

# **CDC 10413**

## **Fire Instructor III**

### **Instructor Guide Sheets**



**Extension Course Program (A4L)**

**Air University**

**Air Education and Training Command**

**Author:** MSgt Stacey Harter  
Headquarters Air Force Civil Engineer Support Agency  
HQ AFCESA  
CEXF  
139 Barnes Dr., Suite 1  
Tyndall Air Force Base, Florida 32403-5319  
DSN: 523-6221  
E-mail address: cdchelp@tyndall.af.mil

**Instructional Systems**

**Specialist:** Jeffrey Dzedzic

**Editor:** Connie Cooper

Extension Course Program (A4L)  
Air University (AETC)  
Maxwell-Gunter Air Force Base, Alabama 36118-5643

Welcome to the Career Development Course (CDC) program, a vital element of the Department of Defense Fire and Emergency Services Certification Program. If this is your first attempt at a CDC we recommend you read DOD Manual 6055.06-M, *Department of Defense (DOD) Fire and Emergency Services Certification Program*. If this is not your first CDC we're pleased that you are progressing well through the certification program and encourage you to continue your efforts to complete this CDC and obtain your certification for Fire Instructor III. This course, CDC 10413, *Fire Instructor III*, is designed to give you the requirements and references required to obtain this certification.

These requirements are based on NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2007 edition. The relevant NFPA standard is listed in each section of the certification materials. Use each section in conjunction with the NFPA standard to make sure all information is covered. Due to the unique nature of the NFPA Job Performance Requirement (JPR) format, many topics may be repeated. Study the information thoroughly because you may see related questions in any objective throughout the course. You will see notes to bring the repetition to the candidates' attention.

Throughout the certification materials, Department of Defense enhancements to the NFPA standards are underlined.

Instructor Guide Sheets briefly outline the information for each objective. The Guide Sheets are broken into three columns. Column one indicates both the learning objective and NFPA line item. Learning Objective (LO) numbers shown in the extreme left column of the Instructor Guide Sheets are primarily for ECI tracking purposes but may be used by candidates for correlation to the Certification Course Review Exercises used with CerTest (see the CerTest Procedural Guide for more information). Column two contains the outline of information. Column three provides reference notations indicating where additional information may be found (**test questions come from these references**). Instructors should develop their own lesson plans using the guide sheets as a starting point. Performance tests provide detailed performance checklist items for candidate testing.

Code numbers on figures are for preparing agency identification only.

The use of a name of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

To get a response to your questions concerning subject matter in this course, or to point out technical errors you find in the text, unit review exercises, or course examination call or write the author using the contact information on the inside front cover of this volume.

**NOTE: Do not use the IDEA Program to submit corrections for printing or typographical errors.**

Consult your education officer, training officer, or NCOIC if you have questions on course enrollment or administration, *Your Key to a Successful Course*, and irregularities (possible scoring errors, printing errors, etc.) on the unit review exercises and course examination. Send questions these people cannot answer to AFIADL/DOI, 50 South Turner Blvd, Maxwell AFB, Gunter Annex AL 36118-5643, on AU IMT 17, Student Request for Assistance. You may choose to complete AU IMT 17 on the Internet at this site: [http://www.au.af.mil/au/afiadl/registrar/download\\_fr.htm](http://www.au.af.mil/au/afiadl/registrar/download_fr.htm).

This volume is valued at 6 hours and 2 points.

Preparation of this volume was aided through the cooperation and courtesy of the International Fire Service Training Association, (IFSTA). The Association furnished technical materials for the Fire Fighter Certification training materials.

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**Unit 1. General/Program Management**

**Objectives: Obtain the necessary knowledge, skills, and abilities to administer agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports.**

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<b>6.1</b>	<p><b>General</b></p> <p>A. NFPA Standard 1041, <i>Standard for Fire Service Instructor Professional Qualifications</i> establishes the minimum qualifications required for the Fire Instructor III</p>	<p>NFPA Standard 1041, <i>Standard for Fire Service Instructor Professional Qualifications</i>, 2007 Ed, Chapters 1 and 6</p>
<b>6.2</b>	<p><b>Program Management</b></p>	
<b>6.2.1</b>	<p>B. Definition of Duty</p>	<p>NFPA 1041, 2007 Ed, Chapter 6, Para. 6.2.1</p>
<b>LO 001/6.2.2</b>	<p>C. Administer a training record system</p> <ol style="list-style-type: none"> <li>1. Records management                             <ol style="list-style-type: none"> <li>a. Training and attendance</li> <li>b. Legal requirements</li> </ol> </li> <li>2. Legal liability                             <ol style="list-style-type: none"> <li>a. Vicarious liability</li> <li>b. Foreseeability</li> <li>c. Liability reduction</li> </ol> </li> <li>3. Record categories                             <ol style="list-style-type: none"> <li>a. Training</li> <li>b. Budget</li> <li>c. Inventory</li> <li>d. Maintenance</li> <li>e. Personnel</li> </ol> </li> <li>4. Training reports and records</li> </ol>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 3</p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 6</p> <p>NFPA 1401, <i>Recommended Practice for Fire Service Training Reports and Records</i>, 2006 Ed.</p>
<b>Performance</b>	<p>Demonstrate the administration of a training record system so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.</p>	<p><b>Skills Station #1</b>  <b>Program Management:</b>  <b>Training Record System</b></p>

LO/OBJ	CONTENT	REFERENCE
<b>LO 002/6.2.3</b>	<p>D. Develop recommendations for policies to support the training program</p> <ol style="list-style-type: none"> <li>1. Report writing               <ol style="list-style-type: none"> <li>a. General considerations</li> <li>b. Report writing criteria                   <ol style="list-style-type: none"> <li>1. Report development</li> <li>2. Writing style</li> <li>3. Executive summary</li> </ol> </li> </ol> </li> <li>2. Development of training policies               <ol style="list-style-type: none"> <li>a. Policies</li> <li>b. Procedures and guidelines</li> <li>c. Need for new policy, procedure, or guideline</li> <li>d. Revision process</li> <li>e. Adoption process                   <ol style="list-style-type: none"> <li>1. Identify need</li> <li>2. Develop draft document</li> <li>3. Submit draft for review</li> <li>4. Adopt document</li> <li>5. Publish document</li> <li>6. Implement document's contents</li> <li>7. Evaluate effectiveness</li> </ol> </li> <li>f. Standards</li> </ol> </li> </ol>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 6</p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 20</p>
<b>Performance</b>	Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved	<b>Skills Station #1 Program Management: Policy Recommendation</b>
<b>LO 003/6.2.4</b>	<p>E. Selection of instructional staff</p> <ol style="list-style-type: none"> <li>1. Staff selection               <ol style="list-style-type: none"> <li>a. Qualifications</li> <li>b. Position advertising</li> <li>c. Internal/External sources</li> <li>d. Recruitment and training</li> <li>e. Applications and interviews</li> <li>f. Employee orientation</li> </ol> </li> <li>2. Local policies and procedures</li> </ol>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 20</p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<p><b>Performance</b></p> <p><b>LO 004/6.2.5</b></p>	<p>Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency instructional goals.</p> <p>F. Construct a performance-based instructor evaluation plan</p> <ol style="list-style-type: none"> <li>1. Personnel Evaluations                             <ol style="list-style-type: none"> <li>a. Characteristics</li> <li>b. Process</li> <li>c. Periodic job performance evaluations</li> <li>d. Feedback evaluations</li> <li>e. Legal considerations</li> </ol> </li> <li>2. Evaluation Process                             <ol style="list-style-type: none"> <li>a. General methodology                                     <ol style="list-style-type: none"> <li>1. Evaluation types</li> <li>2. Evaluation methods</li> </ol> </li> <li>b. Application skills                                     <ol style="list-style-type: none"> <li>1. Organizations</li> <li>2. Programs</li> </ol> </li> <li>c. Evaluation plans</li> </ol> </li> </ol>	<p><b>Skills Station #1 Program Management: Staff Selection</b></p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 20</p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapters 21</p>
<p><b>Performance</b></p> <p><b>LO 005/6.2.6</b></p>	<p>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.</p> <p>G. Write equipment purchasing specifications</p> <ol style="list-style-type: none"> <li>1. Purchasing process                             <ol style="list-style-type: none"> <li>a. Determine needs</li> <li>b. Conduct research                                     <ol style="list-style-type: none"> <li>1. Survey other jurisdictions</li> <li>2. Review manufacturers' business histories</li> <li>3. Request references</li> <li>4. Review standards and regulations</li> <li>5. Review industry trends</li> <li>6. Compare various products</li> <li>7. Determine equipment compatibility</li> </ol> </li> </ol> </li> </ol>	<p><b>Skills Station #1 Program Management: Instructor Evaluation Plan</b></p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 18</p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<p><b>Performance</b></p> <p><b>LO 006/6.2.7</b></p>	<p>8. Review purchasing ordinances and laws</p> <p>9. Develop request for proposal</p> <p>c. Evaluate equipment</p> <p>d. Review product data</p> <p>e. Conduct purchasing process</p> <p>1. Determine funding sources</p> <p>2. Create bid specifications</p> <p>3. Evaluate and score proposals</p> <p>4. Award purchase contract</p> <p>Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.</p> <p>H. Present evaluation findings, conclusions, and recommendations to agency administrator</p> <p>1. Interpersonal communication basics</p> <p>a. Sender</p> <p>b. Message</p> <p>c. Medium or channel</p> <p>d. Receiver</p> <p>e. Feedback to sender</p> <p>f. Interference</p> <p>2. Interpersonal communication purposes</p> <p>3. Verbal component</p> <p>a. Cultural concept of words</p> <p>b. Verbal skills improvement</p> <p>4. Nonverbal component</p> <p>a. Kinesics</p> <p>b. Nonverbal</p> <p>5. Listening skills</p> <p>a. Attending</p> <p>b. Understanding</p> <p>c. Remembering</p> <p>d. Evaluating</p> <p>e. Responding</p> <p>f. Improving listening skills</p>	<p><b>Skills Station #1</b></p> <p><b>Program Management:</b></p> <p><b>Equipment Purchasing Specifications</b></p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 4</p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<p><b>Performance</b></p>	<p>6. Presentation techniques                      a. Characteristics of effective speakers                      b. Nonverbal elements                      c. Presentation preparation                      d. Attitudes/Values display                      e. Presentation organization format                      f. Methods of sequencing</p> <p>7. Course and instructional design evaluations                      a. Considerations for planning                      b. Formative evaluations                      c. Summative evaluations                      d. Evaluation results</p> <p>Present evaluation findings, conclusions, and recommendations to the agency administrator, given data summaries, so that recommendations are unbiased, supported, and reflect agency goals, policies and procedures.</p>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed.                      Chapter 10</p> <p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed.                      Chapter 21</p> <p><b>Skills Station #1                      Program Management:                      Present Evaluation Findings</b></p>

## Unit 2. Instructional Development

**Objectives: Obtain the necessary knowledge, skills, and abilities to plan, develop, and implement comprehensive programs and curricula.**

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<p><b>6.3</b></p> <p><b>6.3.1</b></p> <p><b>LO 007/6.3.2</b></p>	<p><b>Instructional Development</b></p> <p>A. Definition of duty</p> <p>B. Conduct an agency needs analysis</p> <ol style="list-style-type: none"> <li>1. Learning objectives               <ol style="list-style-type: none"> <li>a. Development</li> <li>b. Action verbs</li> </ol> </li> <li>2. Lesson plan types and formats               <ol style="list-style-type: none"> <li>a. Types                   <ol style="list-style-type: none"> <li>1. Cognitive lesson plans</li> <li>2. Psychomotor lesson plans</li> </ol> </li> <li>b. Formats</li> </ol> </li> <li>3. Lesson plan creation</li> <li>4. Lesson plan modification or adoption</li> <li>5. Ancillary components               <ol style="list-style-type: none"> <li>a. Information sheet</li> <li>b. Skills sheet</li> <li>c. Worksheet</li> <li>d. Study sheet</li> <li>e. Assignment sheet</li> </ol> </li> <li>6. Audiovisual components               <ol style="list-style-type: none"> <li>a. Development guidelines</li> <li>b. Equipment                   <ol style="list-style-type: none"> <li>1. Cameras</li> <li>2. Scanners</li> <li>3. Video capture devices</li> <li>4. Video editing devices</li> </ol> </li> </ol> </li> <li>7. Lesson plan evaluation and Revision               <ol style="list-style-type: none"> <li>a. Evaluation</li> <li>b. Revision</li> </ol> </li> </ol>	<p>NFPA 1041, 2007 Ed, Chapter 6, Para. 6.3.1</p> <p><i>IFSTA's Fire and Emergency Services Instructor, 7<sup>th</sup> Ed. Chapter 14</i></p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
	<ul style="list-style-type: none"> <li>8. Research process                             <ul style="list-style-type: none"> <li>a. Data collection</li> <li>b. Information sources                                     <ul style="list-style-type: none"> <li>1. Internet</li> <li>2. Government agencies</li> <li>3. Libraries</li> <li>4. Educational institutions</li> <li>5. Professional organizations</li> <li>6. Testing and standards organizations</li> <li>7. Vendors/Manufacturers</li> <li>8. Nonprofit organizations</li> </ul> </li> <li>c. Validity</li> <li>d. Reference material citations</li> </ul> </li> <li>9. Analysis process                             <ul style="list-style-type: none"> <li>a. Types                                     <ul style="list-style-type: none"> <li>1. Cost/Benefit</li> <li>2. Process</li> <li>3. Policy</li> <li>4. Program</li> <li>5. Need</li> <li>6. Task</li> <li>7. Risk</li> </ul> </li> <li>b. Process steps</li> <li>c. Application</li> </ul> </li> <li>10. Need analysis</li> </ul>	<p>IFSTA’s <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 18</p> <p>IFSTA’s <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 21</p> <p>IFSTA’s <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 22</p>
<p><b>Performance</b></p> <p><b>LO 008/6.3.3, 6.3.4, and 6.3.7</b></p>	<p>Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.</p> <p>C. Design of programs or curricula/ Modifying an existing curriculum</p> <ul style="list-style-type: none"> <li>1. Domains of learning                             <ul style="list-style-type: none"> <li>a. Cognitive</li> <li>b. Psychomotor</li> <li>c. Affective</li> </ul> </li> </ul>	<p><b>Skills Station #2 Instructional Development: Needs Analysis</b></p> <p>IFSTA’s <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 7</p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
	<ul style="list-style-type: none"> <li>2. Styles of learning               <ul style="list-style-type: none"> <li>a. Styles</li> <li>b. Methods</li> </ul> </li>   <li>3. Laws of learning               <ul style="list-style-type: none"> <li>a. Readiness</li> <li>b. Exercise</li> <li>c. Effect</li> <li>d. Disuse</li> <li>e. Association</li> <li>f. Recentness</li> <li>g. Primacy</li> <li>h. Intensity</li> </ul> </li>   <li>4. Motivation               <ul style="list-style-type: none"> <li>a. Motivation techniques of adult students</li> <li>b. Motivation – Relationship to learning</li> </ul> </li>   <li>5. Theories of learning and remembering</li>   <li>6. Memory               <ul style="list-style-type: none"> <li>a. Sensory</li> <li>b. Short-term</li> <li>c. Long-term</li> </ul> </li>   <li>7. Factors that affect learning               <ul style="list-style-type: none"> <li>a. Learning obstacles</li> <li>b. Learning plateaus</li> </ul> </li>   <li>8. Approaches to teaching               <ul style="list-style-type: none"> <li>a. Traditional</li> <li>b. Mastery                   <ul style="list-style-type: none"> <li>1. Advantages</li> <li>2. Disadvantages</li> </ul> </li> </ul> </li>   <li>9. Students as individuals               <ul style="list-style-type: none"> <li>a. Individuals with low literacy levels</li> <li>b. Individuals with learning disabilities</li> <li>c. Gifted students</li> <li>d. Slow learners or slow students</li> <li>e. Nondisruptive, nonparticipating students</li> <li>f. Disruptive, nonparticipating students</li> <li>g. Nondisruptive, participating, successful students</li> </ul> </li> </ul>	<p data-bbox="1062 1570 1321 1709"><i>IFSTA's Fire and Emergency Services Instructor, 7<sup>th</sup> Ed. Chapter 8</i></p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<p><b>LO 009/6.3.5 and 6.3.6</b></p>	<p>10. Student characteristics</p> <ul style="list-style-type: none"> <li>a. Life experiences</li> <li>b. Motivation</li> <li>c. Adult responsibilities</li> <li>d. Confidence</li> <li>e. Learning style variations</li> <li>f. Demographic factors                             <ul style="list-style-type: none"> <li>1. Age</li> <li>2. Gender</li> <li>3. Culture and ethnicity</li> <li>4. Educational background</li> </ul> </li> </ul> <p>11. Program and curriculum development</p> <ul style="list-style-type: none"> <li>a. Sample planning model</li> <li>b. Training program and curriculum design                             <ul style="list-style-type: none"> <li>1. Identify needs</li> <li>2. Hierarchy of work</li> <li>3. Task analysis</li> </ul> </li> <li>c. Design curriculum/course                             <ul style="list-style-type: none"> <li>1. Group similar objectives</li> <li>2. Develop lesson plans</li> <li>3. Sequence lessons into courses</li> <li>4. Sequence courses into curriculum</li> <li>5. Create evaluation instruments</li> </ul> </li> <li>d. Implement curriculum/course                             <ul style="list-style-type: none"> <li>1. Select qualified instructors</li> <li>2. Create or select appropriate training aids</li> <li>3. Present a pilot of the course</li> </ul> </li> <li>e. Evaluate curriculum/course                             <ul style="list-style-type: none"> <li>1. Evaluate course materials</li> <li>2. Evaluate instructor performances</li> </ul> </li> <li>f. Curriculum/Course revision</li> </ul>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 22</p>
	<p>D. Writing program and course goals and course objectives</p> <ul style="list-style-type: none"> <li>1. Job performance requirements</li> <li>2. Select goals, objectives, and resources                             <ul style="list-style-type: none"> <li>a. Goals</li> <li>b. Objectives</li> <li>c. Resources</li> </ul> </li> </ul>	<p>IFSTA's <i>Fire and Emergency Services Instructor</i>, 7<sup>th</sup> Ed. Chapter 22</p>

<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
<b>Performance</b>	Design a curriculum given a needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning skills are utilized, and the program meets time and budget constraints.	<b>Skills Station #2 Instructional Development: Curriculum Design</b>
<b>Performance</b>	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	<b>Skills Station #2 Instructional Development: Modify Existing Curriculum</b>
<b>Performance</b>	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.	<b>Skills Station #2 Instructional Development: Course Content Outline</b>



<i>LO/OBJ</i>	<i>CONTENT</i>	<i>REFERENCE</i>
	<ul style="list-style-type: none"> <li>b. Advantages</li> <li>c. Characteristics</li> <li>d. Performance evaluation processes</li> <li>e. Evaluation uses               <ul style="list-style-type: none"> <li><u>1.</u> Strengths</li> <li><u>2.</u> Weaknesses</li> </ul> </li> <li>f. Evaluation instruments</li> <li>g. Student evaluation of instructor</li> </ul> <p>2. Evaluation process</p> <ul style="list-style-type: none"> <li>a. General methodology               <ul style="list-style-type: none"> <li><u>1.</u> Evaluation types</li> <li><u>2.</u> Evaluation methods</li> </ul> </li> <li>b. Application skills               <ul style="list-style-type: none"> <li><u>1.</u> Organizations</li> <li><u>2.</u> Programs</li> </ul> </li> <li>c. Evaluation plans</li> <li>d. Course and instructional design evaluations               <ul style="list-style-type: none"> <li><u>1.</u> Considerations for planning</li> <li><u>2.</u> Formative evaluations</li> <li><u>3.</u> Summative evaluations</li> <li><u>4.</u> Evaluation results</li> </ul> </li> </ul>	<p>Instructor, 7<sup>th</sup> Ed., Chapter 15</p> <p>IFSTA's Fire and Emergency Services Instructor, 7<sup>th</sup> Ed., Chapter 21</p>
<b>LO 015/6.5.4</b>	<p>D. Creating a program evaluation plan</p> <ul style="list-style-type: none"> <li>1. Course/lesson evaluations           <ul style="list-style-type: none"> <li>a. Considerations for planning</li> <li>b. Formative evaluations               <ul style="list-style-type: none"> <li><u>1.</u> Field test</li> <li><u>2.</u> Observation</li> </ul> </li> <li>c. Summative evaluations               <ul style="list-style-type: none"> <li><u>1.</u> Supervisory personnel surveys</li> <li><u>2.</u> student learning surveys</li> </ul> </li> <li>d. Evaluations results</li> </ul> </li> </ul>	<p>IFSTA's Fire and Emergency Services Instructor, 7<sup>th</sup> Ed., Chapter 15</p>
<b>Performance</b>	<p>Develop a course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. Then develop 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</p>	<p><b>Skills Station #3 Evaluation and Testing: Course/Program Evaluation Plan</b></p>

## Bibliography

### References:

IFSTA, *Fire and Emergency Services INSTRUCTOR*, 7<sup>th</sup> Edition, Fire Protection Publications, Oklahoma State University.

*NFPA 1401: Recommended Practice for Fire Service Training Reports and Records*, 2006, National Fire Protection Association, Quincy, Massachusetts.

*NFPA 1041: Standard for Fire Service Instructor Professional*, 2007, National Fire Protection Association, Quincy, Massachusetts.

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## **Student Notes**

**AFSC 10413**  
**10413 01 0807**  
**Edit Code 02**