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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Firefighter I |
| **Lesson/Unit Title** | Firefighter Instructor Certification |
| **TEKS Student Expectations** | **130.334. (c) Knowledge and Skills**(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. (D) The student is expected to identify the levels of instructor certification by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel  |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The students will be able to:1. Identify the levels of instructor certification by the Texas Commission on Fire Protection (TCFP) and in the standards manual for fire protection personnel
2. Describe the prerequisites firefighter instructors must possess and the testing they must complete to receive the three levels of instructor certification
3. Explain the state expectations for firefighter instructors
4. Teach a firefighter lesson
5. Create a firefighter lesson
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| **Rationale** | It is important for firefighter cadets to understand the qualifications of their instructors and the process a commissioned firefighter undergoes during the certification process. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Firefighter Lesson Template Handout
* Firefighter Lesson Template
* Firefighter Instructor Certification Quiz and Key
* TCFP Performance Standards Checklist
* Discussion Rubric
* Individual Work Rubric
* Presentation Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Use the following questions for a class discussion:* Who instructs firefighters?
* What are the qualifications needed for the firefighter instructor certifications?
* What are the various job opportunities for persons with firefighter instructor certification?
* Is a firefighter instructor certification a goal of yours? Why or why not? Use the Discussion Rubric for assessment.
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| **Direct Instruction \*** | 1. Minimum Standards for Firefighter Instructor Certification
	1. Training programs must meet the curriculum and the competencies of the National Fire Protection Association (NFPA) 1041
	2. All applicants for certification must meet the requirements of NFPA 1041
	3. Prior to appointment as a fire service instructor, all personnel must
		1. Complete a commission-approved fire service instructor program
		2. Pass the commission examination pertaining to that curriculum
	4. Personnel who receive probationary or temporary appointment to fire service instructor duties must be certified by the commission within one year from the date of appointment to the position
	5. An out-of-state, military, or federal instructor training program may be accepted by the commission as meeting the training requirements for certification as a fire service instructor if the training has been
		1. Submitted to the commission for evaluation and
		2. Found to be equivalent to or to exceed the commission-approved instructor course for that particular level of fire service instructor certification
	6. Personnel with any of the following are considered to have training equivalent to the commission's curriculum requirements for Instructor I, II, and III training
		1. An individual who holds a bachelor's degree or higher from a regionally accredited educational institution, or
		2. A teaching certificate issued by the State Board for Educator Certification, or
		3. An associate's degree with twelve semester hours of education instructional courses
2. NFPA Definitions of Certification Levels (TCFP, 2008)
	1. Instructor I – “A fire service instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.”
	2. Instructor II – “A fire service instructor who, in addition to meeting Instructor I qualifications, has demonstrated the knowledge and ability to develop individual lesson plans for a specific topic, including learning objectives, instructional aids, and evaluation instruments; schedule training sessions based on overall training plan of authority having jurisdiction; and supervise and coordinate the activities of other instructors.”
	3. Instructor III – “A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to develop comprehensive training curriculum and programs for use by single or multiple organizations; conduct organization needs analysis; and develop training goals and implementation strategies.”
3. Fire Service Instructor I and Instructor II Certification Process
	1. Note: the certification process for these two certifications is very similar
	2. The Fire Service Instructor candidate must
		1. Have a minimum of three years of experience in fire protection in one or more of the following
			1. A paid, volunteer, or regulated non-governmental fire department, or
			2. A department of a state agency, education institution, or political subdivision providing fire protection training and related responsibilities
4. Possess valid documentation of accreditation from the International Fire Service Accreditation Congress (IFSAC) as a Fire Instructor I, II or III; or
5. Have completed the appropriate curriculum for Fire Service Instructor I and/or Instructor II as contained in the Chapter 8 of the NFPA Certification Curriculum Manual
6. Successfully pass the applicable commission two-part examination
	1. Skills
	2. Written examination

IV. Fire Service Instructor III Certification Process* 1. Hold as a prerequisite a Fire Instructor I and II Certification and
	2. Have a minimum of three years of experience in fire protection in one or more of the following
		1. A paid, volunteer, or regulated non-governmental fire department; or
		2. A department of a state agency, education institution, or political subdivision providing fire-protection training and related responsibilities; and
	3. Possess valid documentation of accreditation from the International Fire Service Accreditation Congress (IFSAC) as a Fire Instructor III; or
	4. Have completed the appropriate curriculum for Fire Service Instructor III contained in Chapter 8 of the NFPA Certification Curriculum Manual and
		1. Successfully pass the applicable commission test
		2. Hold as a prerequisite an advanced structural fire protection personnel certification, an advanced aircraft fire protection personnel certification, advanced marine fire protection personnel certification, advanced inspector certification, advanced fire investigator, or advanced arson investigator certification; or
		3. Have 60 college hours from a regionally accredited educational institution; or
		4. Hold an associate's degree from a regionally accredited educational institution

V. Criteria for Approved Fire Science Instructor Training Courses* 1. Approved Training Courses for the three levels of certification must contain the following criteria. (Not all programs are exactly the same, but they must all contain the following as a minimum)
		1. Instructor I course
			1. Is designed to meet the needs of entry-level fire and emergency-service instructors
			2. Meets or exceeds the job performance requirements in NFPA 1041, Standard for Fire Service Instructor Professional Qualifications, Chapter 4
	2. Is formatted around classroom lectures, group activities, and individual presentations
	3. Includes 48 recommended hours of instruction with the following topics
		1. Overview of instructor and student profiles
		2. Introduction to learning theories
		3. Use of instructional materials and media
		4. Maintaining student records and reports
		5. Techniques to communicate effectively
		6. Arranging the learning environment
		7. Overview of legal considerations of education
		8. Group activities and individual presentations
	4. NFPA States that a Fire Instructor I is a fire service instructor who has demonstrated the knowledge and ability to do the following:
		1. Deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments
		2. Adapt lesson plans to the unique requirements of the students and authority having jurisdiction
		3. Organize the learning environment so that learning is maximized
		4. Meet the record-keeping requirements of authority having jurisdiction
		5. Shows understanding of classroom management and safety
		6. State the advantages and limitations of audiovisual equipment and teaching aids
		7. Has effective classroom arrangement
1. Instructor II course
	1. Is designed to meet the needs of the intermediate-level fire instructor
	2. Meets or exceeds the job performance requirements in NFPA 1041, Standard for Fire Service Instructor Professional Qualifications, Chapter 5
	3. Is designed around classroom lectures and exercises
	4. Includes 48 recommended hours of instruction with the following topics
		1. Managing Instructional resources
		2. Preparing lesson plans for specialized and advanced courses
		3. Developing evaluation instruments
		4. Developing topic specific instructional materials
		5. Teaching methods and techniques
2. Instructor III course

a) Is typically five days (40 hours) in duration 1. Is designed to meet the needs of the advanced-level fire instructor
2. Is designed to meet or exceed the elements of NFPA 1041, Chapter 6
3. Is designed around classroom lectures and group activities
4. Requires 64 hours of instruction
5. Covers the skills in Instructor I and II, and in addition requires
	1. Developing comprehensive training curriculum and programs for use by single or multiple organizations
	2. Conducting organizational needs analysis
	3. Developing training goals and implementation strategies

VI. Skills Portion for the Three Levels of Certification1. Instructor I
	1. NFPA 1041 and TCFP standards require the Instructor I student to “demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan”
		1. A candidate
			1. Must present a 15-20 minute block of instruction
			2. May present this instruction on any subject in which he or she has a **pre-made** lesson plan
			3. Is not allowed to create his or her own lesson plan
			4. Must include evaluation in the block of instruction
			5. Shall assemble, review, and adapt course materials, and organize the learning environment
			6. Must create a written test to give to students based on what he or she teaches during the block of instruction
			7. Needs to administer, grade, report test scores, and provide examinee feedback for the test
	2. During the skills portion, candidates are assessed and/or asked the following:
		1. What will be used for audiovisual aids? (computer, projector, marker board, etc.)
		2. Why was this presentation method chosen? (classroom exercise, practical exercise, etc.)
		3. What/Who is the target audience?
		4. How was the environment arranged for successful learning? (lighting, climate control, seating, distractions, etc.)
		5. How does the candidate teach to different learning styles? (Hint: a mix of classroom and hands-on activities)
		6. How is disruptive behavior addressed? (i.e. a know-it-all disrupting class)
		7. How will the candidate ensure that the testing process is equitable and confidential?
		8. How will the candidate submit records and reports within his or her department to ensure the student’s training record is properly updated
		9. What is the plan if you have a computer or projector error?
	3. During the 15-20 minute presentation, the candidate must meet the following objectives:
		1. Present all the material that the students will be tested over
		2. Administer an oral test
		3. Administer a written test that he or she creates
		4. Administer a performance skills evaluation
		5. Administer a course evaluation feedback form that he or she creates
		6. Complete a student roster with date, location, instructor, topic, and student name
		7. Provide student feedback: how the students will improve future performance, coaching as necessary, etc.
2. Instructor II
	1. NFPA 1041 and TCFP standards require the Instructor II student, “in addition to meeting Instructor I qualifications, to demonstrate the knowledge and ability to develop individual lesson plans for a specific topic, including learning objectives, instructional aids, and evaluation instruments; schedule training sessions based on overall training plan of authority having jurisdiction; and supervise and coordinate the activities of other instructors”
	2. All of the other components of this skills portion are the same as the Instructor I (listed above)
3. Instructor III
	1. NFPA and TCFP have designated Instructor III to be the highest level of instructor certification
		1. Instructor III Master is obtained with a college degree, not by additional skills or testing requirements
	2. Candidates will be given a computer with a printer to complete their skills
	3. Depending on the skills selected by the state, candidates may be required to:
		1. Conduct a needs analysis
		2. Design a program
		3. Modify a program
		4. Write a program and course goals
		5. Write course objectives
		6. Develop a course evaluation plan
		7. Create a program evaluation plan
		8. Develop a system for evaluation results

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Student Teaching Activity – Have students select a pre-made Firefighter I lesson plan. Have students prepare and deliver a 20-minute lesson on its content. Require the students to follow its outline, objectives, and supplemental activities. Have thestudents act as if they are participating in the skills portion of the Firefighter Instructor I exam and deliver the content in a professional manner according to TCFP standards. Use the TCFP Performance Standards Checklist for assessment. (*Note:* TCFP Performance Standards Checklist is found in the TCFP Curriculum Manual,http://www.tcfp.texas.gov/manuals/curriculum\_manual/chapter\_8\_6-1-08.pdf.)*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | * Firefighter Instructor Certification Quiz and Key
* TCFP Performance Standards Checklist
	+ http://www.tcfp.texas.gov/manuals/curriculum\_manual/chapter\_8\_6-1-08.pdf
* Discussion Rubric
* Individual Work Rubric
* Presentation Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*For reinforcement, have a fire instructor visit your classroom to introduce the certifications and answer student questions. Use the Discussion Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | *Standards Manual for Fire Protection Personnel.* Austin, TX: TexasCommission on Fire Protection.*NFPA 1041: Standard for Fire Service Instructor Professional Qualifications* (2007 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.Texas Commission on Fire Protection (TCFP) Curriculum Manual http://www.tcfp.texas.gov/manuals/curriculum\_manual/chapter\_8\_6-1-08.pdf |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards1. Research

C. Produce and design a document.* + 1. Design and present an effective product.
		2. Use source material ethically.
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| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enrichment, students will create an effective lesson plan on a relevant fire science topic of their choosing. The lesson should include all of the components listed in the Firefighter Lesson Template and Firefighter Lesson Template Handout. Use the Individual Work Rubric and the Presentation Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)