.
- D. The Level II standards apply to faculty employed by a public or private postsecondary institution, including degree-granting institutions teaching credit courses in emergency services programs whose students are to be qualified as emergency services personnel serving the public.
- E. Six Sequential Stages of Instructor Candidate System.
 - 1. Expression of Interest.
 - a. This first stage identifies emergency service personnel who meet specific entry-level criteria and indicate their interest in the program to a sponsoring agency as defined in Regulation .02B of this chapter.
 - b. The candidate shall:
 - i. Be 21 years old or older;
 - ii. Have a high school diploma or general education diploma (GED) verified by the sponsoring agency;
 - iii. Have 3 years experience in the emergency services;
 - iv. Possess the ability to perform all tasks required for the teaching; and
 - v. Complete an approved training program in the area of instruction.
 - 2. Selection Process. The MICRMB recognizes the need for a candidate selection process. The sponsoring agency is encouraged to use the means it considers appropriate in assessing candidate eligibility. While the development and use of a screening mechanism is the responsibility of the sponsoring agency, it is suggested that the process provide a means of assessing the candidate's field knowledge, reading comprehension, verbal ability, mathematical ability, and mechanical aptitude.
 - 3. Instructor Training.
 - a. The approved instructor training program consists of sequential instruction and is designed to impart knowledge and skills necessary for the candidate to perform duties as an instructor. The scope of the training shall include instructional methods, laws of learning, instructional aids, lesson planning, communication skills, and basic course designs. Evaluation shall be accomplished by written examinations and instructor performance evaluations.
 - b. The instructor training program shall fulfill the professional requirements and qualifications in Regulations .13 and .14 of this chapter, as taught by an

instructor trainer approved by the MICRB. The course shall also include examinations at mid-course and at the end of the course, performance evaluations, and one term project to be completed before the end of the course. The MICRB may consider credentials of a degreed applicant verified by a sponsoring agency as having completed this requirement. Evidence of academic achievement in the field of education (adult education preferred) shall be submitted to the MICRB.

4. Skills Development.

- a. When a candidate successfully completes instructor training, the sponsoring agency shall conduct a skills development program. A date, place, and time shall be planned and a program shall be coordinated.
- b. This program shall:
 - i. Be at least 12 hours;
 - ii. Be designed to unite practical instruction to specific field evolutions; and
 - iii. Afford an opportunity to demonstrate performance instruction techniques.
- c. The instructional period shall be planned and supervised by certified instructors who may be primarily responsible for the particular discipline or specialty.
- d. The training is to be specialized.
- e. Performance evaluations are to be conducted and provided to the instructor candidate.

5. Practice Teaching.

- a. The candidate, after successful completion of skills development, is required to practice teach a minimum of two 3-hour session, or classes, which include one cognitive information session and one practical skill session, and shall receive a satisfactory evaluation for each class. This teaching shall be performed under the continuous direct supervision of a certified Level II instructor. A certified Level II Instructor approved as an evaluator shall perform the evaluation of this teaching.
- b. Practice teaching provides the instructor candidate with an opportunity to teach, following instructor training, under actual conditions. This on-the-job instruction consists of two 3-hour segments as described in §D5(a) of this regulation and shall be evaluated by an approved MICRB evaluator pursuant to Regulation .09B of this chapter. To ensure that the practice instruction is of the highest possible quality and is meeting the lesson objectives, a three-step process shall be used for evaluation purposes which consists of observation, written evaluation, and a supervisory conference.

6. Interim Student Teaching.

- a. Interim student teaching provides the instructor candidate an opportunity to teach a complete course of instruction with some supervision. During this stage, two evaluations shall be made by MICRB-approved evaluators or instructor trainers approved by the MICRB. The completed evaluations shall become part of the total certification requirements.
- b. The candidate shall teach a minimum of 60 clock hours and receive two

consecutive satisfactory evaluations from two different MICRB approved evaluators or instructor trainers approved by the MICRB. Each evaluator shall be from a local jurisdiction or sponsoring agency different from the other.

F. Application for Certification.

1. After the teaching assignment is completed, each candidate's file shall be reviewed by the sponsoring agency representative, who shall make appropriate recommendations based upon the evaluation of the completion of the six stages.
2. To be considered for certification, the candidate shall submit an application for certification through the sponsoring agency to the MICRB on the form prescribed by the MICRB.

G. Term of Certification.

1. Level II instructor certificates are valid for a period of 3 years from the date of approval by the MICRB.
2. The sponsoring agency or employer, or both, shall determine what subject matter the Level II instructor is qualified to teach.

H. Recertification Process. The following process is to ensure that instructors continue to use up-to-date methods and information:

1. Recertification shall be based on a 3-year cycle;
2. The instructor shall teach a minimum of 60 hours during the 3-year period, or if a training supervisor, teach a minimum of 3 hours;
3. The instructor or training supervisor shall receive a satisfactory teaching evaluation and no subsequent unsatisfactory evaluation from an approved MICRB evaluator during the 3-year period; and
4. The instructor or training supervisor shall successfully complete 12 hours of professional development or continuing education in instructional methods or training applications within the 3-year period.

I. Procedure for Reentering after Failing to Recertify.

1. The following procedures are required for an individual who fails to recertify and wishes to re-enter the teaching program within 3 years of the expiration of the individual's certification:
 - a. The candidate shall submit correspondence to the sponsoring agency asking to reenter;
 - b. As a minimum, the candidate shall have successfully completed all the requirements as listed in §H(2)-(4) of this regulation within 3 years before the date of the application for reentry and shall receive a satisfactory teaching evaluation before the application may be submitted to the MICRB; and
 - c. The sponsoring agency shall submit a recommendation with the application to reenter, and the MICRB shall review the information submitted by the sponsoring agency and take appropriate action.
 2. An individual who has a certification lapse in excess of 3 years is required to meet initial certification requirements.
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.04 Certification Standard Instructor Trainer

- A. The candidate shall document instructional experience and formal education.
- B. Educational Requirements.
 - 1. To become certified as an emergency service instructor trainer in Maryland, an individual shall have completed:
 - a. A baccalaureate or graduate degree in education or a related field from an accredited college or university;
 - b. A teaching internship;
 - c. Four years field experience as a trainer of instructors, which shall be documented as evidence of competence.
 - 2. Within the degree, or in addition to the degree, the following courses are required:
 - a. Methods of Teaching: using various teaching methodologies, such as demonstration, illustrated lecture, discussion, and discovery learning, and group activities.
 - b. Classroom Management: organizing the learning environment (inside classroom, and outside, or drill ground); maintaining motivation, interest, and discipline; attending to administrative detail, such as recordkeeping and scheduling; demonstrating leadership skills;
 - c. Instructional Media: developing, selecting, and using training aids (audio-visuals, handouts and other printed materials, and equipment) appropriately;
 - d. Speech and Communication: choosing, using, and defining terminology correctly, speaking from notes and extemporaneously, assuring understanding or explanations;
 - e. Evaluation and Measurement: assigning scores and grades, using current technology to determine measures of central tendency and statistical results, interpreting results, revisions of exam questions as needed;
 - f. Course Design and Lesson Planning: performing needs assessments and task analyses; creating instructional objectives; creating session plans and teaching materials that enable student learning;
 - g. Educational Psychology and Learning Theories: identifying learning characteristics and learning styles; adjusting instruction to meet the social, psychological, and physiological needs of adult learners;
 - h. Counseling and Guidance: counseling students first through informal steps (discussion and suggestions for correcting the problem) and formal steps (explanation of corrective steps and penalties or results for failure to comply accompanied by written notification to the student, student's supervisor, and the class file);
 - i. Research and Administration or Training Administration: planning course schedules, instructor assignments, and faculty and equipment use; performing administrative tasks including managing and maintaining program schedules, instructor assignments; and records and reports, including course and student data, instructor support, and facility and equipment use;

- j. Instructor Management: performing instructor management tasks such as identifying instructor (personnel) needs; recruiting, selecting, and training or orienting and evaluating instructors; and
 - k. Design of Evaluation Tools or Principles of Teaching and Evaluation: using various written and skill testing instruments based on learning performance objectives.
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.05 Certification

- A. **Certification Criteria.** A certificate for an individual approved as an instructor trainer is valid for 3 years after the date of approval by the MICRB, if the candidate:
1. Meets the requirements as specified;
 2. Has evidence of academic achievement to meet these requirements documented by an official transcript from the college or university and has the institution send it to the MICRB;
 3. Has at least two satisfactory evaluations by a certified instructor trainer or individual designated by the MICRB before the evaluation; and
 4. Is recommended by the employing agency or agency having jurisdiction within the State.
- B. **Currency Requirements.** To retain approval, an instructor trainer shall annually teach at least 18 hours of instructor training in a three-year certification cycle and complete one of the following requirements:
1. Successfully complete a 3 credit-hour course in teacher education, or the equivalent of 3 credit hours of in-service professional development; OR
 2. Successfully complete 12 hours of continuing education in an approved professional development seminar for instructors and complete at least two public speaking engagements; AND
 3. Have at least one successful evaluation in the three-year certification period by an approved instructor trainer.
- C. **Reentry.** An instructor trainer who does not meet currency requirements may reapply after satisfactory completion of §B (1) or (2) of this regulation and be recommended by the sponsoring agency. The MICRB shall review the entire file and may require the applicant to complete other certification requirements.
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.06 Maryland Instructor Certification Review Board

- A. The Maryland Higher Education Commission, through the Maryland Fire-Rescue Education and Training Commission, has established, under its authority, standards for certification of emergency services instructors.
 - B. The process for issuing certificates under these standards is the responsibility of a Maryland Instructor Certification Review Board (MICRB).
 - C. The MICRB is a unit within the University System of Maryland.
 - D. The MICRB consists of five members appointed, effective July 1, for a 2-year term by the Chancellor of the University System of Maryland as follows:
 - 1. In even numbered years, one member recommended by the:
 - a. Maryland Fire-Rescue Education and Training Commission, and
 - b. Maryland Institute for Emergency Medical Services Systems;
 - 2. In odd numbered years, one member recommended by the:
 - a. Maryland Council of Fire and Rescue Academies,
 - b. Maryland Fire and Rescue Institute, and
 - c. Maryland State Firemen's Association.
 - E. Members appointed to the MICRB shall serve until such time as a successor has been appointed.
 - F. The Chancellor of the University System of Maryland shall designate the chairman from among the appointees to the MICRB. The chairman shall serve at the pleasure of the Chancellor of the University System of Maryland.
 - G. Each constituent organization shall also recommend an alternate representative to be appointed by the Chancellor of the University System of Maryland to serve in the absence of the regular member.
 - H. The MICRB, through the Chancellor of the University System of Maryland, shall report to the MFRETC and the MHEC at least annually on the status of the instructor certification system.
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.07 MICRB Administration

- A. General administration of the MICRB is vested in the Chancellor of the University System of Maryland.
 - B. The MICRB shall act within the provisions of the Maryland instructor certification standards established for all Level II instructor, instructor evaluator and instructor trainer certification candidates.
 - C. Certificates shall bear the seal of the University System of Maryland and be signed by the Chancellor, the chairman of the MICRB, and the chief officer of the agency or organization proposing the certification.
 - D. The MICRB shall approve all evaluators. Sponsoring agencies may submit candidates for consideration as evaluators.
 - E. The MICRB shall set the term of an evaluator.
 - F. The term of Level II certified instructors approved as evaluators shall be concurrent with their Level II certification.
 - G. The MICRB is the final authority in issuing, renewing, or revoking certificates.
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.08 MICRB Meetings

- A. The MICRB shall meet at least four times during the calendar year.
 - B. Representation from three of the organizations shall constitute a quorum.
 - C. In the absence of the chairman, another regular member shall act as chairman.
 - D. The MICRB shall prepare the minutes of all meetings.
 - E. The member representatives shall be the five individuals designated by the recommending organizations.
 - F. The designated alternate shall vote only in the absence of a member.
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.09 MICRB Operations

- A. The MICRB shall maintain a current file of all MICRB certified instructors.
 - B. The MICRB shall maintain a roster of certified Level II instructors currently approved by the MICRB as evaluators. The organizations represented on the MICRB shall approve evaluators who have been recommended and who have completed an MICRB-endorsed Evaluator Workshop. Only MICRB-approved evaluators may carry out required evaluations of student teaching activities.
 - C. The MICRB shall make available current lists of certified instructors, instructor trainers, and approved upon written request.
 - D. An agency submitting applicants to the MICRB for certification as a Level II instructor, evaluator or instructor trainer shall certify that the candidate has successfully completed each stage of the instructor training approval process. The MICRB shall prepare and furnish standardized forms.
 - E. The members or alternates in attendance at the MICRB meeting shall make certification decisions by a majority vote. The MICRB shall notify the applicant and the sponsoring agency of the action within 30 calendar days following the meeting.
 - F. An instructor candidate denied State certification or recertification by the MICRB may appeal the decision in writing. The candidate shall direct the appeal to the chairman of the MICRB within 30 calendar days from receipt of notification of action taken by the MICRB. If counsel represents the candidate, counsel shall advise the MICRB of the request for appeal.
 - G. The MICRB shall hear the appeal at the next scheduled meeting, but not less than 60 calendar days from date of receipt of the appeal.
 - H. The MICRB shall notify the instructor candidate of the date of the appeal hearing. The instructor candidate or counsel, or both, may attend the hearing.
 - I. The MICRB shall notify the instructor candidate within 30 calendar days following the hearing, stating the final decision of the MICRB.
 - J. The MICRB shall oversee the standards, ethics, and conduct of the State instructor certification process as to standards, ethics, and conduct of the process. The MICRB shall make recommendations to the MFRETC for modifications as needed.
 - K. The Maryland Higher Education Commission shall approve the proposed amendments to the process and these regulations.
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.10 MICRB Revocation Procedure

- A. The MICRB shall only consider written requests for revocation. Requests for revocation shall be forwarded to the sponsoring agency for a response.
 - B. MICRB may consider but not limit revocation for:
 - 1. Misconduct;
 - 2. Insubordination;
 - 3. Incompetency;
 - 4. Misrepresentation;
 - 5. Willful neglect of duty;
 - 6. Conviction of a felony;
 - 7. Conviction of a crime involving moral turpitude; and
 - 8. Failure to maintain required prerequisites for certification.
 - C. MICRB shall make a preliminary decision to revoke certification by majority vote of the MICRB members present at the specific meeting at which charges are presented.
 - D. Notice.
 - 1. Before revocation of certification, MICRB shall notify the Level II instructor or instructor trainer, in writing, by registered or certified mail sent to his or her address of record, of the charges and the preliminary revocation decision.
 - 2. The notice shall specify a date by which the Level II instructor or instructor trainer shall request, in writing, an appeal hearing. This due date shall not be less than 15 calendar days from the date when the MICRB mails the official notification.
 - 3. If an appeal hearing is not requested within the time permitted, the revocation becomes effective on the due date.
 - E. Appeal Hearing.
 - 1. The MICRB chairman shall receive the written appeal not later than the date the revocation is to become effective.
 - 2. MICRB may not schedule an appeal hearing less than 30 calendar days, or more than 60 calendar days, after the written appeal is received by the chairman.
 - 3. The MICRB shall provide the appellant written notice of the hearing date not less than 30 calendar days in advance of the hearing.
 - 4. A quorum of the MICRB shall hear the individual, in person or by counsel. The individual may bring witnesses to the hearing.
 - 5. A decision to revoke shall be made by majority vote of the MICRB members present at the appeal hearing.
 - 6. The MICRB shall provide to the appellant in writing the decision of the appeal hearing within 30 calendar days of the hearing.
 - 7. The MICRB shall set the terms of revocation.
 - 8. The decision of the MICRB is final and shall be communicated to the individual and the sponsoring agency.
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.11 MICRB Staffing

- A. The University System of Maryland Central Administration shall provide staff support to the MICRB through the Maryland Fire and Rescue Institute, subject to the approved budget.
 - B. The MFRETC, the chief operating officers of the Maryland Fire and Rescue Institute and the Maryland Institute for Emergency Medical Services Systems, the chairman of the Maryland Council of Fire and Rescue Academies, and the president of the Maryland State Firemen's Association may designate a representative as staff liaison to the MICRB in carrying out the MICRB's staff responsibilities.
 - C. University System of Maryland shall reimburse members of the MICRB for expenses incurred in attending meetings. In its operating budget, the University System of Maryland shall provide for other expenses incurred for the operations of the MICRB.
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.12 Review

- A. The agencies and organizations represented on the MICRB shall review these regulations and certification authority every 2 years.
 - B. MICRB shall submit proposed changes to these regulations in accordance with the Administrative Procedure Act, State Government Article, Title 10, Annotated Code of Maryland, and through the Board of Regents of the University System of Maryland and the Maryland Higher Education Commission.
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.13 Instructor I Standards

- A. The instructor candidate shall meet the requirements of NFPA 1041 Fire Service Instructor Professional Qualifications, or those of recognized instructor training agencies or educational institutions that have similar programs as approved by the MICRB.
 - B. The instructor candidate shall demonstrate knowledge and skills based on the general categories of NFPA 1041 Fire Service Instructor Professional Qualifications, and the requisite knowledge and skills of each section.
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.14 Instructor II Standards

A. General.

1. The instructor candidate shall meet the requirements of NFPA 1041 Fire Service Instructor Professional Qualifications, or those of recognized instructor training agencies or educational institutions that have similar requirements.
2. The instructor candidate shall demonstrate knowledge and skills based on the general categories of NFPA 1041 Fire Service Instructor Professional Qualifications, and the requisite knowledge and skills of each of the following subject areas:
 - a. Instructional planning;
 - b. Instructional materials/aids;
 - c. Evaluation and testing;
 - d. Concepts of learning;
 - e. References; and
 - f. Training records and reports.

B. Instructional Planning.

1. The instructor shall define task and job analysis and describe the procedures for performing task and job analysis.
2. The instructor shall demonstrate the ability to develop specific, measurable, attainable behavioral objectives or performance objectives that have three major components:
 - a. What behavior is expected and what the student will be able to do;
 - b. How the behavior is to be accomplished and the conditions under which the performance will be evaluated; and
 - c. To what standard the behavior is to be accomplished and how well the student will be able to perform.
3. The instructor shall construct an analysis of a typical fire service occupation by dividing the occupation into the following elements:
 - a. Block;
 - b. Unit;
 - c. Task; and
 - d. Job.

C. Instructional Development. Given a fire service subject for which no prepared lesson plan exists, the instructor shall analyze the subject, determine the appropriate objectives for the subject, and develop a comprehensive lesson plan that meets the objectives for that subject and includes the following components:

1. Job title or topic;
2. Level of instruction;
3. Objectives (behavioral or performance);
4. Materials needed;
5. References;
6. Preparation step;
7. Presentation;
8. Application step;

9. Lesson summary;
 10. Evaluation step; and
 11. Assignments.
- D. Instructional Methods/Techniques. The instructor shall explain when each of the following methods of instruction should be used and describe the relative values of each method:
1. Conference;
 2. Discussion;
 3. Demonstration;
 4. Illustration;
 5. Lecture;
 6. Group discussion;
 7. Computer-aided instruction; and
 8. Individualized instruction.
- E. Instructional Materials/Aids.
1. The instructor shall prepare the following instructional materials:
 - a. Overhead transparencies;
 - b. Charts;
 - c. Diagrams;
 - d. Information sheets; and
 - e. Student worksheets.
 2. The instructor shall prepare, for developmental purposes, a comprehensive course outline that includes the following components:
 - a. Determination of the needs of students to be enrolled in the course;
 - b. Course objectives;
 - c. Identification of the jobs to be taught;
 - d. Organization of the jobs in a logical teaching sequence;
 - e. Establishment of a tentative teaching time for each job and the entire course.
 3. After analyzing organizational needs and programs, the instructor shall prepare or select instructional materials such as the following:
 - a. Film strips;
 - b. Motion pictures;
 - c. Slides;
 - d. Video tapes;
 - e. Audio material;
 - f. Blueprints;
 - g. Mock-ups;
 - h. Models;
 - i. Photographs;
 - j. Program instructional materials;
 - k. Self-study material;
 - l. Student workbooks;
 - m. Text books; and
 - n. Computer-aided instruction.
- F. Evaluation and Testing.
1. The instructor shall construct written questions, oral questions, and performance tests based on the behavioral objectives or performance objectives of the lesson.

2. The instructor shall construct a written and oral examination, and a performance test, all of which meet the following requirements:
 - a. Comprehensive;
 - b. Effective;
 - c. Free from ambiguities in content, administration and grading;
 - d. Nondiscriminatory;
 - e. Reliable, and
 - f. Valid.
 3. The instructor shall construct a test analysis and an item analysis that will provide information regarding examination effectiveness and validity.
 4. The instructor shall define the following terms and describe their implications in determining examination effectiveness:
 - a. Criterion reference testing;
 - b. Norm reference testing;
 - c. Distribution of scores;
 - d. Frequency of scores;
 - e. Interval;
 - f. Mean;
 - g. Median;
 - h. Percentage scores;
 - i. Percentile scores;
 - j. Range of scores; and
 - k. Standard deviation.
 5. Given a summary of test grades and the results of other evaluation procedures, the instructor shall:
 - a. Determine causes of a student's failure to meet objectives;
 - b. Prepare reports for superiors that summarize deficiencies; and
 - c. Make recommendations for corrective action that will reduce future failures.
 6. The instructor shall describe the requirements of the equal employment opportunity act, including guidelines and affirmative action efforts for employee selection and testing.
- G. Concepts of Learning. The instructor shall describe how the following factors influence the teaching/learning process:
1. Instructional materials;
 2. The teaching/learning setting;
 3. Competency-based learning.
- H. References. The instructor shall identify sources of references required for the development of a fire service lesson plan.
- I. Training Records and Reports. The instructor shall construct suitable training records and reports.