

NFPA 1041

Fire Service

Instructor

Professional

Qualifications

1992 Edition



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There is a concern that the growing use of synthetic materials may produce more or additional toxic products of combustion in a fire environment. The Board has, therefore, asked all NFPA technical committees to review the documents for which they are responsible to be sure that the documents respond to this current concern. To assist the committees in meeting this request, the Board has appointed an advisory committee to provide specific guidance to the technical committees on questions relating to assessing the hazards of the products of combustion.

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NFPA 1041
Standard for
Fire Service Instructor Professional Qualifications
1992 Edition

This edition of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, was prepared by the Technical Committee on Fire Service Instructor Professional Qualifications, released by the Correlating Committee on Professional Qualifications, and acted on by the National Fire Protection Association, Inc. at its Annual Meeting held May 18-21, 1992 in New Orleans, LA. It was issued by the Standards Council on July 17, 1992, with an effective date of August 14, 1992, and supersedes all previous editions.

The 1992 edition of this document has been approved by the American National Standards Institute.

Origin and Development of NFPA 1041

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

In compliance with this direction, the Technical Committee for Fire Service Instructor Qualifications met in several general sessions and subcommittee sessions during 1973, 1974, and 1975. A survey was conducted through the State Directors of Fire Service Training in an effort to obtain information on existing qualifications for fire service instructor. Much material was reviewed by the committee. Through this information and much committee deliberation, and through the courtesy of the Delaware State Fire School, a flow chart of a training program was constructed. From this chart the committee identified four distinct levels of instructor responsibilities: (1) to teach, (2) to develop teaching material, (3) to supervise the teaching staff and program, and (4) to manage, budget, and implement the program. From this the committee has endeavored to establish a series of objectives for four instructor levels and identify curriculum that would aid instructor candidates in meeting these objectives.

In the report of the Wingspread Conference, 1966, certain criteria for Fire Service Professionalization were adopted. One criterion stated was "Professionalization Begins with Education." To this end, keeping in mind that the quality of any educational program is only as good as its instructional staff, the Fire Service Professional Standards Committee for Fire Service Instructor Qualifications dedicates these standards.

This standard was first issued in 1976 and was revised by the Fire Service Instructor Qualifications Committee in 1981 and 1987.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were

to build on each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

In 1990, responsibility for the appointment of professional qualifications committees and the development of the professional qualifications standards was assumed by the NFPA.

The Correlating Committee on Professional Qualifications was appointed by the NFPA Standards Council in 1990 and assumed the responsibility for coordinating the requirements of all of the professional qualifications documents.

The intent of the technical committee was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire service instructor. The committee further contends that these job performance requirements can be used in any fire department in any city, town, or private organization throughout North America.

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NOTE: Membership on a Committee shall not in and of itself constitute an endorsement of the Association or any document developed by the Committee on which the member serves.

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Standard for
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NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates explanatory material on that paragraph in Appendix A.

Chapter 1 Administration

1-1 Scope. This standard identifies the professional levels of competence required of fire service instructors.

1-2 Purpose. The purpose of this standard is to provide minimum qualifications for fire service instructors.

1-2.1 It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

1-2.2 This standard shall cover the entrance requirements and the requirements for the subsequent four levels of progression, i.e., Fire Service Instructor I, Fire Service Instructor II, Fire Service Instructor III, and Fire Service Instructor IV.

1-3* General.

1-3.1 All of the performance standards for any level of fire service instructor shall meet the following criteria: they shall be performed with competence, and each objective shall be met in its entirety unless otherwise stated.

1-3.2 It is not required that the objectives be mastered in the order that they appear in each of the levels of progression.

1-3.3 When accepted, after fulfilling the entrance requirements of Chapter 2 of this standard, the individual may be called a fire service instructor candidate. The fire service instructor shall meet all of the objectives for Fire Service Instructor I before being certified at that level and before applying for qualification at the next higher level.

1-3.4 The Fire Service Instructor I shall meet all of the objectives for Fire Service Instructor II before being certified at that level and before applying for qualification at the next higher level.

1-3.5 The Fire Service Instructor II shall meet all of the objectives for Fire Service Instructor III before being certified at that level and before applying for qualification at the next higher level.

1-3.6 The Fire Service Instructor III shall meet all of the objectives for Fire Service Instructor IV before being certified at that level.

1-3.7 This standard does not identify the level of skill and knowledge of the fire service instructor in the subject matter to be taught. Each training agency shall select instructors who have appropriate subject matter skill, knowledge, and ability.

1-4* Definitions.

Block. A division of the occupational analysis consisting of a group of related tasks with some one factor in common.

Instructor I. A fire service instructor who has demonstrated the knowledge of and the ability to conduct instruction from prepared material.

Instructor II. A fire service instructor who, in addition to meeting Instructor I qualifications, has demonstrated the knowledge and ability to coordinate other instructors and who is capable of using a variety of teaching strategies to develop lesson plans and instructional aids based on a task analysis.

Instructor III. A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to determine course objectives, develop course outlines, develop tests, prepare lesson plans and supporting aids, and supervise instructors and support staff.

Instructor IV. A fire service instructor who, in addition to meeting Instructor III qualifications, has demonstrated the knowledge and ability to administer and manage a fire service training program, including budget preparation, personnel management, maintenance of positive public relations, and organizational goal setting.

Job. An organized segment of instruction designed to develop sensory motor skills or technical knowledge.

Job Performance Requirement. A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

Shall. Indicates a mandatory requirement.

Should. Indicates a recommendation or that which is advised but not required.

Task. A job or combination of jobs requiring the teaching and learning of sensorimotor skills and technical information to meet occupational requirements.

Unit. A division of a block consisting of an organized grouping of tasks within that block.

Chapter 2 Instructor I

2-1 General.

2-1.1 For certification at Fire Instructor Level I, the candidate shall meet the job performance requirements defined in Sections 2-1 through 2-10 of this standard.

2-1.2 Define the following terms and relate the concepts of these terms to fire service instructional activities:

- (a) Course objectives
- (b) Course outline
- (c) Feedback
- (d) Four-step method
- (e) Instructional materials
- (f) Instructor
- (g) Job
- (h) Job breakdown sheet
- (i) Key points
- (j) Lesson plan
- (k) Level of instruction
- (l) Materials needed
- (m) Methods of instruction
- (n) Minimum acceptable standard
- (o) Motivation
- (p) Occupational analysis
- (q) Performance levels
- (r) Progress chart
- (s) Student.

2-2 Instructional Planning.

2-2.1 Describe how to organize a teaching/learning setting in an indoor or outdoor facility with regard to:

- (a) Adequate lighting
- (b) Freedom from distraction
- (c) Heating, cooling, and ventilation
- (d) Noise control
- (e) Seating
- (f) Use of audiovisual equipment and teaching aids
- (g) Use of existing classroom facilities such as the chalkboard and bulletin board.

2-2.2 Describe how to organize a teaching/learning setting at a drillground or other outdoor facility with regard for:

- (a) Ability for learners to see and hear all of the instructional effort
- (b) Audible and visible distractions
- (c) Inclement weather
- (d) Visual aid limitations.

2-3 Instructional Development. Identify and describe the following components of a lesson plan:

- (a) Job title or topic
- (b) Level of instruction
- (c) Behavioral objectives or performance objectives
- (d) Instructional materials needed
- (e) References

- (f) Preparation step (motivation)
- (g) Presentation step
- (h) Application step
- (i) Lesson summary
- (j) Evaluation step
- (k) Assignment.

2-4 Instructional Methods/Techniques.

2-4.1 Describe techniques for conducting a lesson using the following methods:

- (a) Conference
- (b) Discussion
- (c) Demonstration
- (d) Illustration
- (e) Lecture
- (f) Individualized instruction.

2-4.2 Demonstrate ability to effect changes in student behavior given an assignment to teach fire service subject, utilizing a lesson plan and a technique that employs the following four steps:

- (a) Preparation (motivation)
- (b) Presentation
- (c) Application
- (d) Testing.

2-4.3 Describe how to adjust the presentation given in 2-4.2 to ensure class continuity and student interest when the class is interrupted by an unscheduled event.

2-4.4 Describe at least two means of dealing with each of the following types of students:

- (a) Daydreamer
- (b) Fast learner
- (c) Shy or timid student
- (d) Sidetracker or staller
- (e) Slow learner
- (f) Troublemaker or "wise guy."

2-5 Instructional Materials/Aids. Demonstrate the proper use of audiovisual equipment, teaching aids, and demonstration devices generally employed in training programs, including:

- (a) Audiovisual equipment
- (b) Projectable instructional materials
- (c) Nonprojectable instructional materials.

2-6 Evaluation and Testing.

2-6.1 Describe the value of evaluating self-performance during an instructional activity.

2-6.2 Demonstrate ability to evaluate student performance to provide feedback regarding possible revisions in lesson plans or materials.

2-6.3 Demonstrate knowledge of the administration and grading of oral, written, and performance tests that may be required for student evaluation.

2-6.4 Describe procedures for reducing student failure rates by the following methods:

- (a) Bringing about an improved performance
- (b) Providing individual instruction to improve manipulative skill performance
- (c) Tutoring a student to improve technical knowledge.

2-7 Training Records and Reports. Describe the benefits and purpose of training records and report forms, including progress and achievement reports, and demonstrate their completion.

2-8 Concepts of Learning.

2-8.1 Describe how the following student/instructor factors influence the teaching/learning process:

- (a) Attitude
- (b) Experience
- (c) Knowledge
- (d) Education
- (e) Personality
- (f) Physical condition (fatigue, illness, etc.).

2-8.2 Describe the laws and principles of learning.

2-9 Communication.

2-9.1 Demonstrate, in a teaching situation, the ability to speak in an easily understood manner having the following characteristics:

- (a) A clear, effectively pitched, and well-modulated voice
- (b) Speech that is reasonably free from language errors
- (c) A style reasonably free from mannerisms that materially detract from the teaching effort.

2-9.2 Describe the following four elements of communication:

- (a) Encoding
- (b) Transmitting
- (c) Receiving
- (d) Decoding.

2-10 Roles and Responsibilities.

2-10.1 Locate the position of Instructor I within the table of organization, identifying superiors and describing the instructor's role within the organization.

2-10.2 Describe and classify the instructor's responsibility to each of the following:

- (a) The fire service
- (b) The administration
- (c) The student.

2-10.3 Describe equal opportunity and affirmative action programs as they relate to fire service instruction.

2-10.4 Demonstrate safety responsibilities and practices as they relate to fire service instruction.

Chapter 3 Instructor II

3-1 General. For certification at Level II, the Fire Instructor I shall meet the job performance requirements defined in Sections 3-2 through 3-9 of this standard.

3-2 Instructional Planning.

3-2.1 Define *task* and *job analysis* and describe the procedures for performing task and job analysis.

3-2.2 Demonstrate the ability to develop specific, measurable, attainable behavioral objectives or performance objectives that have three major components:

- (a) What behavior is expected — what the student will be able to do
- (b) How the behavior is to be accomplished — the conditions under which the performance will be evaluated
- (c) To what standard the behavior is to be accomplished — how well the student will be able to perform.

3-3 Instructional Development. Given a fire service related subject for which no prepared lesson plan exists, 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:

- (a) Job title or topic
- (b) Level of instruction
- (c) Objectives (behavioral or performance)
- (d) Materials needed
- (e) References
- (f) Preparation step
- (g) Presentation
- (h) Application step
- (i) Lesson summary
- (j) Evaluation step
- (k) Assignments.

3-4 Instructional Methods/Techniques. Explain where each of the following methods should be used and describe the relative values of each method.

- (a) The conference
- (b) The discussion
- (c) The demonstration

- (d) The illustration
- (e) The lecture
- (f) Group discussion
- (g) Computer aided instruction
- (h) Individualized instruction.

3-5 Instructional Materials/Aids. Prepare the following instructional materials:

- (a) Overhead transparencies
- (b) Charts
- (c) Diagrams
- (d) Information sheets
- (e) Student worksheets.

3-6 Evaluation and Testing. Construct written and oral questions and performance tests, given the behavioral or performance objectives of a lesson.

3-7 Training Records and Reports. No requirements for Instructor II.

3-8 Concepts of Learning. Describe how the following factors influence the teaching/learning process:

- (a) Instructional materials
- (b) The teaching/learning setting
- (c) Competency-based learning.

3-9 References. Identify sources of reference materials required for the development of a fire service lesson plan.

- (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.

4-5.2 Select a minimum of 4 different instructional materials from the following list, given a course outline and program needs:

- (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
- (n) Computer-aided instruction.

4-6 Evaluation and Testing.

4-6.1 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
- (f) Valid.

4-6.2 Construct a test analysis and an item analysis that will provide information regarding examination effectiveness and validity.

4-6.3 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

Chapter 4 Instructor III

4-1 General. For certification at Level III, the Fire Instructor II shall meet the job performance requirements defined in Sections 4-2 through 4-7 of this standard.

4-2 Instructional Planning. Construct an analysis of a typical fire service occupation by dividing the occupation into the following elements:

- (a) Block
- (b) Unit
- (c) Task
- (d) Job.

4-3 Instructional Development. No requirements for Instructor III.

4-4 Instructional Methods/Techniques. No requirements for Instructor III.

4-5 Instructional Materials/Aids.

4-5.1 Prepare, for developmental purposes, a comprehensive course outline that includes the following components:

- (g) Median
- (h) Percentage scores
- (i) Percentile scores
- (j) Range of scores
- (k) Standard deviation.

4-6.4 Given a summary of test grades and the results of other evaluation procedures:

- (a) Determine causes of student failure to meet objectives
- (b) Prepare reports for superiors that summarize deficiencies
- (c) Make recommendations for corrective action that will reduce future failures.

4-6.5* Describe the requirements of the Equal Employment Opportunity Act, including guidelines and affirmative action efforts for employee selection and testing.

4-7 Training Records and Reports. Construct suitable training records and reports.

Chapter 5 Instructor IV

5-1 General. For certification at Level IV, the Fire Instructor III shall meet the job performance requirements defined in Sections 5-2 through 5-10 of this standard.

5-2 Instructional Planning. No requirements for Instructor IV.

5-3 Instructional Development. No requirements for Instructor IV.

5-4 Instructional Methods/Techniques. No requirements for Instructor IV.

5-5 Instructional Materials/Aids. No requirements for Instructor IV.

5-6 Evaluation and Testing. Evaluate the effectiveness of a training program, given the curriculum, test instruments, distribution of student scores, and student evaluations of the program.

5-7 Training Records and Reports.

5-7.1 Construct a schedule for training programs and instructional personnel.

5-7.2 Describe an appropriate procedure for selecting instructor personnel to teach technical fire service subjects based on their skill, knowledge, and ability.

5-7.3 Describe the procedure for determining need, development, and implementation of fire service training programs on an organizational level.

5-7.4 Given the need for advanced instructional materials, analyze the need for and supervise the development of appropriate materials.

5-7.5 Describe the application of computer technology as it relates to the training function.

5-7.6 Prepare an annual report for a training division, given 12 months of operating data.

5-8 Concepts of Learning. No requirements for Instructor IV.

5-9 References. No requirements for Instructor IV.

5-10 General Management.

5-10.1 Demonstrate knowledge of management practices, including the following:

- (a) Goal setting
- (b) Budget preparation and administration
- (c) Discipline
- (d) Grievance procedures
- (e) Hiring practices
- (f) Leadership
- (g) Motivation
- (h) Office management
- (i) Promotion policy
- (j) Staff development
- (k) Termination
- (l) Project writing.

5-10.2 Describe the relationship of the fire service with other public safety community and education entities.

Appendix A

This Appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.

A-1-3 The specialized and hazardous nature of fire service requires that applicants become qualified in their area of specialty. The committee recognizes it is important that fire service instructors be competent in that area of specialty. The fire service instructors must also possess the physical abilities necessary to conduct instruction in the specialty area. It's not within the scope of this committee, nor is it their intent, to define minimum levels of specific subject matters, knowledge, or proficiency required by instructors. These minimum levels should be determined by the authority having jurisdiction.

Education. In developing the fire service instructor standards, the committee identified certain objectives it felt were necessary to qualify fire service instructors at the 4 levels of progression. It was not the intent of the committee to establish standardized instructor training programs, but to utilize programs already in existence throughout the country. The knowledge and skills required to perform the stated objectives may be obtained from various sources:

state fire service training agencies, vocational-technical institutions, community colleges, universities, self-study, experience, and other educational mediums.

The committee realizes that some instructor candidates may qualify at the various levels without formal training, and, although formal training is not a prerequisite, it is strongly recommended that every fire service instructor (1) successfully complete approved formal courses of instruction, and (2) attend periodic career development and improvement courses and remain active within a fire service training program.

A-1-4 Definitions of action verbs used in the job performance requirements in this document are based on the first definition of the word found in *Webster's Third New International Dictionary of the English Language*.

A-4-6.5 Title 29 Labor, Chapter XIV, Equal Employment Opportunity Commission, Part 1607, Guidelines on Employee Selection Procedures.

Appendix B

This Appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.

B-1 Bibliography.

B-1.1 This is NOT a complete listing or a study guide for qualification purposes. These materials were used to assist the committee in compiling this standard.

Affirmative Action and Equal Employment: A Guidebook for Employers (2 volumes), U.S. Equal Employment Opportunity Commission, U.S. Government Printing Office, 1974

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B-1-2 Other Publications. *Webster's Third New International Dictionary of the English Language*, Unabridged, G. & C. Merriam Company.

Index

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SUBMITTING PROPOSALS ON NFPA TECHNICAL COMMITTEE DOCUMENTS

**Contact NFPA Standards Administration for final date for receipt of proposals
on a specific document.**

Note: All proposals must be received by 5:00 p.m. E.S.T./E.D.S.T. on the published proposal closing date.

INSTRUCTIONS

Use a separate proposal form for submitting each proposed amendment.

1. Type or print legibly in black ink.
2. Indicate the number, edition year, and title of the document. Also indicate the specific section or paragraph that the proposed amendment applies to.
3. Check the appropriate box to indicate whether this proposal recommends adding new text, revising existing text, or deleting text.
4. In the space identified as "Proposal" indicate the exact wording you propose as new or revised text, or the text you propose be deleted.
5. In the space titled "Statement of Problem and Substantiation for Proposal" state the problem which will be resolved by your recommendation and give the specific reason for your proposal. Include copies of test results, research papers, fire experience, or other materials that substantiate your recommendation.
6. Check the appropriate box to indicate whether or not this proposal is original material, and if it is not, indicate the source of the material.
7. Sign the proposal.

If supplementary material (photographs, diagrams, reports, etc.) is included, you may be required to submit sufficient copies for all members and alternates of the technical committee. The technical committee is authorized to abstract the "Statement of Problem and Substantiation for Proposal" if it exceeds 200 words for publication in the Technical Committee Reports.

NOTE: The NFPA Regulations Governing Committee Projects in Paragraph 10-10 state: Each proposal shall be submitted to the Council Secretary and shall include:

- (a) identification of the submitter and his affiliation (Committee, organization, company) where appropriate, and
- (b) identification of the document, paragraph of the document to which the proposal is directed, and
- (c) a statement of the problem and substantiation for the proposal, and
- (d) proposed text of proposal, including the wording to be added, revised (and how revised), or deleted.

FORM FOR PROPOSALS ON NFPA TECHNICAL COMMITTEE DOCUMENTS

Mail to: Secretary, Standards Council

National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02269-9101

Fax No.: 617-770-3500

Note: All proposals must be received by 5:00 p.m. E.S.T./E.D.S.T. on the published proposal closing date.

Date 5/18/85 Name John B. Smith Tel. No. 617-555-1212

Address 9 Seattle St., Seattle, WA 02255

Representing (Please indicate organization, company or self) Fire Marshals Assn. of North America

1. a) Document Title: Protective Signaling Systems NFPA No. & Year NFPA 72D

b) Section/Paragraph: 2-7.1 (Exception)

2. Proposal recommends: (Check one) ☐ new text
☐ revised text
☒ deleted text.

3. Proposal (include proposed new or revised wording, or identification of wording to be deleted):

Delete exception.

FOR OFFICE USE ONLY

Log #: _____

Date Rec'd: _____

Proposal #: _____

4. Statement of Problem and Substantiation for Proposal:


A properly installed and maintained system should be free of ground faults. The occurrence of one or more ground faults should be required to cause a "trouble" signal because it indicates a condition that could contribute to future malfunction of the system. Ground fault protection has been widely available on these systems for years and its cost is negligible. Requiring it on all systems will promote better installations, maintenance and reliability.

5. ☒ This Proposal is original material.

☐ This Proposal is not original material; its source (if known) is as follows: _____

(Note: Original material is considered to be the submitter's own idea based on or as a result of his own experience, thought, or research and, to the best of his knowledge, is not copied from another source.)

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