CERTIFICATION CURRICULUM MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

2014 Edition

Effective January 1, 2014

Texas Commission on Fire Protection
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CHAPTER EIGHT

FIRE INSTRUCTOR I

CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
801-4.1	General	1
801-4.2	Program Management	7
801-4.3	Instructional Development	16
801-4.4	Instructional Delivery	16
801-4.5	Evaluation and Testing	8
	TOTAL RECOMMENDED HOURS	**48**

CHAPTER EIGHT

FIRE INSTRUCTOR II

CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
802-5.1	General	1
802-5.2	Program Management	16
802-5.3	Instructional Development	12
802-5.4	Instructional Delivery	7
802-5.5	Evaluation and Testing	12
	TOTAL RECOMMENDED HOURS	**48**

CHAPTER EIGHT

FIRE INSTRUCTOR III

CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
803-6.1	General	1
803-6.2	Program Management	15
803-6.3	Instructional Development	32
803-6.4	Instructional Delivery	0
803-6.5	Evaluation and Testing	16
	TOTAL RECOMMENDED HOURS	**64**

REFERENCE LIST FOR THE FIRE INSTRUCTOR I CURRICULUM

Fire and Emergency Services Instructor (8th ed.). (2012). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire Service Instructor: Principles and Practice (2nd ed.). (2014). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2012 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

REFERENCE LIST FOR THE FIRE INSTRUCTOR II CURRICULUM

Fire and Emergency Services Instructor (8th ed.). (2012). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire Service Instructor: Principles and Practice (2nd ed.). (2014). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2012 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

REFERENCE LIST FOR THE FIRE INSTRUCTOR III CURRICULUM

Fire and Emergency Services Instructor (8th ed.). (2012). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire Service Instructor: Principles and Practice (2nd ed.). (2014). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2012 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

Course Instructor Information

Fire Instructor I, II and III

Overview

The Fire Instructor curricula are designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2013 edition.

The Fire Instructor curricula make up Chapter 8 of the TCFP Curriculum Manual.

Certification Level	TCFP Section Number	NFPA 1041 Chapter
Fire Instructor I	801	4
Fire Instructor II	802	5
Fire Instructor III	803	6

Layout

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 801-4.4.5 identifies the section in Instructor I that corresponds to NFPA section 4.4.5.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 802-A.5.4.3 identifies the section in Instructor II that corresponds to NFPA Annex A information for NFPA section 5.4.3.

TCFP Standards Manual

It is critical that you review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following three chapters. Definitions of key terms are located in Chapter 439; Minimum standards for Fire Instructor certification are located in Chapter 425; Requirements for training facilities, including instructor requirements are located in Chapter 427. These chapters do not address every issue that could impact this curriculum; therefore, you are encouraged to become familiar with the TCFP Standards Manual.

Components of the Curricula

Each section of a curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

View within the Curriculum		Explanation
801-4.2.5	Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.	**Section Number and NFPA JPR**
	Requisite Knowledge: Types of records and reports required; and policies and procedures for processing records and reports.	**Requisite Knowledge Statement**
	(1) Types of records and reports required	**First part of Requisite Knowledge**
	Typical training records should include the following (NFPA 1401 3.3.4) (a) A daily training record (b) A company record (c) An individual training record (d) Special and summary records	**Associated learning components**
	(2) Policies and procedures for processing records and reports	**Second part of Requisite Knowledge**
	(a) Federal, state and local requirements (b) Agency requirements (c) Training or facility provider requirements	**Associated learning components**

Skills

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

NFPA Definitions of Certification Levels

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 and safety are maximized; and meet the record-keeping requirements of authority having jurisdiction.

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.

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; design record keeping and scheduling systems; and develop training goals and implementation strategies.

INSTRUCTOR I

SECTION 801

FIRE INSTRUCTOR I

A Fire Instructor I is 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 (AHJ);
- organize the learning environment so that learning is maximized;
- meet the record-keeping requirements of the AHJ.

801-4.1 General

801-4.1.1 The Fire Service Instructor I shall meet the JPRs defined in Sections 801-4.2 through 801-4.5 and meet any other certification requirements.

801-4.2 Program Management

801-4.2.1 **Definition of Duty.** The management of basic resources and the records and reports essential to the instructional process.

801-4.2.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed o deliver the lesson are obtained.

Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

1) Components of a lesson plan
   a) Lesson presentation preparation
   b) Lesson title or topic
   c) Time frame
   d) Level of instruction
   e) Behavioral objectives
   f) Materials needed
   g) Prerequisites
   h) Instructor notes
   i) References/resources

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2) Policies and procedures for the procurement of materials and equipment, and resource availability
   a) Identify materials and equipment necessary
   b) Determine availability
   c) Acquire or reserve
   d) Alternate resource planning (backup plan)
   e) Return materials and equipment

Requisite Skills. None required.

801-4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge. Resource management, sources of instructional resources and equipment.

1) Resource management
   a) Facilities
   b) Apparatus
   c) Equipment
   d) Supplies

2) Sources of instructional resources and equipment
   a) Government reports
   b) Videos
   c) Texts
   d) Related websites

Requisite Skills. Oral and written communication, forms completion.

801-4.2.4 Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

Requisite Knowledge. Departmental scheduling procedures and resource management.

1) Departmental scheduling procedures (AHJ)

2) Resource management
   a) Scheduling facilities
   b) Scheduling apparatus

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c) Scheduling equipment
d) Scheduling supplies

Requisite Skills. Training schedule completion.

801-4.2.5 Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

1) Types of records and reports required
   a) A daily training record
   b) A company record
   c) An individual training record
   d) Special and summary records

2) Policies and procedures for processing records and reports
   a) Federal, state and local requirements
   b) Agency requirements
   c) Training or facility provider requirements

Requisite Skills. Basic report writing and record completion.

801-4.3 Instructional Development

801-4.3.1 **Definition of Duty.** The review and adaptation of prepared instructional materials.

801-A.4.3.1 The Instructor I should **not** alter the content or the lesson objectives in this process.

801-4.3.2 Review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

801-A.4.3.2 The Instructor I, prior to the start of the course, should be able to evaluate local conditions, evaluate facilities for appropriateness, meet local standard operating procedures (SOPs), and evaluate limitations of students.

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Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

1) Recognition of student limitations
   a) Language
   b) Learning disability
   c) Learning style
   d) Environment
   e) Cultural and ethnicity
   f) Physical
   g) Motivation
   h) Demographics
   i) Literacy levels
   j) Life experiences
   k) Educational background

2) Methods of instruction
   a) Identify appropriate delivery method for audience
      i) Demonstration
      ii) Illustration
      iii) Lecture
      iv) Discussion
      v) Individualized instruction

3) Types of resource materials
   a) Paper-based (books, handouts)
   b) Electronic (internet, computer-based, audiovisual)
   c) Subject matter experts (SMEs)
   d) Equipment/tools of the trade
   e) Facilities
   f) Props

4) Organizing the learning environment
   a) Seating
   b) Lighting
   c) Climate (indoors/outdoors)
   d) Safety
   e) Audiovisual (all inclusive)
   f) Restrooms/break area
   g) Noise/distractions

5) Policies and procedures
   a) Federal, state and local requirements

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b) Agency requirements
c) Training or facility provider requirements

Requisite Skills. Analysis of resources, facilities, and materials.

801-4.3.3 Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

801-A.4.3.3 The Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes adaptations necessary due to the learning environment, audience, capability of facilities, and types of equipment.

Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

1) Elements of a lesson plan, from NFPA 1041 A.4.3.3(A)
   a) Job title or topic
   b) Level of instruction
   c) Behavioral objectives, performance objectives, or learning outcomes
   d) Instructional materials needed
   e) References/resources
   f) Preparation step (motivation)
   g) Presentation step
   h) Application step
   i) Lesson summary
   j) Evaluation step
   k) Assignment

2) Selection of instructional aids and methods, from NFPA 1041 A.4.3.3(A)
   a) Demonstration
   b) Illustration
   c) Lecture
   d) Individualized instruction

3) Organization of learning environment
   a) Review lesson materials
   b) Review training objectives
   c) Determine capability of facilities and/or equipment
   d) Select appropriate learning environment

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4) Elements of the communication process, from NFPA 1041 A.4.3.3(A)
   a) Encoding
   b) Transmitting
   c) Receiving
   d) Decoding

Requisite Skills. Instructor preparation and organizational skills.

801-4.4 Instructional Delivery

801-4.4.1 **Definition of Duty.** The delivery of instructional sessions utilizing prepared course materials.

801-4.4.2 Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

Requisite Knowledge. Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

1) Classroom management and safety
   a) Security measures
   b) Evacuation/safety plan
   c) Safety devices in place/available
   d) Climate controls
   e) Proper lighting

2) Advantages and limitations of audiovisual equipment and teaching aids
   a) Non-projected media
   b) Projected media
   c) Simulators
   d) Computer technology
   e) Audio equipment

3) Classroom arrangement
   a) Seating/table arrangement
   b) Classroom/training area access
   c) Minimize distractions
   d) Media placement

4) Methods and techniques of instruction

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a) Demonstration
b) Illustration
c) Lecture
d) Individualized instruction

Requisite Skills. Use of instructional media and teaching aids.

801-4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

Requisite Knowledge. The laws and principles of learning methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

1) The laws and principles of learning
   a) Thorndike's Laws of Learning
      i) Readiness
      ii) Exercise
      iii) Effect
      iv) Disuse
      v) Association
      vi) Recency
      vii) Primacy
      viii) Intensity

2) Methods and techniques of instruction
   a) Demonstration
   b) Illustration
   c) Lecture
   d) Individualized instruction
   e) Oral questioning
      i) Overhead
      ii) Rhetorical
      iii) Relayed
      iv) Directed

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3) Lesson plan components and elements of the communication process, from NFPA 1041 A.4.3.3(A)
   a) Lesson title or topic
   b) Level of instruction
   c) Behavioral objectives, performance objectives, or learning outcomes
   d) Instructional materials needed
   e) References/resources
   f) Preparation step (motivation)
   g) Presentation step
   h) Application step
   i) Lesson summary
   j) Evaluation step
   k) Assignment

4) The elements of the communication process
   a) Sender
   b) Message
   c) Instructional medium
   d) Receiver
   e) Feedback
   f) Environment

5) Lesson plan terminology and definitions
   a) Lesson plan
   b) Lesson title or topic
   c) Level of instruction
   d) Behavioral objectives, performance objectives, or learning outcomes
   e) Instructional materials (aids, tools and equipment, materials and supplies)
   f) References
   g) Resources
   h) Preparation step (motivation of learner)
   i) Presentation step
   j) Application step
   k) Lesson summary
   l) Evaluation step
   m) Assignment

6) The impact of cultural differences on instructional delivery
   a) Student backgrounds
      i) Cultural
      ii) Ethnic

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b) Values
c) Behaviors
d) Attitudes

7) Safety rules, regulations and practices
   a) Applicable NFPA standards (i.e., 1403, etc.)
   b) TCFP rules
   c) Federal and state regulations
   d) Departmental policies and procedures
   e) Equipment manufacturers' recommendations

8) Identification of training hazards
   a) Slips, trips and falls
   b) Environmental
   c) Thermal
   d) Sharp objects
   e) Mechanical
   f) Chemical
   g) Apparatus, machinery or equipment operations

9) Elements and limitations of distance learning
   a) Students and instructors are in separate locations
   b) Interactive media used for communications and instruction
      i) Internet/intranet
      ii) Interactive television
      iii) Mail/e-mail
   c) Instructor difficulties
      i) No immediate feedback
      ii) Limited interaction
   d) Student difficulties
      i) Motivation
      ii) Time allocation
      iii) Technical difficulties

10) Distance learning delivery methods, from NFPA 1041 A.4.4.3(A)
   a) Online learning
   b) Blended e-learning
   c) Web-based instruction
   d) Computer-based training
   e) Interactive television
   f) Podcasts

11) The instructor's role in distance learning
   a) Functions as a facilitator

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Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.

801-4.4.4 Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

Requisite Knowledge. Methods of dealing with changing circumstances.

1) Methods of dealing with changing circumstances
   a) The Instructor I should be able to adjust to such changing circumstances as the following:
      i) Equipment failure
      ii) Weather
      iii) Audio and visual distractions
      iv) Safety
      v) Limited resources
      vi) Presentation location
      vii) Interruptions (e.g. emergency response)
   b) The Instructor I should **not** alter the content or the lesson objectives in this process.

Requisite Skills. None required.

801-4.4.5 Adjust to differences in learning styles, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

801-A.4.4.5 Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

1) Factors that could influence the learning process, from NFPA 1041 A.4.4.5(A)
   a) Attitude
   b) Experience
   c) Knowledge

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d) Education
e) Personality
f) Physical condition (fatigue, illness, etc.)
g) Unsafe behavior
h) Motivation
i) Competing demands for time

2) Motivation techniques
   a) Define motivation
   b) Maslow's Hierarchy of Needs
      i) Physiological
      ii) Security
      iii) Social
      iv) Self-esteem
      v) Self-actualization
   c) Herzberg's Job Enrichment Model
      i) Dissatisfiers (Hygiene Factors)
         (1) Relationships
         (2) Supervision quality
         (3) Policies and administration
         (4) Working conditions
         (5) Personal life
      ii) Satisfiers (Motivator Factors)
         (1) Achievement
         (2) Recognition
         (3) Work
         (4) Responsibility
         (5) Advancement

3) Learning styles
   a) Auditory
   b) Kinesthetic
   c) Visual
   d) Tactile

4) Types of learning disabilities and methods for dealing with them
   a) Slow learner
   b) Memory
   c) Auditory/visual perception
   d) Oral language
   e) Speaking, listening, writing difficulties
   f) Word recognition/comprehension
   g) Math deficient
   h) Methods to handle may include:

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i) Counseling
ii) Coaching
iii) Peer assistance
iv) Mentoring

5) Methods of dealing with disruptive and unsafe behavior
   a) Non-intentionally disruptive learner
      i) Shy or timid
      ii) Quiet or bored
      iii) Uninterested
      iv) “Intellectual” (knowledgeable, resource for the class)
      v) “Explorer” (highly motivated to learn, challenges instructor)
   b) Intentionally disruptive learner
      i) Talkative and aggressive
      ii) Show off
      iii) Fast learner (may become bored or challenge the instructor)
      iv) “Prisoner” (required attendance)
      v) “Vacationer” (not interested in learning, but in having a good time elsewhere at someone else’s expense)
      vi) “Pseudo intellectual” (tries to impress others … know it all)
   c) Unsafe behaviors
      i) Improper use of equipment
      ii) Not following safety procedures/standards
      iii) Horseplay
   d) Methods to handle may include:
      i) Coaching
      ii) Use of motivational techniques
      iii) Discipline
      iv) Adaptation of lesson plan or materials

Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

801-4.4.6 Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

Requisite Knowledge. Components of audiovisual equipment.

1) Components of audiovisual equipment
   a) Visual aids may include, but are not limited to the following:
      i) Non-projected visuals
         (1) Pictures

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(2) Drawings
(3) Charts
(4) Graphs
(5) Maps
(6) Posters
(7) Flipcharts
(8) Cutaways
(9) Models
(10) Handouts
(11) Actual objects

ii) Projected visuals
(1) Slides
(2) Transparencies
(3) Document cameras

iii) Digital image projection
(1) Presentation software (e.g., PowerPoint)

b) Audio aids may include, but are not limited to the following:
i) Audio tapes
ii) Audio CDs
iii) MP3s
iv) Microphones
v) Speakers
vi) Amplifiers

c) Audiovisual aids may include, but are not limited to the following:
i) Videotapes
ii) DVDs
iii) Presentation software (e.g., PowerPoint)
iv) CDs
v) Simulation software

d) Other equipment may include, but is not limited to the following:
i) Dry erase board
ii) Chalk board
iii) Electronic copy board
iv) Pointing devices
v) Timekeeping devices
vi) Screens

e) Set up, usage and storage of audiovisual equipment according to manufacturer's recommendations may include, but is not limited to the following:
i) Cleaning lenses, focus/image adjustment (Keystone), power supply, lighting
ii) Volume levels
iii) Change bulbs
iv) Package for storage/transport

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v) Changing filters
vi) Changing batteries
vii) Spare batteries
viii) Component interface (cables/drivers)
ix) Cleaning supplies
x) Chalk/markers/erasers
xi) Screens

Requisite Skills. Use of audiovisual equipment, cleaning, and field level maintenance.

801-4.4.7 Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage.

Transitions are the connections between training segments and/or media. They should be:

- Smooth
- Clear
- Concise
- Understandable
- Compatible

Requisite Knowledge. Media types, limitations, and selection criteria.

1) Media types, limitations, and selection criteria
   a) Visual media
      i) Limitations
      ii) Selection criteria
   b) Audio media
      i) Limitations
      ii) Selection criteria
   c) Audiovisual media
      i) Limitations
      ii) Selection criteria
   d) Other media types
      i) Limitations
      ii) Selection criteria

Requisite Skills. Transition techniques within and between media.

801-4.5 ***Evaluation and Testing***

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801-4.5.1 **Definition of Duty.** The administration and grading of student evaluation instruments.

801-A.4.5.1 This duty primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.

801-4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained.

Requisite Knowledge. Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

1) Test administration
   a) Oral
      i) Environmental preparation
      ii) Eliminating bias
      iii) Reducing test anxiety
      iv) Security
      v) Procedures
      vi) Test materials
   b) Written
      i) Environmental preparation
      ii) Eliminating bias
      iii) Reducing test anxiety
      iv) Security
      v) Procedures
      vi) Test materials
   c) Performance
      i) Environmental preparation
      ii) Eliminating bias
      iii) Reducing test anxiety
      iv) Security
      v) Procedures
      vi) Safety
      vii) Equipment and supplies
      viii) Test materials

2) Agency policies

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a) Oral testing
b) Written testing
c) Performance testing
d) Record keeping

3) Laws and policies pertaining to discrimination during training and testing
   a) Federal
   b) State
   c) Local

4) Methods for eliminating testing bias
   a) Identify bias
   b) Report bias (AHJ)
   c) Avoid bias

5) Laws affecting records and disclosure of training information
   a) Federal
      i) Family Educational Rights and Privacy Act (FERPA)
      ii) Occupational Safety and Health Administration (OSHA)
   b) State
      i) Texas Commission on Fire Protection (TCFP)
      ii) Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
      iii) Texas Department of State Health Services (DSHS)
   c) Local
      i) AHJ (e.g., civil service, public health authority, local ordinance)

6) Purposes of evaluation and testing
   a) Determine if objectives are met
   b) Feedback
      i) To students
      ii) To instructors
   c) Student motivation
   d) Instructor effectiveness

7) Performance skills evaluation
   a) Verifies Job Performance Requirements (JPRs)

Requisite Skills. Use of skills checklists and oral questioning techniques.

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801-4.5.3 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

1) Grading methods
   a) Manual grading
      i) Verify correct answer key
      ii) Tabulate results
   b) Optical mark readers
      i) Familiarization with grading equipment
      ii) Verify correct answer key
      iii) Tabulate results
   c) Computer based
      i) Familiarization with grading equipment
      ii) Verify correct answer key
      iii) Tabulate results
   d) Consistency
      i) Elimination of bias
      ii) Fairness
      iii) Uniform application of grading criteria
   e) Security
      i) Evaluation instrument (e.g., exam, skill sheet)
      ii) Answer key

2) Methods for eliminating bias during grading
   a) Identify bias
   b) Report bias (AHJ)
   c) Avoid bias

3) Confidentiality of scores
   a) Individual
   b) Group

Requisite Skills. None required.

801-4.5.4 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

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Requisite Knowledge. Reporting procedures and the interpretation of test results.

1) Reporting procedures
   a) Recording results
      i) Written
      ii) Electronic
   b) Reporting results
      i) Unusual circumstances noted
      ii) Forward results according to local procedure

2) The interpretation of test results
   a) Follows grading guidelines
   b) Determines pass/fail
   c) Determines need for retest
   d) Notes trends

Requisite Skills. Communication skills and basic coaching.

801-4.5.5 Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

801-A.4.5.5 The Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

Requisite Knowledge. Reporting procedures and the interpretation of test results.

1) Reporting procedures
   a) Explain grading criteria
   b) Report results to examinee(s) in a timely manner
   c) Individual score
   d) Range of scores
   e) Number of passing scores

2) The interpretation of test results
   a) Provide evaluation feedback
      i) Timely
      ii) Objective
      iii) Clear
      iv) Specific

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v) Relevant

b) Recognize outstanding performance

c) Make suggestions for improvement as needed

Requisite Skills. Communication skills and basic coaching.

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INSTRUCTION SHEET

INSTRUCTOR I PERFORMANCE SKILLS

Format

The Instructor I Skill 1-5 and progressing to Skill 1-6 should be conducted in a progressive type grading format. The same progressive format applies to Skill 1-7 and progressing to Skill 1-10. Skills 1-1 through 1-4 are provided as independent skill sheets.

For skill sheets that do not contain time constraints, the Course Instructor should specify time constraints as necessary.

Scoring Method

The scoring method is Satisfactory (S) or Unsatisfactory (U) for each step of the skill objective, and a pass or fail for each individual skill section. In order to successfully pass an individual skill section, the Instructor I candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the Instructor I candidate must receive a passing score for all individual skill sections.

If a step of a skill objective is scored Unsatisfactory, only that skill objective must be retested. For example, if a candidate fails step c of Skill 1-1, he or she must be retested on Skill 1-1, in its entirety.

Any unsatisfactory or individual skill failure shall require the Examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

Preparation and Equipment

Among the items you will need to have before skill testing are prepared lesson plans and associated materials and equipment. The lesson plans may be based on various topics, including non-fire service topics. Lesson plans are not a part of this package and will have to be obtained from other sources.

Some performance skills require two-way interaction between the Instructor candidate and students.

Specific Performance Skill Information

Skill 1-6
This skill requires that the candidate's presentation be timed.

For this skill, the Examiner should create realistic conditions that could happen in the class environment to provide the changing circumstances. (e.g. circuit breaker trips, projector malfunctions, computer error, network problems, etc.)

For this skill, the Instructor candidate shall use at least two types of audiovisual aids. The candidate can demonstrate proper transition within and between the media by effectively using the audiovisual aids, correctly operating any equipment, and integrating the media types when appropriate.

The candidate can demonstrate a smooth transition between media and other parts of the lesson plan by relating the audiovisual aids to the lesson plan when beginning the transition to the audiovisual aid and again when transitioning back. The use of the audiovisual aid and media should be seamless and not disrupt the flow of the lesson plan delivery.

EXAMINERS NOTE

If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management - Skill Number 1-1
Assembling Course Materials

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.2.2 **Fire Instructor I**

OBJECTIVE
Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained. (4.2.2)

INSTRUCTIONS - procedures for achieving the objective
Given a specific topic, you shall assemble course materials so that the lesson plan, all materials, resources and equipment needed to deliver the lesson are obtained.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Lesson plans
Lesson materials, resources and equipment

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Program Management-Skill Number 1-1	**S**	**U**	**S**	**U**
Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained. (4.2.2)				
a) Selected a lesson plan appropriate to the topic.				
b) Selected audiovisual aids and equipment appropriate to the lesson.				
c) Utilized correct policy and procedure to obtain teaching materials.				
d) Chose presentation method appropriate to the teaching environment.				
e) Assembled, prepared materials so they were ready to deliver the lesson.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management - Skill Number 1-2
Requesting Resources

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.2.3 **Fire Instructor I**

OBJECTIVE
Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (4.2.3)

INSTRUCTIONS - procedures for achieving the objective
Given training goals and current resources, you shall prepare requests for resources so that the resources are identified and documented.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Training goals
Current resources
Resource request procedures and documents per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Program Management-Skill Number 1-2	**S**	**U**	**S**	**U**
Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (4.2.3)				
a) Reviewed training goals.				
b) Reviewed current resources.				
c) Identified additional resources needed.				
d) Requested needed resources.				
e) Documented resource requests.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

_____	_____	Overall Skill Sheet Score
Examiner	Date	Pass ☐ Fail ☐
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Examiner	Date	Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management - Skill Numbers 1-3
Scheduling Instructional Sessions

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.2.4 **Fire Instructor I**

OBJECTIVE
Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure. (4.2.4)

INSTRUCTIONS - procedures for achieving the objective
Given a training assignment, department scheduling procedures, instructional resources, facilities and a timeline for delivery, you shall schedule single instructional sessions so that the specified sessions are delivered according to department procedure.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
List of single instructional sessions for scheduling
Department schedule
Instructional resources and facilities
Timeline for delivery of single instructional sessions
Skill 1-3 Activity Sheet

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Program Management-Skill Number 1-3	**S**	**U**	**S**	**U**
Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure. (4.2.4)				
a) Reviewed scheduling procedures.				
b) Reviewed sessions to be scheduled.				
c) Reviewed timeline for delivery.				
d) Reviewed instructional resources and facility availability.				
e) Scheduled instructional sessions according to procedures.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management –Skill Number 1-3 Activity Sheet
Scheduling Instructional Sessions

You are the Training Officer for a shift of 12 members. Only two people may be off duty at the same time. The Training Chief has given you a list of 6 classes that will need to be taught on your shift next month. Some of the classes must be presented in sequence. All training must be completed by 2200 hrs on any given shift and shift change is at 0700 hrs. Schedule all classes so that all personnel received the appropriate training during the month.

B-Shift Personnel	Rank	Years in Service
1. John Boss	Battalion Chief	18
2. James Dillon	Captain	10
3. Kim Smith	Lieutenant	6
4. Joe Washington	Lieutenant	6
5. Alan Dillon	Driver/Operator	28
6. Mike Prescott	Driver/Operator	4
7. Richard Case	Senior Firefighter	9
8. Joe Orozco	Senior Firefighter	25
9. Martin Wages	Firefighter	3
10. Seth McDaniel	Firefighter	3
11. Tim Combs	Firefighter	2
12. Shelby Young	Firefighter	½
13. Bubba Thomas	Firefighter	½

Classes

1. Blood borne pathogens introduction	1 hour
2. Blood borne pathogens Part two/refresher	1 hour
3. Ground Ladders single company	3 hours
4. Water Shuttle Night Operations Multi Company	3 hours
5. Officer Development	2 hours
6. Radio Communications	1 hour

Assignments

1. Personnel with less than a year of service must attend Blood borne pathogens introduction
2. All personnel must attend Blood borne pathogens Part two/refresher and the Human Resource meeting.
3. All officers and Senior Firefighters must attend Officer Development
4. Personnel with 5 years of service or less must attend the Ground Ladders Class
5. All Driver/Operators must attend the Water Shuttle Class
6. All personnel must attend the Radio Communication Class

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management –Skill Number 1-3 Activity Sheet
Scheduling Single Instructional Sessions

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 A	**2 B** J Dillon OFF 24 Combs OFF 24 0800-1000 Staff Mtg	3 C	4 A	**5 B** Young OFF 0700-1900 Wages OFF 24 Station Tours 1400-1600	6 C	7 A
8 B Boss OFF 24 Meal at Local Church 1800-1900	9 C	10 A	**11 B** Smith OFF 24 Thomas OFF 1900-0700 Hose testing 1000-1200	12 C	13 A	**14 B** Case OFF 24 Orozco OFF 24 Citizens Fire Academy 0800-1500 in classroom
15 C	16 A	**17 B** A Dillon OFF 24 Smith OFF 24	18 C	19 A	**20 B** Thomas OFF 0700-1200 Meet with Chief 1300-1500	21 C
22 A	**23 B** Station Tour 1000-1100 Human Resource Meeting 1300-1600	24 C	25 A	**26 B** Holiday	27 C	28 A
29 B Washington OFF 24 McDaniel OFF 24	30 C	31 A				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Program Management - Skill Numbers 1-4
Completing Training Records

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.2.5 **Fire Instructor I**

OBJECTIVE
Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures. (4.2.5)

INSTRUCTIONS - procedures for achieving the objective
Given policies and procedures and forms, you shall complete training records and report forms so that all required reports are accurate and submitted in accordance with procedures.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Training record and report forms
Policies and procedures per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Program Management-Skill Number 1-4	**S**	**U**	**S**	**U**
Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures. (4.2.5)				
a) Completed class roster to include date, location, instructor name, topic and student names.				
b) Established documentation of attendance.				
c) Completed records in a clear and concise manner.				
d) Completed records accurately.				
e) Updated each student's individual training record.				
f) Submitted records and reports according to training policies and procedures.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
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Instructional Development - Skill Numbers 1-5
Developing Instruction

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.3.2, 4.3.3 **Fire Instructor I**

OBJECTIVES
Review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (4.3.2)

Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved. (4.3.3)

INSTRUCTIONS - procedures for achieving the objective
Given the instructional materials for a specific topic, target audience, and learning environment, you shall review the instructional materials and identify the elements of the lesson plan, learning environment, and resources that need adaptation. Then you shall adapt the prepared lesson plan so that the needs of the student and the objectives of the lesson plan are achieved.

EXAMINER NOTE:
NFPA 1041 A.4.3.1 - The Instructor I should not alter the content or the lesson objectives in this process.

NFPA 1041 A.4.3.2 - The Instructor I, prior to the start of the course, should be able to evaluate local conditions, evaluate facilities for appropriateness, meet local standard operating procedures (SOPs), and evaluate limitations of students.

NFPA 1041 A.4.3.3 - The Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes adaptations necessary due to the learning environment, audience, capability of facilities, and types of equipment.

The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

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PREPARATION & EQUIPMENT

Materials for a specific topic
Target audience and learning environment
Prepared lesson plan
Policies and procedures per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Instructional Development-Skill Number 1-5	**S**	**U**	**S**	**U**
Review instructional materials, given the materials for a specific topic, target audience and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (4.3.2) Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved. (4.3.3)				
a) Reviewed specified topic.				
b) Reviewed prepared lesson plan.				
c) Reviewed target audience.				
d) Reviewed learning environment and/or facilities.				
e) Reviewed audiovisual equipment and materials.				
f) Analyzed required resources (e.g., staffing and equipment).				
g) Identified conditions (a-f above) that would interfere with successful learning.				
h) Adapted specified topic, as necessary.				
i) Adapted prepared lesson plan, as necessary.				
j) Adapted to target audience, as necessary.				
k) Adapted to learning environment, as necessary.				
l) Adapted audiovisual equipment and materials, as necessary.				
m) Adapted to other conditions that would interfere with successful learning.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Instructional Delivery - Skill Numbers 1-6
Delivering Instruction

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7 **Fire Instructor I**

OBJECTIVES
Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered. (4.4.2)

Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed. (4.4.3)

Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved. (4.4.4)

Adjust to differences in learning styles, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained. (4.4.5)

Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly. (4.4.6)

Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage. (4.4.7)

INSTRUCTIONS - procedures for achieving the objective
Given a prepared lesson plan, necessary training aids, students, and a teaching environment adequate to meet the provision of this objective, you shall deliver a 15-20 minute block of instruction. You shall first organize the learning environment. Then you shall present the prepared lesson and adjust to differences in learning styles including addressing disruptive behavior. During the presentation, you shall also operate and properly utilize audiovisual equipment and demonstration devices.

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EXAMINER NOTE:
The Examiner must provide the changing circumstances in the class environment for which the Fire Instructor I candidate will adjust the presentation.

The Examiner must provide a student with disruptive behavior for which the Fire Instructor I candidate will address.

NFPA 1041 A.4.4.5 - Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Prepared lesson plan
Learning environment
Audiovisual equipment and demonstration devices
Student with disruptive behavior
Changing circumstances in the class environment
See Instruction Sheet- Instructor I Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Instructional Delivery-Skill Number 1-6	**S**	**U**	**S**	**U**
Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered. (801-4.4.2) Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed. (801-4.4.3) Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved. (801-4.4.4) Adjust to differences in learning styles, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained. (801-4.4.5) Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly. (801-4.4.6)				

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Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage. (801-4.4.7)				
a) Adapted learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating, etc.).				
b) Prepared audiovisual equipment and/or teaching aids for use and tested prior to beginning presentation.				
c) Ensured that recognized safety hazards are addressed.				
d) Presented the prepared lesson plan.				
e) Clearly presented lesson learning objectives.				
f) Utilized presentation methods specified by the lesson plan.				
g) Demonstrated effective oral communication techniques.				
h) Adjusted the presentation to changing classroom circumstances.				
i) Adjusted to differences in student learning styles, abilities and behavior.				
j) Utilized coaching and motivational techniques.				
k) Addressed disruptive behavior.				
l) Demonstrated flexibility and ability to solve problems.				
m) Maintained personal composure and professional demeanor.				
n) Utilized prepared topical media and equipment.				
o) Operated audiovisual equipment so that it functions properly.				
p) Effectively utilized audiovisual aids and equipment.				
q) Followed proper cleaning and/or field maintenance procedures for audiovisual equipment.				
r) Properly transitioned within and between media.				
s) Smoothly transitioned between media and other parts of lesson presentation.				
t) Adapted instruction to the time frame provided.				
u) Achieved stated learning objectives.				
v) Completed instruction in the time frame provided.				
w) Returned media to storage.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Evaluation and Testing - Skill Number 1-7
Delivering Instruction Using a Prepared Lesson Plan

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.5.2 **Fire Instructor I**

OBJECTIVE
Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained. (4.5.2)

INSTRUCTIONS - procedures for achieving the objective
Given a lesson plan, evaluation instruments, and the evaluation procedures of the agency, you shall administer an oral, written and performance tests so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Lesson plan
Evaluation instruments (oral, written and performance tests)
Evaluation procedures per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Evaluation and Testing-Skill Number 1-7	**S**	**U**	**S**	**U**
Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained. (4.5.2)				
a) Administered an oral test.				
b) Administered a written test.				
c) Administered a performance skills test.				
d) Followed applicable testing/evaluation procedures.				
e) Eliminated bias and discrimination.				
f) Maintained security of testing materials.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-8
Grading Student Tests

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.5.3 **Fire Instructor I**

OBJECTIVE
Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured. (4.5.3)

INSTRUCTIONS - procedures for achieving the objective
Given class answer sheets or skills checklists and appropriate answer key, you shall grade a student oral, written or performance test so that the examination is accurately graded and properly secured.

EXAMINER NOTE:
The Examiner must designate which type of test the Fire Instructor I candidate will grade.

The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Class answer sheets or skills checklists
Answer key

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Evaluation and Testing-Skill Number 1-8	**S**	**U**	**S**	**U**
Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured. (4.5.3)				
a) Utilized appropriate answer key.				
b) Accurately graded designated test.				
c) Maintained consistency in evaluating/grading.				
d) Followed applicable evaluation/grading procedures.				
e) Properly secured tests and answer key.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-9
Reporting Test Results

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.5.4 **Fire Instructor I**

OBJECTIVE
Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported. (4.5.4)

INSTRUCTIONS - procedures for achieving the objective
Given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, you shall report test results so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

EXAMINER NOTE:
The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Test answer sheets or skills checklists
Report forms
Policies and procedures per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Evaluation and Testing-Skill Number 1-9	**S**	**U**	**S**	**U**
Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported. (4.5.4)				
a) Completed test result report form(s).				
b) Maintained accuracy and consistency in reporting.				
c) Reported test results according to procedures.				
d) Exercised appropriate confidentiality in reporting.				
e) Forwarded report of test results to proper person(s).				
f) Reported any unusual circumstances, if applicable.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-10
Providing Evaluation Feedback

PERFORMANCE STANDARD **Section 801**

NFPA 1041 4.5.5 **Fire Instructor I**

OBJECTIVE
Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data. (4.5.5)

INSTRUCTIONS - procedures for achieving the objective
Given evaluation data, you shall provide evaluation feedback to students so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

EXAMINER NOTE:
NFPA 1041 A4.5.5 - The Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

The Fire Instructor I candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Evaluation data

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor I	TEST		RETEST	
Evaluation and Testing-Skill Number 1-10	**S**	**U**	**S**	**U**
Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data. (4.5.5)				
a) Provided student feedback based upon testing/evaluation results.				
b) Provided feedback and coaching that is specific to each student.				
c) Provided feedback that is timely and objective.				
d) Provided feedback that is clear and relevant.				
e) Included suggestions to improve future performance.				
f) Maintained security of test results and privacy of individual feedback.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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INSTRUCTOR II

SECTION 802

FIRE INSTRUCTOR II

A Fire Instructor II is 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 the authority having jurisdiction (AHJ)
- **Supervise and coordinate the activities of other instructors**

802-5.1 General

For certification at Level II, the Fire Instructor I shall meet the job performance requirements (JPRs) defined in Sections 802-5.2 through 802-5.5 of this standard.

802-5.2 Program Management

802-5.2.1 **Definition of Duty.** The management of instructional resources, staff, facilities, and records and reports.

802-5.2.2 Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to department policy.

Requisite Knowledge. Departmental policy, scheduling processes, supervision techniques, and resource management.

1) Types of training schedules
   a) Periodic training schedule/station training
   b) Periodic training schedule/training facility activities
   c) All other training
      i) Recruit
      ii) In-service
      iii) Special
      iv) Officer
      v) Advanced
      vi) Mandated

2) Departmental policy

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a) Staffing levels (e.g., overtime issues; in service versus out of service – emergency response availability)
b) Mandated versus non-mandated training

3) Scheduling processes
   a) Shift scheduling
   b) Administrative
   c) Support personnel
   d) Knowledge of class offering
      i) Time and place
      ii) Prerequisites
      iii) Resources: websites, brochures, catalogs

4) Supervision techniques
   a) Selection of instructional staff
      i) Lead instructors
      ii) Assistant instructors
      iii) Examiners or proctors

5) Resource management
   a) Facilities
   b) Materials and supplies
   c) Prop acquisition
   d) Apparatus status (emergency response availability)

Requisite Skills. None required.

802-5.2.3 Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge. Agency budget policy, resources management, needs analysis, sources of instructional materials, and equipment.

1) Agency budget policy
   a) Meet timelines
   b) Comply with approval process
   c) Justify requests

2) Resource management
   a) Facilities
   b) Apparatus
   c) Equipment
   d) Supplies

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3) Needs analysis
   a) Identify need for training
      i) External mandates
      ii) Departmental goals (short-term and long-term)
      iii) Correct deficiencies
      iv) Maintain proficiency
   b) Determine solution
   c) Costs for implementation
      i) Personnel
      ii) Facilities
      iii) Equipment
      iv) Supplies
      v) Contingency

4) Sources of instructional materials and equipment
   a) Publishers
   b) Government publications
   c) Manufacturers
   d) Associations
   e) Educational institutions
   f) Websites

Requisite Skills. Resource analysis and forms completion.

802-5.2.4 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

Requisite Knowledge. Agency policies, purchasing procedures, and budget management.

1) Agency policies
   a) Knowledge of agency policies and procedures
   b) Rules and regulations

2) Purchasing procedures (acquisition procedures)
   a) Identify product or service
   b) Identify supplier
   c) Follow requisition procedures
   d) Follow approval path
   e) Confirm delivery

3) Budget management

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a) Budget constraints
b) Track expenditures
c) Amendments

Requisite Skills. Forms completion.

802-5.2.5 Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

Requisite Knowledge. Record-keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and databases used for record-keeping.

1) Types of training records
   a) Departmental training record
   b) Individual special course record
   c) Individual training record
   d) Progress chart
   e) Certification training record (Firefighter)
   f) Educational courses
   g) Vocational courses
   h) Seminars and other training
   i) Periodic company summary
   j) Chief officers' periodic training summary
   k) Group training records and evaluation

2) Record keeping processes
   a) Electronic
   b) Paper-based (hard copy)

3) Departmental policies
   a) Record retention
   b) Security
   c) Tracking

4) Laws affecting records and disclosure of training information
   a) Federal
      i) Family Educational Rights and Privacy Act (FERPA)
      ii) Occupational Safety and Health Administration (OSHA)
   b) State
      i) Texas Commission of Fire Protection (TCFP)

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ii) Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
iii) Texas Department of State Health Services (DSHS)

c) Local – AHJ (e.g., civil service, public health authority, local ordinance)

5) Professional standards applicable to training records
   a) Detailed to enable factual reporting, while remaining as simple as possible
   b) Kept to a minimum to avoid confusion and duplication of effort
   c) Secured and confidential

6) Databases used for record keeping
   a) Cost effective method of processing comprehensive data
   b) Allow for report generation
   c) Allow quick access to data
   d) Improve security
   e) Decrease storage space problems
   f) Maintain back up records

Requisite Skills. Record auditing procedures.

802-5.2.6 Evaluate instructors, given an evaluation form, department policy, and job performance requirements (JPRs), so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

Requisite Knowledge. Personnel evaluation methods, supervision techniques, department policy, and effective instructional methods and techniques.

1) Personnel evaluation methods
   a) Observation
   b) Student feedback
   c) Student performance
   d) Instructor characteristics
      i) Ability
      ii) Knowledge
      iii) Experience
      iv) Instructional methods
      v) Organization

2) Supervision techniques

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a) Directing
b) Coaching
c) Supporting
d) Delegating

3) Department policy
   a) Knowledge of departmental policies and procedures, rules and regulations

4) Effective instructional methods and techniques
   a) Lecture
   b) Discussion
   c) Illustration
   d) Demonstration

Requisite Skills. Coaching, observation techniques, and completion of evaluation forms.

802-5.3 ***Instructional Development***

802-5.3.1 **Definition of Duty.** The development of instructional materials for specific topics.

802-5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

1) Elements of a lesson plan
   a) Job title or topic
   b) Level of instruction
   c) JPRs, behavioral objectives, performance objectives, or learning outcomes
   d) Instructional materials needed
   e) References
   f) Preparation step (motivation)
   g) Presentation step
   h) Application step

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i) Lesson summary
j) Evaluation step
k) Assignment

2) Components of learning objectives
   a) **A**udience (may be implied)
   b) **B**ehavior statement
   c) **C**onditions description
   d) **D**egree (standards criteria)

3) Methods and techniques of instruction
   (i.e., uses, advantages, disadvantages, and limitations/requirements)
   a) Lecture
   b) Demonstration
   c) Illustration
   d) Directed activity
   e) Oral questioning
      i) Overhead
      ii) Rhetorical
      iii) Relayed
      iv) Directed
   f) Discussion
   g) Reading
   h) Individualized instruction
   i) Role-play
   j) Case studies
   k) Conference
   l) Brainstorming
   m) Team teaching
   n) Mentoring

4) Principles of adult learning (Malcolm Knowles)
   a) Autonomous and self-directed
   b) Personal experience and knowledge
   c) Goal oriented
   d) Relevancy oriented
   e) Practical
   f) Need for respect

5) Techniques for eliminating bias in instructional materials
   a) Adhere very closely to the source material that is being taught
   b) Be very careful in the wording used (i.e. gender neutral)
   c) Avoid references to specific cultural backgrounds and stereotypes

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6) Types and application of instructional media
   a) Visual aids
   b) Audio aids
   c) Audiovisual aids

7) Evaluation techniques
   a) Written
   b) Performance
   c) Role-play

8) Sources of references and materials
   a) Publishers
   b) Government publications
   c) Manufacturers
   d) Associations
   e) Educational institutions
   f) websites

Requisite Skills. Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

802-5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

1) Elements of a lesson plan – from NFPA 1041 A.4.3.3(A)
   a) Lesson title or topic
   b) Level of instruction
   c) Behavioral objectives, performance objectives, or learning outcomes
   d) Instructional materials needed
   e) References/resources
   f) Preparation step (motivation)
   g) Presentation step
   h) Application step

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i) Lesson summary
j) Evaluation step
k) Assignment

2) Components of learning objectives
   a) **A**udience (may be implied)
   b) **B**ehavior statement
   c) **C**onditions description
   d) **D**egree (standards criteria)

3) Methods and techniques of instruction
   a) Lecture
   b) Demonstration
   c) Illustration
   d) Directed activity
   e) Oral questioning
      i) Overhead
      ii) Rhetorical
      iii) Relayed
      iv) Directed
   f) Discussion
   g) Reading
   h) Individualized instruction
   i) Role-play
   j) Case studies
   k) Conference
   l) Brainstorming
   m) Team teaching
   n) Mentoring

4) Principles of adult learning
   a) Autonomous and self-directed
   b) Personal experience and knowledge
   c) Goal oriented
   d) Relevancy oriented
   e) Practical
   f) Need for respect

5) Techniques for eliminating bias in instructional materials
   a) Adhere very closely to the source material that is being taught
   b) Be very careful in the wording used (i.e. gender neutral)
   c) Avoid references to specific cultural backgrounds and stereotypes

6) Types and application of instructional media

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a) Visual aids
b) Audio aids
c) Audiovisual aids

7) Evaluation techniques
   a) Written
   b) Performance
   c) Role-play

8) Sources of references and materials
   a) Publishers
   b) Government publications
   c) Manufacturers
   d) Associations
   e) Educational institutions
   f) Websites

Requisite Skills. Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

802-5.4 Instructional Delivery

802-5.4.1 **Definition of Duty.** Conducting classes using a lesson plan.

802-5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

Requisite Knowledge. Use and limitations of teaching methods and techniques.

1) Use a limitations of teaching methods and techniques
   a) Audiences with advanced knowledge or experience
   b) Problem solving
   c) Reaching group solution
   d) Reaching group consensus

Requisite Skills. Transition between different teaching methods.

802-A.5.4.2(B). The Instructor II should acquire skills to effectively utilize problem-solving techniques, to facilitate and lead conferences, and to use

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discussion methods of presentation. These techniques are frequently used to conduct small group sessions where participants have advanced knowledge and experience in the subject matter and the goal is to reach a group solution to a problem or issue.

802-5.4.3 Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

802-A.5.4.3 Examples of increased hazard exposure training include live fire exercises, hazardous materials, above and below graded rescue, and evolutions that involve the use of power tools. See Annex C or NFPA 1403, *Standard on Live Fire Training Evolutions*, for information regarding the responsibilities of personnel involved in live fire training evolutions.

Requisite Knowledge. Safety rules, regulations, and practices; the incident command system used by the agency; and leadership techniques.

1) Safety rules
   a) Department/organizational safety rules
   b) Student/instructor ratio
   c) Apparatus/instructor ratio
   d) Personal protective equipment (PPE)

2) Regulations and practices
   a) Occupational Safety and Health Administration (OSHA)
   b) National Fire Protection Association (NFPA)
      i) NFPA 1403 Annex C
         (1) Instructor-In-Charge
         (2) Safety Officer
         (3) Instructor
         (4) Student
      ii) Applicable NFPA Standards for increased hazard training (e.g., Hazardous Materials, Rescue, Driver/Operator, Diver)
   c) TCFP Rule 427.18 – Live Fire Training Evolutions

3) The incident command system used by the agency
   a) Department/organizational incident management policy
   b) National Incident Management System (NIMS)

4) Leadership techniques
   a) Lead by example
   b) Coaching/mentoring

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c) Command presence (When in charge, take charge)
d) Image

Requisite Skills. Implementation of an incident management system used by the agency.

802-5.5 Evaluation and Testing

802-5.5.1 **Definition of Duty.** The development of student evaluation instruments to support instruction and the evaluation of test results.

802-5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relative performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

Requisite Knowledge. Evaluation methods, development of forms, effective instructional methods, and techniques.

1) Evaluation methods
   a) Classification of tests
      i) Criterion-referenced
      ii) Norm-referenced
      iii) Prescriptive
      iv) Progress (formative)
      v) Comprehensive (summative)
   b) Administration
      vi) Oral
      i) Written
      ii) Performance
   c) Objective
      i) Recognition
      ii) Recall
   d) Subjective
      i) Performance
      ii) Essay
   e) Characteristics of good tests
      i) Objective
         (1) Non-biased
         (2) Measurable
      ii) Valid
      iii) Reliable

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iv) Comprehensive
v) Convenient

2) Development of forms
   a) Test instruments should include instructions, a sample response, questions, a method of recording answers, scoring and documentation of results for the following written and oral test types.
      i) Written tests
         (1) True/false
         (2) Multiple choice
         (3) Matching
         (4) Short answer
         (5) Fill in the blank
         (6) Pictorial recall
         (7) Essay
      ii) Oral tests
      iii) Performance evaluation (Skills Testing)
         (1) Reviewing the objectives
         (2) Identifying the steps
         (3) Identifying safety points
         (4) Determining the mastery standard
         (5) Establishing rating factors
         (6) Determining grading criteria
         (7) Preparing instructions for students and evaluator

3) Effective instruction methods
   a) Evaluation process
      i) Criteria
      ii) Evidence
      iii) Judgment

4) Techniques
   a) Administering evaluations
      i) Maintain integrity of test
      ii) Take test to ensure correct answer key
      iii) Adhere to schedule if timed
      iv) Establish procedures for trainees to ask questions
      v) Require trainees to return all tests
      vi) Posting of grades requires prior <u>written</u> permission of trainees (FERPA)
   b) Procedures for written tests
      i) Notify of test in advance
      ii) Test immediately after subject is completed

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iii) Mark incorrect answers on test
iv) Review and discuss with students
v) Study incorrect answers – item analysis
vi) Put grades on paper and notify student
vii) Revise teaching methods/materials if indicated

c) Procedures for performance evaluations
i) Notify of test in advance
ii) Ensure equipment is working properly
iii) Have area and materials set up
iv) Follow all safety procedures
v) Be sure trainee understands task
vi) Check off each step on performance evaluation form – never sign off unless **you** have seen it done
vii) Insure fairness to all trainees
viii) Maintain ethical conduct
ix) Verify competency and determine if objective has been met
x) Revise teaching methods/materials if indicated

Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

802-5.5.3 Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Requisite Knowledge. Evaluation methods and test validity.

1) Evaluation methods
a) Formative evaluation
i) Field testing
ii) Observation
b) Summative evaluation
i) Course feedback
ii) Using evaluation results
(1) Determine cause of failure
(2) Identify actions to correct
(3) Document and report results

2) Test validity
a) Extent to which a test measures what it is supposed to measure
b) Validation process

Requisite Skills. Development of evaluation forms.

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INSTRUCTION SHEET

INSTRUCTOR II PERFORMANCE SKILLS

Format
The Instructor II Skill 2-1 and progressing to Skill 2-4 should be done in a progressive type grading format. The Examiner should evaluate the Instructor II candidates as they complete each skill of the evaluation. Performance Skills 2-5 to 2-11 are provided as independent skill sheets.

For skill sheets that do not contain time constraints, the Course Instructor should specify time constraints as necessary.

Scoring Method
The scoring method is Satisfactory (S) or Unsatisfactory (U) for each step of the skill objective, and a pass or fail is required for each individual skill section. In order to successfully pass an individual skill section, the Instructor II candidate must receive a satisfactory score in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the Instructor II candidate must receive a passing score for all individual skill sections.

If a step of a skill objective is scored Unsatisfactory, only that skill objective must be retested. For example, if a candidate fails step c of Skill 2-1, he or she must be retested on Skill 2-1, in its entirety.

Any unsatisfactory or individual skill failure shall require the Examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

Preparation and Equipment
Activity sheets are provided for some performance skills. Course Instructors are encouraged to use these activity sheets to meet the minimum requirements, or may modify the activity sheets to meet or exceed the standard to fit their department or agency needs.

Some performance skills require two-way interaction between the Instructor candidate and students.

Specific Performance Skill Information

Skill 2-5
The Course Instructor must approve the candidate’s lesson plan topic. The lesson plans may be based on various topics, including non-fire service topics, but must include practical application because it will be used in Skill 2-10 to develop a performance skill evaluation instrument.

Skill 2-7
This skill requires that the candidate's presentation be timed.

Skill 2-8
Ideally, this skill should be evaluated during an actual increased hazard exposure training evolution. The options provided in the Examiner's Note may be utilized if live training is not possible.

EXAMINERS NOTE

If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management-Skill Number 2-1
Scheduling Instructional Sessions

PERFORMANCE STANDARD **Sections 802**

NFPA 1041 5.2.2 **Fire Instructor II**

OBJECTIVE
Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy. (5.2.2)

INSTRUCTIONS - procedures for achieving the objective
Given a department scheduling policy, forms or calendars, instructional resources, staff, facilities and a timeline for delivery you shall schedule instructional sessions so that they are delivered according to department policy.

EXAMINER NOTE:
The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Form or calendar
Department scheduling policy
Instructional resources, staff and facilities
Timeline for delivery
Skill 2-1 Activity Sheets

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Program Management-Skill Number 2-1	**S**	**U**	**S**	**U**
Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy. (5.2.2)				
a) Used appropriate scheduling form or calendar				
b) Followed department policy with regard to scheduling resources				
c) Avoided conflicting courses, staff, other resources				
d) Provided for course delivery according to given timelines				
e) Made effective use of available resources				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management –Skill Number 2-1 Activity Sheet #1
Scheduling Training

You are the Training Officer for a department with 12 companies on three shifts. The Training Chief has given you a list of six classes that need to be taught to your department next month. Some of the classes must be presented in sequence. All training must be completed by 2200 hours on any given shift and shift change is at 0700 hrs. You must distribute the training schedule to your Station Officers by next shift.

Companies	Personnel
1. Engine 1	Lieutenant, Driver, 2 Firefighters
2. Engine 2	Lieutenant, Driver, 2 Firefighters
3. Engine 3	Lieutenant, Driver, 2 Firefighters
4. Engine 4	Lieutenant, Driver, 2 Firefighters
5. Engine 5	Lieutenant, Driver, 2 Firefighters
6. Engine 6	Lieutenant, Driver, 2 Firefighters
7. Ladder 1	Captain, Driver, 2 Firefighters
8. Ladder 3	Captain, Driver, 2 Firefighters
9. Ambulance 2	2 Paramedics
10. Ambulance 4	2 Paramedics
11. Ambulance 6	2 Paramedics
12. Battalion Chief	Battalion Chief

Classes

1. Blood Borne Pathogens Introduction	1 hour
2. Blood Borne Pathogens Part Two/Refresher	1 hour
3. Ground Ladders Single Company	3 hours
4. Water Shuttle Night Operations Multi-Company	2 hours
5. Lieutenant Officer Development	3 hours
6. Radio Communications	2 hours

Training Policies

1. The maximum number of companies that may attend training at any one time is: 2 Engines, 1 Ladder, 1 Ambulance and the Battalion Chief.
2. All personnel must attend the Blood Borne Pathogens Introduction and the Blood Borne Pathogens Part two/refresher in proper sequence.
3. All Lieutenants must attend the Lieutenant Officer Development class.
4. All Firefighters must attend the Ground Ladders Class.
5. All Driver/Operators must attend the Water Shuttle Class. This class must have at least 2 Engines to perform the required skills and must be conducted after sunset.
6. All personnel must attend the Radio Communication Class.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management –Skill Number 2-1 Activity Sheet #1
Scheduling Training

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 A	**2 B** L1, L3 and BC: 0800-1000 Staff Mtg	**3 C**	**4 A** E1: Hose Testing 1000-1200	**5 B** E2, E4: Station Tours 1400-1600	**6 C**	**7 A**
8 B E5: Meal at Local Church 1800-1900	**9 C** L1, L3 and BC: 0800-1000 Staff Mtg	**10 A**	**11 B** E2: Hose Testing 1000-1200	**12 C**	**13 A**	**14 B** E6, A6: Citizens Fire Academy 0800-1500
15 C E3, E4: Station Tour 1000-1100	**16 A** L1, L3 and BC: 0800-1000 Staff Mtg	**17 B**	**18 C** All Companies: Webinar with Fire Chief 1300-1500 E3: Hose Testing 1000-1200	**19 A** All Companies: Webinar with Fire Chief 1300-1500	**20 B** All Companies: Webinar with Fire Chief 1300-1500	**21 C** E6, A6: Citizens Fire Academy 0800-1500
22 A	**23 B** E2, E6: Station Tour 1000-1100	**24 C**	**25 A** E4: Hose Testing 1000-1200	**26 B** Holiday	**27 C**	**28 A** E6, A6: Citizens Fire Academy 0800-1500
29 B	**30 C**	**31 A** E1, E3: Station Tour 1000-1100				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-2
Formulating Budget Needs

PERFORMANCE STANDARD **Sections 802**

NFPA 1041 5.2.3, 5.2.4 **Fire Instructor II**

OBJECTIVE

Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (5.2.3)

Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (5.2.4)

INSTRUCTIONS - procedures for achieving the objective

Given training goals, agency budget policy and current resources you shall formulate budget needs so that the resources required to meet the training goals are identified and documented. Then you shall acquire the required training resources so that the resources are obtained within established timelines, budget constraints and according to agency policy.

PREPARATION & EQUIPMENT

Training goals
Agency budget policy
Current resources
Budget constraints
Skill 2-2 Activity Sheet

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Program Management-Skill Number 2-2	**S**	**U**	**S**	**U**
Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (5.2.3) Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (5.2.4)				
a) Followed agency budget policy				
b) Analyzed existing resources				
c) Balanced existing resources against training goals				
d) Identified resources needed to meet training goals				
e) Made recommendations for purchases to support training goals				
f) Established timeline for purchases				
g) Completed forms documenting resources needed to meet training goals				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management - Skill 2-2 Activity Sheet
Formulating Budget Needs

You are a lead instructor and have been assigned to deliver a vertical ventilation class for 12 students. Write a report that indicates all resources (internal and external) needed and what needs to be purchased to deliver the class. Consider all possibilities when identifying resources.

Training Goals:

Deliver a vertical ventilation class for 12 students, in which each student shall perform vertical ventilation

Agency Budget Policy:

In order to fund a training class the Lead Instructor must:
- Identify a need for the training requested and justify the need for the class
- Provide a line item break down of anticipated resources
- Show how the training goals are to be met
- Include a timeline for purchases

Once the class is approved, it must be completed in its entirety within the projected budget constraints and timeframe.

Considerations:

- Tools used: powered/manual/non-traditional
- Identify resources needed to satisfy safety requirements
- Instructor student ratio
- Expendable resources
- Facility or location for practical exercise

Current Resources:

- Vertical ventilation simulator
- 4-4x8 sheets plywood left over from last class
- NFPA equipped Quint
- NFPA equipped Engine
- Training facility appropriate for delivery of lesson plan

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management-Skill Number 2-3
Record Keeping

PERFORMANCE STANDARD **Sections 802**

NFPA 1041 5.2.5 **Fire Instructor II**

OBJECTIVE
Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met. (802-5.2.5)

INSTRUCTIONS - procedures for achieving the objective
Given training forms, department policy and training activity, you shall coordinate training record keeping so that all agency and legal requirements are met.

PREPARATION & EQUIPMENT

Training forms
Department policy
Training activity
Agency requirements
Legal requirements
Skill 2-3 Activity Sheets

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Program Management-Skill Number 2-3	**S**	**U**	**S**	**U**
Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met. (802-5.2.5)				
a) Documented training activity				
b) Utilized appropriate record keeping forms				
c) Adhered to agency record keeping policy				
d) Adhered to professional record keeping standards				
e) Adhered to all legal requirements for record keeping and auditing procedures				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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Program Management - Skill 2-3 Activity Sheet #1
Record Keeping

You are the lead instructor who has completed a Vertical Ventilation training class. You shall complete all applicable training records in compliance with departmental and TCFP requirements. Three students on the class roster are from another department. You will need to complete the appropriate continuing education form.

Training Activity

- Vertical Ventilation class-3 hours

Training Forms

- Class roster
- Individual training record
- Certificate of Completion

Department Policy

- Comply with TCFP Standards Manual for Fire Protection Personnel Chapter 441 continuing education reporting requirements.
- Each training class must have a roster that lists all students in attendance.
- Individual training records must be updated after each class.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management –Skill Number 2-3 Activity Sheet #2
Record Keeping

Fire Department Training Class Roster

Course Name:	
Subject:	

Date	Name	Department	P- Present A- Absent	# of Hours
	Case, Richard	Any Town	P	
	Combs, Tim	Any Town	P	
	Dillon, Alan	Any Town	P	
	Dillon, James	Any Town	P	
	Grubbs, Joseph	Individual	P	
	McDaniel, Seth	Any Town	A	
	Myers, Martin	Individual	P	
	Orozco, Joe	Any Town	P	
	Prescott, Mike	Any Town	P	
	Smith, Kim	Any Town	P	
	Taylor, William	Individual	P	
	Thomas, Bubba	Any Town	P	
	Wages, Martin	Any Town	A	
	Washington, Joe	Any Town	P	
	Young, Shelby	Any Town	P 1st Half	
	Yourself	Any Town	P	

Instructor:	Date:
Training Officer:	Date:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management –Skill Number 2-3 Activity Sheet #3
Record Keeping

Individual Training Record

	Ladders	Ventilation	SCBA	Hose	Safety	Communications	Blood Borne Pathogens	Pump Operations	Officer Development	National Fire Academy	Track B Higher Level	Non-Credit
Case, Richard	2	2		0.5				2	1		10	
Combs, Tim	2		3	0.5				2				
Dillon, Alan	2	2	3	0.5				2			15	
Dillon, James			5	0.5				2	1			1
McDaniels, Seth	3	2.5	2		2			2			6	
Orozco, Joe	1	1.5		0.5	2			2	1		6	2.5
Prescott, Mike			4.5	0.5	2			2				
Smith, Kim	4	1.5		0.5	2			2	1	12	6	4
Thomas, Bubba	1		5.5	0.5							6	
Wages, Martin	4	1						2				
Washington, Joe	3			0.5				2	1	80		2
Young, Shelby	1		5.5	0.5				2				
Yourself	2			0.5					1	80		
Total	25	10.5	28.5	5.5	8	0	0	22	6	172	49	9.5

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Program Management –Skill Number 2-3 Activity Sheet #4

Certificate of Training

awarded to:

_____

Name of Class:_____ Subject:_____

_____ _____

Date of training *Hours Awarded: _____* *Signed by Training Officer/Instructor*

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management-Skill Number 2-4
Evaluating an Instructor

PERFORMANCE STANDARD **Section 802**

NFPA 1041 5.2.6 **Fire Instructor II**

OBJECTIVE
Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator. (5.2.6)

INSTRUCTIONS - procedures for achieving the objective
You shall observe a teaching presentation and complete a written teaching evaluation on the instructor using a provided standard evaluation form. You shall document strengths and weaknesses, and make recommendations for changes in style or communication methods. You shall allow the instructor adequate time for discussion and feedback on the evaluation.

EXAMINER NOTE:
The Fire Instructor II candidate shall not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Instructor Evaluation Form Activity Sheet
Department Policy
Job Performance Requirements

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Program Management-Skill Number 2-4	**S**	**U**	**S**	**U**
Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator. (5.2.6)				
a) Observed the teaching presentation of the Instructor being evaluated.				
b) Evaluated in a manner so as not to disrupt the learning environment.				
c) Completed necessary forms or other documents.				
d) Identified strengths and weaknesses of the Instructor.				
e) Made written recommendation for changes in instructional style or method through coaching.				
f) Allowed for feedback from the Instructor being evaluated.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management - Skill 2-4 Activity Sheet
Evaluating an Instructor

Instructional Scoring Guide

Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Stated lesson title and objective **Score**	Explains lesson title in clear-concise and understandable terms, thoroughly explains the course objectives and expected student outcomes	Explains lesson title in understandable terms, explains course objectives and student outcomes	States lesson title, states course objectives and student outcomes	Does not state lesson title, does not give course objectives or student outcomes
Established and Maintained Instructor credibility **Score**	Highly credible - well informed on subject, creates atmosphere of mutual respect and confidence, displays exemplary interpersonal skills	Clearly credible - Well informed about the subject, displays positive interpersonal skills, flexible and supportive of learners, creates a positive atmosphere for learning	Limited credibility - Informed about the subject but may give vague information, displays little ability to promote learning, makes little effort to establish learner confidence	Lacks credibility – Misinforms the class, appears nervous or hesitant, is highly distractive in behavior or appearance, makes offensive comments or dismisses learners' views.
Managed the learning environment **Score**	Skillfully engages learners in group activities, adapts instruction to learners needs, gives individual attention while maintaining the group's learning process, manages time and activities exceedingly well	Involves learners comfortably in group activities, adapts instruction to learners needs, giving individual attention without seriously interrupting the group's learning process, manages time and activities well	Involves learners in a superficial or limited way, displays minimal evidence of adapting instruction to meet individual or group needs, manages time and activities adequately at times and poorly at other times	Makes little or no effort to involve learners, allows a few to dominate the group, fails to link the instruction to the learners needs, rushes instruction or is tediously slow throughout
Instructional aid usage **Score**	Uses appropriate instructional aid, Effectively utilizes instructional aids to substantiate classroom instruction, transitions from one aid to another seamlessly and without distracting learner, well versed in the set up-use- and trouble shooting of instructional aid	Uses appropriate instructional aid, instructional aid supports classroom instruction, transitions from one aid to another with only minor learner distractions, handles set up-usage-and trouble shooting with none or only minor difficulties	Instructional aid conveys information but distracts from instruction, transition between instructional aids is distracting to learner and disrupts the learning environment, unable to resolve set up-usage- trouble shooting issues without assistance	Inappropriate instructional aid used, unable to transition between instructional aids without complete disruption of learning environment, unfamiliar with instructional aid and unable to set up-use-trouble shoot

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Competency	4 – Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Demonstrated effective communication / presentation skills **Score**	Has excellent language skills, speaks very clearly, stimulating learner interest, effectively relates contents to learners experiences, makes frequent eye contact, presents in an engaging-coherent and well organized sequence, may use props-humor or stories for effective conveyance of material	Has good language skills, speaks clearly in a modulated voice to help sustain learner interest, looks frequently at class, uses appropriate body language, appropriately relates to learners experiences, is generally aware of how well learners are comprehending	Has weak language skills, speaks clearly but the vocal quality-modulation-or pacing does not help sustain learner interest, uses body language/pauses in ways that occasionally interfere with communication, relates content to learners experiences in limited ways, is aware at times how learners are comprehending	Lacks basic language skills, speaks in a voice that adversely affects learners, rarely looks at the learners, uses body language/pauses that interfere with communication, fails to link content to learners experiences, presents instruction in a disorganized way, generally ignores the learners, uses props-stories-etc. in an inappropriate or confusing way
Demonstrated effective questioning skills and techniques **Score**	Skillfully asks and directs a variety of questions to build confidence and promote learning, listens carefully and attentively to learners, effectively rephrases/repeats questions when necessary	Asks a variety of relevant questions and directs them appropriately, listens carefully to learners, phrases/repeats questions clearly when necessary	Asks few questions, asks generally trivial undirected questions, allows questions but does not seem to encourage it	Fails to ask questions, asks questions that are unclear or irrelevant, seems to discourage learners from asking questions, seems unaware of learners need to understand
Responded appropriately to Learner's need for clarification or feedback **Score**	Creates an environment in which individuals confidently seek clarification as needed, always gives specific helpful responses	Encourages learners to ask questions when necessary, is aware of learners needs. Gives consistently clear and helpful responses	Does little to identify those who need help, gives superficial or non-specific feedback, does not always listen carefully or always give relevant responses	Gives little or no positive feedback, gives vague or confusing answers, discourages learners from asking fro help

Add individual scores from each of the 7 categories together. Place total score in box below.

Minimum acceptable score is 21.

Total Score

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Recommendations for changes: (Required)

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Instructional Development-Skill Number 2-5
Creating a Lesson Plan

PERFORMANCE STANDARD **Section 802**

NFPA 1041 5.3.2 **Fire Instructor II**

OBJECTIVE
Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. (5.3.2)

INSTRUCTIONS - procedures for achieving the objective
Using a job performance requirement as defined in NFPA 1041 Annex C, you shall prepare a written lesson plan on a skill-based topic approved by the Course Instructor using a standard format.

The lesson plan must include the following: learning objective, lesson materials, instructional aids, lesson outline, suitable learning activity (application stage), and a plan for evaluating the student's accomplishment of the lesson objective. The lesson must be appropriate for the target audience and designed to be presented within the time allotted by the Course Instructor.

The lesson topic approved must be within the Psychomotor/Skills Domain so that a performance skill evaluation form can be developed in TCFP Skill Number 2-9.

PREPARATION & EQUIPMENT
Course Instructor approved topic
Course Instructor identified audience characteristics
Standard lesson plan format
NFPA 1041 Annex C
See Instruction Sheet- Instructor II Performance Skills

EXAMINER NOTE
The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Instructional Development-Skill Number 2-5	**S**	**U**	**S**	**U**
Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. (802-5.3.2)				
a) Conducted research and needs analysis to determine student and resource needs .				
b) Used job performance requirement to develop behavior objectives.				
c) Created a lesson plan.				
d) Met requirements for topic and target audience.				
e) Included learning objectives, lesson outline, course materials.				
f) Included instructional aids, learning activity and evaluation plan.				
g) Utilized standard lesson plan format.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Instructional Development-Skill Number 2-6
Modifying a Lesson Plan

PERFORMANCE STANDARD **Sections 802**

NFPA 1041 5.3.3 **Fire Instructor II**

OBJECTIVE
Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. (5.3.3)

INSTRUCTIONS - procedures for achieving the objective
Given a lesson plan, a variation in the audience, equipment, instructional aids, course materials, or location, you shall modify the provided lesson plan to accommodate the change. The purpose of the lesson and the JPR shall remain the same. You shall document the changes in the revised lesson plan.

PREPARATION & EQUIPMENT
Lesson plan

EXAMINER NOTE
The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Instructional Development-Skill Number 2-6	**S**	**U**	**S**	**U**
Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. (5.3.3)				
a) Conducted research and needs analysis to determine student and resource needs.				
b) Modified learning objectives in existing lesson plan.				
c) Ensured the job performance requirement is achieved by the modified learning objectives.				
d) Met requirements for topic and target audience.				
e) If necessary, modified lesson outline and course materials.				
f) If necessary, modified instructional aids, learning activity and evaluation plan.				
g) Utilized appropriate lesson plan format.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Instructional Delivery-Skill Number 2-7
Teaching a Lesson

PERFORMANCE STANDARD **Sections 802**

NFPA 1041 5.4.2 **Fire Instructor II**

OBJECTIVE
Conduct a class using a lesson plan that the Fire Instructor II candidate has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved. (5.4.2)

INSTRUCTIONS - procedures for achieving the objective
You shall teach a 15-20 minute block of instruction using a lesson plan that you prepared. The lesson must include a combination of appropriate teaching methods to include the discussion method. Selection and use of appropriate instructional aids shall be included. The lesson should smoothly transition between teaching methods and make effective use of instructional aids.

Emphasis should be given on transitioning from lecture or demonstration methods to discussion methods to reach a group solution to a problem or issue.

EXAMINER NOTE:
NFPA 1041 A.5.4.2(B). The Instructor II should acquire skills to effectively utilize problem-solving techniques, to facilitate and lead conferences, and to use discussion methods of presentation. These techniques are frequently used to conduct small group sessions where participants have advanced knowledge and experience in the subject matter and the goal is to reach a group solution to a problem or issue.

The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Lesson plan prepared by candidate
See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Instructional Delivery-Skill Number 2-7	**S**	**U**	**S**	**U**
Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved. (5.4.2)				
a) Taught from a lesson plan prepared by the Fire Instructor II candidate.				
b) Adapted lesson plan to target audience.				
c) Included discussion method of teaching.				
d) Used multiple teaching methods.				
e) Used appropriate teaching methods, techniques, and instructional aids.				
f) Smoothly transitioned between teaching methods.				
g) Effectively utilized instructional aids.				
h) Achieved lesson objectives.				
i) Completed instruction in the time frame provided.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Instructional Delivery-Skill Number 2-8
Supervising an Increased Hazard Exposure Training Scenario

PERFORMANCE STANDARD **Section 802**

NFPA 1041 5.4.3 **Fire Instructor II**

OBJECTIVE
Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met. (5.4.3)

INSTRUCTIONS - procedures for achieving the objective
Given an increased hazard exposure training scenario, you shall identify applicable safety guidelines (NFPA, TCFP or others) that are to be followed. You shall supervise the increased hazard incident scenario, properly implement the incident command system (NIMS) and adhere to all safety standards and practices. You shall meet instructional goals, provide safety control over the scenario and respond to (and address) safety issues as they occur.

EXAMINER NOTE
NFPA 1041 A.5.4.3 - Examples of increased hazard exposure training include live fire exercises, hazardous materials, above and below graded rescue, and evolutions that involve the use of power tools. See Annex C or NFPA 1403, *Standard on Live Fire Training Evolutions*, for information regarding the responsibilities of personnel involved in live fire training evolutions.

It is suggested that you use the policies and procedures for your department. If you are teaching this course at a non-departmental institution, acquire a fire department's policies and procedures or modification thereof to complete this skill.

The skill may be completed either as a role-play scenario in which the trainee supervises an increased hazard exposure training exercise or the skill may be completed in written format as an in-class or take-home assignment in which the trainee completes a narrative describing the procedures for supervising an increased hazard exposure training exercise.

In the written format, the narrative must include information to meet all of the steps for this skill. Instructors are encouraged to develop your own scenarios for this skill test. Examples of increased hazard exposure training include live fire exercises, hazardous materials, above and below graded rescue, and evolutions that involve the use of power tools.

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PREPARATION & EQUIPMENT

Increased hazard exposure training scenario
Safety guidelines
See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Instructional Delivery-Skill Number 2-8	**S**	**U**	**S**	**U**
Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met. (5.4.3)				
a) Identified applicable safety guidelines for the training scenario.				
b) Supervised an increased hazard exposure training scenario.				
c) Properly implemented the Incident Command System (NIMS).				
d) Adhered to safety standards and practices.				
e) Met instructional goals.				
f) Provided positive safety control over training scenarios.				
g) Responded to safety issues and addressed them as they occurred.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Evaluating and Testing-Skill Number 2-9
Creating a Student Evaluation Instrument

PERFORMANCE STANDARD **Section 802**

NFPA 1041 5.5.2 **Fire Instructor II**

OBJECTIVE
Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group. (5.5.2)

INSTRUCTIONS - procedures for achieving the objective
You shall create two student evaluation instruments, both a written test and a skill evaluation form for evaluating learning. The evaluation instruments must determine if the student has achieved the learning objectives; and evaluate performance in an objective, valid, reliable and verifiable manner. The evaluation instruments must be bias free.

PREPARATION & EQUIPMENT
Learning objectives
Audience characteristics
Training goals

EXAMINER NOTE:
The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Evaluation and Testing-Skill Number 2-9	**S**	**U**	**S**	**U**
Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group. (5.5.2)				
CREATING A WRITTEN TEST	**S**	**U**	**S**	**U**
a) Created and assembled a student evaluation instrument.				
b) Created an instrument that determines if the student has achieved the learning objectives.				
c) Created an instrument that evaluates performance in an objective manner.				
d) Created an instrument that evaluates performance in a reliable manner.				
e) Created an instrument that evaluates performance in a verifiable manner.				
f) Created an instrument that evaluates performance in a valid manner.				
g) Included instructions.				
h) Included a question example with a sample response.				
i) Included an answer key.				
j) Created an instrument that is bias free.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

CREATING A SKILL EVALUATION	S	U	S	U
a) Created and assembled a student evaluation instrument.				
b) Created an instrument that determines if the student has achieved the learning objectives.				
c) Created an instrument that evaluates performance in an objective manner.				
d) Created an instrument that evaluates performance in a reliable manner.				
e) Created an instrument that evaluates performance in a verifiable manner.				
f) Created an instrument that evaluates performance in a valid manner.				
g) Included instructions.				
h) Included methods of rating.				
i) Created an instrument that is bias free.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Examiner/Candidate Comments:

_____

_____

_____

_____

All steps of the skill objective are mandatory and must be scored as "Satisfactory".

_____ Certifying Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Certifying Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Evaluation and Testing-Skill Number 2-10
Creating a Class Evaluation Instrument

PERFORMANCE STANDARD **Section 802**

NFPA 1041 5.5.3 **Fire Instructor II**

OBJECTIVE
Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (5.5.3)

INSTRUCTIONS - procedures for achieving the objective
Given agency policy and evaluation goals, you shall create a written class evaluation instrument that allows for student feedback on instructional methods, communication techniques, learning environment, course content and student materials.

PREPARATION & EQUIPMENT
Agency policy
Evaluation goals

EXAMINER NOTE:
The Fire Instructor II candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor II	TEST		RETEST	
Evaluation and Testing-Skill Number 2-10	**S**	**U**	**S**	**U**
Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (5.5.3)				
a) Created a class evaluation instrument.				
b) Developed an instrument that allows feedback from students to the Instructor.				
c) Included opportunity for feedback on instructional methods.				
d) Included opportunity for feedback on communication techniques.				
e) Included opportunity for feedback on learning environment.				
f) Included opportunity for feedback on course content, student materials.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

_____

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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INSTRUCTOR III

SECTION 803

FIRE INSTRUCTOR III

A Fire Instructor III is 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**
- **develop training goals and implementation strategies**

803-6.1 ***General***

For certification at Level III, the Fire Instructor II shall meet the job performance requirements (JPRs) defined in Sections 803-6.2 through 803-6.5 of this standard.

803-6.2 ***Program Management***

803-6.2.1 **Definition of Duty.** The administration of agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

803-6.2.2 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

803-A.6.2.2 See NFPA 1401, *Recommended Practice for Fire Service Training Reports and Records.*

Requisite Knowledge. Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

1) Agency policy – Authority having jurisdiction (AHJ)

2) Record-keeping systems
   a) Electronic
   b) Paper

3) Professional standards addressing training records – NFPA 1401

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4) Legal requirements affecting record keeping, and disclosure of information
   a) Federal
   b) State
   c) Local

Requisite Skills. Development of forms and report generation.

803-6.2.3 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.

Requisite Knowledge. Agency procedures and training program goals, and format for agency polices.

1) Agency procedures and training program goals
   a) Training program goals
      i) Required training (e.g., state certification)
      ii) Maintenance training (e.g., continuing education)
      iii) Implementing change training (e.g., updated safety policy)
      iv) Professional development program (e.g., career advancement/enhancement)
   b) Types of policies and procedures
      i) Standard operating procedures (SOPs)
      ii) Standard operating guidelines (SOGs)
      iii) Administrative policies and procedures
   c) Policy and procedure development process
      i) Identifying a need
      ii) Revision
      iii) Adoption
      iv) Implementation
      v) Evaluation

2) Format for agency policies
   a) Standardized appearance
   b) Standardized data collection
   c) AHJ

Requisite Skills. Technical writing.

803-6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.

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Requisite Knowledge. Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff, and agency goals.

1) Agency policies regarding staff selection – AHJ

2) Instructional requirements
   a) Certifications
   b) Experience
   c) Education
   d) Qualifications
   e) Communication skills
   f) Credibility

3) Selection methods
   a) Application packet
      i) Cover letter
      ii) Resume
      iii) Application
      iv) Supporting documents
   b) Interview
   c) Evaluation
      i) Knowledge-based
      ii) Skill-based

4) The capabilities of instructional staff
   a) Subject matter expertise
      i) Knowledge levels
      ii) Skill levels
   b) Interpersonal dynamics
      i) Supervisors
      ii) Coworkers
      iii) Subordinates
      iv) Students
      v) Public

5) Agency goals
   a) Needs-based instructor selection

Requisite Skills. Evaluation techniques.

803-6.2.5 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

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Requisite Knowledge. Evaluation methods, agency policies, staff schedules, and job requirements.

1) Evaluation methods
   a) Observation
   b) Student feedback
   c) Analysis of performance measures (e.g., pass/fail rates, test scores)
   d) Critiquing instructor performance
      i) Positive comments
      ii) Areas needing improvement
      iii) Comments should refer to specific behaviors
      iv) Schedule a follow up meeting

2) Agency policies – AHJ

3) Staff schedules

4) Job requirements - AHJ

Requisite Skills. Evaluation techniques.

803-6.2.6 Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge. Equipment purchasing procedures, available department resources, and curriculum needs.

1) Curriculum needs
   a) Identification
   b) Specifications

2) Available department resources
   a) Budget
   b) Equipment

3) Equipment purchasing procedures
   a) Market research
   b) Resource locations
   c) Specification development
   d) Competitive pricing
   e) Other agency procedures

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Requisite Skills. Evaluation methods to select the equipment that is most effective and preparations of procurement forms.

803-6.2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

Requisite Knowledge. Statistical evaluation procedures and agency goals.

1) Statistical evaluation procedures
   a) Agency needs analysis
   b) Data analysis
   c) Elimination of bias
   d) Control of variables
   e) Qualitative data
   f) Quantitative data

2) Agency goals

Requisite Skills. Presentation skills and report preparation following agency guidelines.

803-6.3 Instructional Development

803-6.3.1 **Definition of Duty.** Plans, develops, and implements comprehensive programs and curricula.

803-6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified and solutions are recommended.

Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods for classroom, training ground, and distance learning, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

1) Needs analysis
   a) Organizational
   b) Personnel
   c) ADDIE model
      i) Analyze

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ii) Design
iii) Develop
iv) Implement
v) Evaluate

2) Task analysis
   a) Formal methods
      i) Carefully designed and executed surveys
      ii) Opinion polls
      iii) Checklists
      iv) Observations
      v) Psychological profiles
      vi) Research analyses
      vii) tests
   b) Informal methods
      i) Conversations
      ii) Casual observations of activities and habits
      iii) Other unobtrusive measures

3) Development of JPRs
   a) Task to be performed
   b) Tools, equipment, or materials that should be provided to successfully complete the task
   c) Evaluation parameters and/or performance outcomes
   d) Requisite knowledge
   e) Requisite skills

4) Lesson planning
   a) Considerations from the training curriculum and program management perspective
   b) Impact of lesson planning on curriculum development
      i) Fiscal impact
      ii) Performance impact

5) Instructional methods for classroom, training ground, and distance learning
   a) Considerations from the training curriculum and program management perspective
   b) Impact of various instructional methods on curriculum development
      i) Fiscal impact
      ii) Performance impact

6) Characteristics of adult learners

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a) Considerations from the training curriculum and program management perspective
b) Impact of adult learner characteristics on curriculum development
   i) Fiscal impact
   ii) Performance impact

7) Instructional media
   a) Impact of instructional media on curriculum development
      i) Fiscal impact
      ii) Performance impact

8) Curriculum development
   a) Converting JPRs into instructional objectives to clarify performance expectations
      i) Designate or develop reference material
      ii) Knowledge objectives
      iii) Skill objectives
         (1) Skills checklist

9) Development of evaluation instruments
   a) Considerations from the training curriculum and program management perspective
   b) Impact of evaluation instruments on curriculum development
      i) Fiscal impact
      ii) Performance impact

Requisite Skills. Conducting research, committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

803-6.3.3 Design programs or curricula, given 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 principles are utilized, and the program meets time and budget constraints.

Requisite Knowledge. Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

1) Instructional design
   a) Systematic approach to the development of a program to meet instructional needs and goals

2) Adult learning principles

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a) Characteristics of adult learners (Malcolm Knowles)
   i) Autonomous and self-directed
   ii) Personal experience and knowledge
   iii) Goal oriented
   iv) Relevancy oriented
   v) Practical
   vi) Need for respect
b) Application of adult learning principles

3) Principles of performance-based education
   a) Measures achievement of objectives by performing actions
   b) Components of performance-based education
      i) Curriculum
      ii) Instructional material
      iii) Student assessment
      iv) Instructional practice
      v) Student/system accountability

4) Research
   a) Choose topic
   b) Organize topic into specific items
   c) Identify research sources
   d) Collect and review information
   e) Process or prepare information to support instruction needs
   f) Refresh information as needed

5) Fire service terminology
   a) Utilize common fire service terminology

Requisite Skills. Technical writing and selecting course reference materials.

803-6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.

Requisite Knowledge. Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

1) Instructional design (modification from the training curriculum and program management perspective)

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a) Systematic approach to the development of a program to meet instructional needs and goals

2) Adult learning principles
   a) Characteristics of adult learners (Malcolm Knowles)
      i) Autonomous and self-directed
      ii) Personal experience and knowledge
      iii) Goal oriented
      iv) Relevancy oriented
      v) Practical
      vi) Need for respect
   b) Application of adult learning principles

3) Principles of performance-based education
   a) Measures achievement of objectives by performing actions
   b) Components of performance-based education
      i) Curriculum
      ii) Instructional material
      iii) Student assessment
      iv) Instructional practice
      v) Student/system accountability

4) Research
   a) Choose topic
   b) Organize topic into specific items
   c) Identify research sources
   d) Collect and review information
   e) Process or prepare information to support instruction needs
   f) Refresh information as needed

5) Fire service terminology
   a) Utilize common fire service terminology

Requisite Skills. Technical writing and selecting course reference materials.

803-6.3.5 Write program and course goals, given JPRs and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.

Requisite Knowledge. Components and characteristics of goals, and correlation of JPRs to program and course goals.

1) Components and characteristics of goals

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a) Goal theory
   i) Specific better than vague
   ii) Must be committed to goal
   iii) Must be challenging but attainable
b) Clear
c) Concise
d) Measurable
e) Correlated to agency goals
f) Describes the desired outcome of a given course

2) Correlation of JPRs to program and course goals
   a) Review needs analysis information
   b) Identify program and course needs
   c) Develop course goals to meet identified needs using the JPRs

Requisite Skills. Writing goal statements.

803-6.3.6 Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks.

Requisite Knowledge. Components of objectives and correlation between JPRs and objectives.

1) Components of objectives
   a) **A**udience (may be implied)
   b) **B**ehavior statement
   c) **C**onditions description
   d) **D**egree (standards criteria)

2) Correlation between JPRs and objectives
   a) Develop course objectives to meet course goals using the JPRs

Requisite Skills. Writing course objectives and correlating them to JPRs.

803-6.3.7 Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.

Requisite Knowledge. Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods.

1) Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods

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a) Develop course outline to meet course goals and objectives using JPRs
b) Develop course outline so that lesson plans may be created and instructional delivery methods identified

Requisite Skills. None required.

803-6.4 Instructional Delivery

No JPRs at the Instructor III Level.

803-6.5 Evaluation and Testing

803-6.5.1 **Definition of Duty.** Develops an evaluation plan; collects, analyses, and reports data; and utilizes data for program validation and student feedback.

803-6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.

Requisite Knowledge. Record-keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.

1) Record-keeping systems
   a) Electronic
   b) Paper-based (hard copy)

2) Agency goals – AHJ

3) Data acquisition techniques
   a) Electronic
   b) Paper-based (hard copy)

4) Applicable laws
   a) Federal
   b) State
   c) Local

5) Methods of providing feedback
   a) Electronic paper-based (hard copy)
   b) Verbal

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Requisite Skills. The evaluation, development, and use of information systems.

803-6.5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.

Requisite Knowledge. Evaluation techniques, agency constraints, and resources.

1) Evaluation techniques
   a) General areas of course evaluation
      i) Reaction
      ii) Knowledge
      iii) Skills
      iv) Attitudes
      v) Transfer of learning
      vi) results
   b) Evaluation methods
      i) Formative evaluation
      ii) Field testing (Pilot program)
      iii) Observation
         (1) Learner responses
         (2) Test results
   c) Summative evaluation
      i) End of course feedback

2) Agency constraints – AHJ

3) Resources
   a) Human resources
   b) Equipment

Requisite Skills. Decision making.

803-6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

Requisite Knowledge. Evaluation methods and agency goals.

1) Evaluation methods
   a) General areas of program evaluation

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i) Reaction
ii) Knowledge
iii) Skills
iv) Attitudes
v) Transfer of learning
vi) Results

b) Evaluation techniques
   i) Formative evaluation
   ii) Field testing (Pilot program)
   iii) Observation
      (1) Learner responses
      (2) Test results

c) Summative evaluation
   i) End of course feedback
      (1) Student course evaluation
      (2) Instructor evaluation
      (3) Course component evaluation
      (4) Facilities evaluation

2) Agency goals - AHJ

Requisite Skills. Construction of evaluation instruments.

803-6.5.5 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are made.

Requisite Knowledge. Test validity, reliability, and item analysis.

1) Test validity
   a) A valid test requires the learner to perform the same behavior under the same conditions specified in the instructional objective
   b) Match test item to the objective
   c) Test only skills that relate to the objective
   d) Test at proper learning level
   e) No tricks
   f) Subjects weighted and distributed properly
   g) Accurate predictor of field performance

2) Reliability
   a) A reliable test provides a consistent measure of a student's ability to demonstrate achievement of an objective
   b) Contains no clues
   c) Distractors are realistic

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d) Order of answers is random
e) Is written clearly
f) Uses negatives carefully

3) Item analysis
   a) Determine percentage of students who missed the question
   b) Determine why question was missed
   c) Revise question or instruction as necessary

Requisite Skills. Item analysis techniques.

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INSTRUCTION SHEET

INSTRUCTOR III PERFORMANCE SKILLS

Format
The Instructor III Combined Skill Sheet should be used in a progressive type grading format. The skill sheet is broken into individual skill objectives starting with Skill 3-7 and progressing to Skill 3-15. The Examiner should evaluate the Instructor III candidates as they complete each skill of the evaluation. Performance Skills 3-1 to 3-6 and 3-16 are provided as independent Skill Sheets.

For skill sheets that do not contain time constraints, the Course Instructor should specify time constraints as necessary.

Scoring Method
The scoring method is satisfactory (S) or unsatisfactory (U) for each step of the skill objective, and a pass or fail is required for each individual skill section. In order to successfully pass an individual skill section, the Instructor III candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the Instructor III candidate must receive a passing score for all individual skill sections.

If a step of a skill objective is scored Unsatisfactory, only that skill objective must be retested. For example, if a candidate fails step c of Skill 3-1, he or she must be retested on Skill 3-1, in its entirety.

Any unsatisfactory or individual skill failure shall require the examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

Preparation and Equipment
Activity sheets are provided for some performance skills. Course Instructors are encouraged to use these activity sheets to meet the minimum requirements, or may modify the activity sheets to meet or exceed the standard to fit their department or agency needs.

Specific Performance Skill Information
Skill 3-3
The Activity Sheets used for this skill are used again in Skill 3-5 and Skill 3-6.

Skill 3-6
Evaluation findings such as those from either Skill 3-3 or 3-5 can be used as part of this skill.

Skills 3-7 to 3-15
These skills are combined into one skill sheet so that each skill is based on the work from the previous skills. The skills will lead the candidate through the instructional development process of planning, developing and implementing a comprehensive instructional program. This combined skill sheet ends with Skills 3-13 to 3-15. These skills will allow the candidate to create evaluation instruments that will collect, analyze and report data that will be utilized to determine the validity of the instructional program that was developed in the beginning skills. Skills 3-13 to 3-15 are out of sequence with the NFPA numbers system to better facilitate using these skills in the progressive format.

Below is an example indicating how each of these skill sheets should be used to develop each part of an instructional program. This example is simplified to provide an understanding of the intent of this skill sheet. The actual performance of these skills will require work much more in depth than in this example. The skill objectives are shortened in this explanation; refer to the actual skill sheet for the complete objective.

Skill #	Objective	Example
3-7	Conduct a needs analysis to identify an instructional need.	Candidate conducts an agency needs analysis and determines that a driver training program is needed based on the data.
3-8	Design a program to meet the identified need.	Candidate designs a driver training program to meet the needs of the agency.
3-9	Modifies program based on Course Instructor recommendations.	Course Instructor reviews the driver training program and requests modifications. The candidate modifies the program.
3-10	Writes program and course goals.	Candidate writes goals for the training program and for the individual courses within the training program.
3-11	Writes course objectives.	Candidate writes learning objectives for one of the courses within the driver training program.
3-12	Constructs a course outline.	Candidate constructs a course outline for one of the courses within the driver training program.
3-13	Develops a course evaluation plan.	Candidate develops a plan to evaluate the courses within the driver training program.
3-14	Creates a program evaluation	Candidate develops a plan to

	plan.	evaluate the driver training program.
3-15	Develops a system for the evaluation results.	Candidate develops a system for the results of the course and program evaluations.

Skill 3-16
The activity sheet includes invalid questions for the candidate to identify. The following information identifies the validity problems. If other activity sheets are developed, ensure that similar validity issues are included for the candidate to identify.

Question Number	Problem
1	Low percentage chose the correct answer; it is part of the objectives and it is within the page numbers covered; explanation: perhaps not explained at all or not covered well
2	The word “pintle” is not used in the book, but tested in question
7	The information is not in the objectives
9	Missing “be” at …systems must ___a (an)…

EXAMINERS NOTE

If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-1
Administering a Training Record System

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.2 **Fire Instructor III**

OBJECTIVE
Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed. (6.2.2)

INSTRUCTIONS - procedures for achieving the objective
Given a sample agency training record system from the local Authority Having Jurisdiction (AHJ), agency policies and procedures, and training activities, you shall review the training record system and the sample training activities for inclusion in the training record system. You shall develop a training record form to capture required information, record sample training activities in accordance with policies and procedures of the AHJ and generate a report summary of the training activities.

PREPARATION & EQUIPMENT
Sample training record system (electronic database or printed copy) from the AHJ.
Policies and Procedures from the local Authority Having Jurisdiction (AHJ) related to training.

Sample list of training activities. Examples may include but are not limited to the following:

Individual training record progress
Individual training summary record
Individual daily training record by subject and hours
Individual monthly training record by subject area and hours
Individual professional qualifications record
Comparative individual progress record
Individual special courses record

NFPA 1401 Fire Service Training Reports and Records

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-1
Administering a Training Record System

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-1	**S**	**U**	**S**	**U**
Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed. (6.2.2)				
a) Reviewed the training record system				
b) Reviewed the sample training activities for inclusion in the training record system				
c) Developed a training record form to capture required information				
d) Recorded sample training activities in accordance with policies and procedures of the AHJ				
e) Generated a report summary of training activities				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-2
Developing Recommendations for Policies

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.3 **Fire Instructor III**

OBJECTIVE
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. (6.2.3)

INSTRUCTIONS - procedures for achieving the objective
Using agency policies and procedures from the local Authority Having Jurisdiction (AHJ), and sample training goals provided by the course instructor, you shall develop written recommendations for at least one new policy supporting the training program goal. The policy shall be written in a style and format consistent with the policies and procedures of the AHJ.

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Policies and procedures from the local Authority Having Jurisdiction (AHJ) related to training.

A sample training program goal

Examples may include but are not limited to:

Orientation to the proper use and maintenance of a new piece of equipment
Driver training program to meet NFPA standards
Accident reduction
Live fire training
Meet Texas Commission on Fire Protection continuing education requirements

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-2
Developing Recommendations for Policies

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-2	**S**	**U**	**S**	**U**
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. (6.2.3)				
a) Identified training program goal				
b) Reviewed applicable agency policies and procedures related to training				
c) Developed a written policy proposal consistent in style with policies and procedures of the AHJ				
d) Developed a written policy proposal in the same format as policies and procedures of the AHJ				
e) Developed a written policy proposal to support the training goal				
f) Developed a policy proposal written using correct grammar				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-3
Selecting Instructional Staff

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.4 **Fire Instructor III**

OBJECTIVE
Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. (6.2.4)

INSTRUCTIONS - procedures for achieving the objective
Given an instructor roster listing names, qualifications and subject matter expertise, the Fire Instructor III candidate shall analyze and select the most appropriate instructors to deliver a set of selected classes. The selection shall be based on agency instructional requirements and agency policies and procedures provided by the Course Instructor.

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Skill Number 3-3 Activity Sheet #1
Skill Number 3-3 Activity Sheet #2
Agency Policies & Procedures
See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-3
Selecting Instructional Staff

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-3	**S**	**U**	**S**	**U**
Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. (6.2.4)				
a) Identified instructors who are qualified to facilitate the training to be delivered				
b) Evaluated qualifications and identified lead instructor(s)				
c) Evaluated qualifications of and selected assistant instructors as needed				
d) Evaluated the need for Skills Examiners and selected as appropriate				
e) Followed agency policies and procedures				
f) Met the instructional goals of the organization				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-3 Activity Sheet #1
Select Instructional Staff

Name	Rank	Shift	Position/ Assignment	Instructional Level	Skills Examiner	Fire Cert Level	EMS Cert Level	Hazmat Cert Level	Primary Expertise	Secondary Expertise
Wayne, Jon	BC	Admin	Training Officer	Instructor III Master	No	FO III	EMT-B	Tech/IC	Fire	Hazmat
Boudreaux, Emil	CPT	Admin	EMS Coordinator	Instructor III	Yes	FO II	Lic-P	Ops/IC	EMS	Rescue
Brener, Ludwig	CPT	A	Hazmat Coordinator	Instructor III	Yes	FO II	EMT-B	Specialist/I C	Hazmat	Rescue
McGreedy, Mike	CPT	B	Company Officer	Instructor II	No	FO I	EMT-B	Tech/IC	Rescue	Hazmat
Ostranski, Michael	CPT	C	Company Officer	Instructor I	Yes	FO II, D/O	EMT-P	Tech/IC	EMS	Hazmat
O'Brian, Patrick	ENG	A	Driver Operator	Instructor II	Yes	FO I, D/O	EMT-B	Tech	Fire	Driver/Ops
Sanchez, Jose	ENG	B	Driver/ Paramedic	Instructor II	Yes	D/O	EMT-P	Ops	EMS	Rescue
Smith, Roger	ENG	B	Fire Inspector	Instructor I	No	FO I, D/O, Insp II, PE I	EMT-B	Ops	Fire Prevention	Hazmat
Walker, Johnny	ENG	C	Driver Operator	Instructor I	Yes	D/O	EMT-B	Specialist	Hazmat	Fire
Salazar, Tammie	ENG	A	Driver/ Paramedic	Instructor I	Yes	D/O	EMT-P	Ops	EMS	Rescue
Arceneaux, Carl	FF	B	FF/Paramedic	Instructor II	Yes	FO I, D/O	EMT-B	Specialist	Hazmat	EMS
Wiggins, Arlo	FF	C	Firefighter	Instructor I	Yes	FFII	EMT-I	Ops	Rescue	EMS
Rojas, Manuel	FF	C	Firefighter	Instructor I	Yes	D/O	EMT-B	Tech	Fire	Hazmat
Nguyen, Dat	FF	B	Firefighter	Instructor I	Yes	D/O	EMT-B	Ops	Rescue	Extrication

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-3 Activity Sheet #2
Select Instructional Staff

Big City Fire Department

To: Jon Wayne, Battalion Chief, Training Division

From: Robert Rodriguez, Fire Chief

Date: November 20, 2013

Re: Training Requirements FY 20XX-20XX

In addition to the normal continuing education requirements for Fire, EMS, and Hazardous Materials recertification that must be coordinated annually, the training division will also need to conduct the following specialized training/certification programs this year:

- Fire Officer I & II
- Driver Operator
- Instructor I
- Paramedic Certification
- Hazardous Materials Technician
- Rescue Technician – High Angle/Confined Space

Additionally, I want you and your staff to develop, in conjunction with the Fire Marshal's office, a course or series of courses on Pre Incident Planning and Company Inspections. This program should target all suppression/operations personnel and be delivered to all ranks up to District Chief. This includes all fire suppression, EMS, and Special Operations personnel.

All training will need to conform to all policies and procedures of this department and overtime must be kept to a minimum. All expenditures in excess of those budgeted for must be reviewed and approved by my office prior to purchase. Coordinate the assignment of personnel to instructional duties or student attendance with their respective shift supervisors.

I realize that some of these programs will roll over into the next fiscal year and many may evolve into courses slated for annual delivery to new personnel in need of the training. With this in mind submit all budget recommendations for new or continuing program delivery to my office in accordance with departmental fiscal policies and budget request deadlines.

Thank you,

Robert Rodriguez
Fire Chief

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-4
Constructing a Performance-Based Evaluation Plan

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.5 **Fire Instructor III**

OBJECTIVE
Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (6.2.5)

INSTRUCTIONS - procedures for achieving the objective
Given appropriate reference material, the Fire Instructor III candidate shall develop an instructor evaluation plan that can be used to routinely analyze and evaluate the performance and effectiveness of instructional staff within an organization. The development of the evaluation plan shall be based on agency policies and procedures provided by the Course Instructor.

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
NFPA 1041: *Standard for Fire Service Instructor Professional Qualifications*
Chapters 425 and 427 of the Texas Commission on Fire Protection Standards Manual
Chapter 8 of the Texas Commission on Fire Protection Certification Curriculum Manual

An agency job description for a skills examiner, an instructor, a training officer, and/or training coordinator as appropriate.

Appropriate rules, regulations, policies, and procedures of the authority having jurisdiction

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-4
Constructing Performance-Based Evaluation Plan

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-4	**S**	**U**	**S**	**U**
Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (6.2.5)				
a) Developed a plan				
b) Included a method or system to evaluate performance				
c) Included an interval when evaluations will be conducted				
d) Developed the plan based on agency job description(s)				
e) Followed agency policies and procedures				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-5
Writing Equipment Purchasing Specifications

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.6 **Fire Instructor III**

OBJECTIVE
Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (6.2.6)

INSTRUCTIONS - procedures for achieving the objective
The Fire Instructor III candidate shall identify an equipment purchase need based on the Training Requirements Activity Sheet. You shall develop purchasing specifications based on curriculum requirements and program need. You shall also complete any appropriate procurement documentation.

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Agency Procurement Form
Skill 3-5 Activity Sheet
Texas Commission on Fire Protection Curriculum Manual
See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-5
Writing Equipment Purchasing Specifications

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-5	**S**	**U**	**S**	**U**
Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (6.2.6)				
a) Identified an equipment purchase need based on curriculum, training goals and agency guidelines				
b) Identified the benefits of the purchase				
c) Identified the consequences of non-purchase				
d) Identified the costs				
e) Developed purchasing specifications for the equipment most effective				
f) Accurately completed the procurement form				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

Program Management-Skill Number 3-5 Activity Sheet #1
Write Equipment Purchasing Specifications

Big City Fire Department

To: Jon Wayne, Battalion Chief, Training Division

From: Robert Rodriguez, Fire Chief

Date: November 20, 2013

Re: Training Requirements FY 20XX-20XX

In addition to the normal continuing education requirements for Fire, EMS, and Hazardous Materials recertification that must be coordinated annually, the training division will also need to conduct the following specialized training/certification programs this year:

- Fire Officer I & II
- Driver Operator
- Instructor I
- Paramedic Certification
- Hazardous Materials Technician
- Rescue Technician – High Angle/Confined Space

Additionally, I want you and your staff to develop, in conjunction with the Fire Marshal's office, a course or series of courses on Pre Incident Planning and Company Inspections. This program should target all suppression/operations personnel and be delivered to all ranks up to District Chief. This includes all fire suppression, EMS, and Special Operations personnel.

All training will need to conform to all policies and procedures of this department and overtime must be kept to a minimum. All expenditures in excess of those budgeted for must be reviewed and approved by my office prior to purchase. Coordinate the assignment of personnel to instructional duties or student attendance with their respective shift supervisors.

I realize that some of these programs will roll over into the next fiscal year and many may evolve into courses slated for annual delivery to new personnel in need of the training. With this in mind submit all budget recommendations for new or continuing program delivery to my office in accordance with departmental fiscal policies and budget request deadlines.

Thank you,

Robert Rodriguez
Fire Chief

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-6
Presenting Evaluation Findings

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.2.7 **Fire Instructor III**

OBJECTIVE
Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures. (6.2.7)

INSTRUCTIONS - procedures for achieving the objective
You will be given evaluation findings such as those identified in Skills 3-3 or 3-5; you shall prepare a report of those findings, conclusions, and recommendations and conduct a presentation of the information to the agency administrator.

EXAMINERS NOTE
If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Evaluation findings such as those from either Skill 3-3 or 3-5
Presentation media as required
See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-6
Presenting Evaluation Findings

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Program Management-Skill Number 3-6	**S**	**U**	**S**	**U**
Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures. (6.2.7)				
a) Prepared report of evaluation findings				
b) Conducted presentation				
c) Presented evaluation findings				
d) Presented conclusions				
e) Presented valid recommendations				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-7
Conducting Agency Needs Analysis

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.2 **Fire Instructor III**

OBJECTIVE
Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (6.3.2)

INSTRUCTIONS - procedures for achieving the objective
Given agency goals, you shall conduct an agency needs analysis so that instructional needs are identified.

PREPARATION & EQUIPMENT
Agency goals
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-7
Conducting Agency Needs Analysis

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-7	**S**	**U**	**S**	**U**
Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (6.3.2)				
a) Conducted an agency needs analysis				
b) Conducted research				
c) Obtained data by committee meetings				
d) Conducted a task analysis				
e) Organized information into functional groupings				
f) Correctly interpreted data				
g) Identified instructional needs				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-8
Designing Programs or Curricula

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.3 **Fire Instructor III**

OBJECTIVE
Design programs or curriculums, given 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 principles are utilized, and the program meets time and budget constraints. (6.3.3)

INSTRUCTIONS – procedures for achieving the objective
Using the needs analysis conducted in Skill 3-7 or another example provided by the examiner, you shall design a training program.

PREPARATION & EQUIPMENT
Agency goals
See Instruction Sheet- Instructor III Performance Skills
Needs Analysis

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with a needs analysis to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-8
Designing Programs or Curriculums

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-8	**S**	**U**	**S**	**U**
Design programs or curriculums, given 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 principles are utilized, and the program meets time and budget constraints. (6.3.3)				
a) Designed a written program or curriculum using correct grammar				
b) Used AHJs style and format				
c) Supported agency goals				
d) Related knowledge and skills to the job				
e) Used performance based design				
f) Utilized adult learning principles				
g) Selected appropriate course reference materials				
h) Met time constraints				
i) Met budget constraints				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-9
Modifying an Existing Curriculum

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.4 **Fire Instructor III**

OBJECTIVE
Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved. (6.3.4)

INSTRUCTIONS - procedures for achieving the objective
Based on Course Instructor recommendations, you shall modify the program developed in Skill 3-8 or another example provided by the examiner.

PREPARATION & EQUIPMENT
Agency goals
See Instruction Sheet- Instructor III Performance Skills
Curriculum example

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-9
Modifying an Existing Curriculum

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-9	**S**	**U**	**S**	**U**
Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved. (6.3.4)				
a) Modified the existing curriculum using correct grammar				
b) Used AHJs style and format				
c) Met the requirements of the agency to achieve learning objectives				
d) Verified selection of appropriate course reference materials				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-10
Writing Program and Course Goals

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.5 **Fire Instructor III**

OBJECTIVE
Write program and course goals, given job performance requirements (JPRs) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals. (6.3.5)

INSTRUCTIONS - procedures for achieving the objective
Based on the results of Skill 3-9 or another example provided by the examiner, you shall write program goals that are clear, concise, and measurable that relate to agency goals.

PREPARATION & EQUIPMENT
Agency goals
Job performance requirements (JPRs)
Needs analysis information
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-10
Writing Program and Course Goals

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-10	**S**	**U**	**S**	**U**
Write program and course goals, given job performance requirements (JPRs) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals. (6.3.5)				
a) Wrote program and course goals				
b) Wrote goals that were clear and concise				
c) Wrote goals that were measurable				
d) Wrote goals that correlated to agency goals				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-11
Writing Course Objectives

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.6 **Fire Instructor III**

OBJECTIVE
Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks. (6.3.6)

INSTRUCTIONS - procedures for achieving the objective
Based on the results of Skill 3-9 or another example provided by the examiner, you shall write course objectives that are clear, concise, and measurable and reflect specific tasks.

PREPARATION & EQUIPMENT
JPRs
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-11
Writing Course Objectives

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-11	**S**	**U**	**S**	**U**
Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks. (6.3.6)				
a) Wrote course objectives				
b) Wrote objectives that were clear and concise				
c) Wrote objectives that were measurable				
d) Wrote objectives that reflected specific tasks				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

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Examiner Date

_____ _____
Re-Test Examiner Date

Overall Skill Sheet Score
Pass ☐ Fail ☐
Overall Skill Sheet Re-Test Score
Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-12
Constructing a Course Content Outline

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.3.7 **Fire Instructor III**

OBJECTIVE
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. (802-6.3.7)

INSTRUCTIONS - procedures for achieving the objective
Based on the objectives developed in Skill 3-11 or another example provided by the examiner and given necessary resources, you shall construct a course outline.

PREPARATION & EQUIPMENT
Agency goals
Agency structure
Reference Sources
Functional groupings
Course objectives
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-12
Constructing a Course Content Outline

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Instructional Development-Skill Number 3-12	**S**	**U**	**S**	**U**
Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices. (6.3.7)				
a) Constructed a course content outline				
b) Supported agency structure				
c) Reflected current acceptable practices				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:
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_____ _____
Examiner Date

_____ _____
Re-Test Examiner Date

Overall Skill Sheet Score
Pass ☐ Fail ☐
Overall Skill Sheet Re-Test Score
Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-13
Developing a Course Evaluation Plan

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.5.3 **Fire Instructor III**

OBJECTIVE
Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (6.5.3)

INSTRUCTIONS - procedures for achieving the objective
Using the course objectives developed in Skill 3-11 or another example provided by the examiner, you shall develop a course evaluation plan.

PREPARATION & EQUIPMENT
Agency goals
Course objectives
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-13
Developing a Course Evaluation Plan

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Evaluation and Testing-Skill Number 3-13	**S**	**U**	**S**	**U**
Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (6.5.3)				
a) Developed a course evaluation plan				
b) Followed agency policies				
c) Assured objectives were measurable				
d) Correctly used decision making skills				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:
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_____ _____
Examiner Date

_____ _____
Re-Test Examiner Date

Overall Skill Sheet Score
Pass ☐ Fail ☐
Overall Skill Sheet Re-Test Score
Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-14
Creating a Program Evaluation Plan

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.5.4 **Fire Instructor III**

OBJECTIVE
Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (6.5.4)

INSTRUCTIONS - procedures for achieving the objective
Based on the program goals developed in Skill 3-10 or another example provided by the examiner, you shall create a program evaluation plan.

PREPARATION & EQUIPMENT
Agency policies and procedures
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-14
Creating a Program Evaluation Plan

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Evaluation and Testing-Skill Number 3-14	**S**	**U**	**S**	**U**
Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (6.5.4)				
a) Created a plan that evaluates instructors				
b) Created a plan that evaluates course components				
c) Created a plan that evaluates facilities				
d) Created a program evaluation instrument				
e) Obtained student input for course improvement				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-15
Developing a System for Evaluation Results

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.5.2 **Fire Instructor III**

OBJECTIVE
Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws. (6.5.2)

INSTRUCTIONS - procedures for achieving the objective
You shall develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws

PREPARATION & EQUIPMENT
Agency goals and policies
See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE
If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-15
Developing a System for Evaluation Results

Candidate: _____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Evaluation and Testing-Skill Number 3-15	**S**	**U**	**S**	**U**
Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws. (6.5.2)				
a) Developed a system assuring the acquisition, storage and dissemination of evaluation results				
b) Evaluated the system to demonstrate support of agency goals				
c) Evaluated the system to demonstrate support of agency policies				
d) Used the information system to provide feedback to those impacted by the information				
e) Provided feedback consistent with agency policies and applicable laws				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-16
Analyzing Student Evaluation Instruments

PERFORMANCE STANDARD **Section 803**

NFPA 1041 6.5.5 **Fire Instructor III**

OBJECTIVE
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished. (6.5.5)

INSTRUCTIONS - procedures for achieving the objective
Given test data, evaluation instruments and learning objectives, you shall analyze the student evaluation instruments (exam, skill sheet) to determine the validity of the evaluation instrument. The analysis shall be conducted in compliance with agency policies.

You shall recommend changes necessary for the evaluation instrument to be valid.

EXAMINER NOTE:
The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Skill 3-16 Activity Sheet
Policies
See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Candidate:_____ Notes:_____

Dept: _____ _____

School: _____ _____

Test Site: _____ _____

Examiner: _____ _____

Fire Instructor III	TEST		RETEST	
Evaluation and Testing-Skill Number 3-16	**S**	**U**	**S**	**U**
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished. (6.5.5)				
a) Performed item analysis of evaluation instrument.				
b) Conducted analysis using learning objectives.				
c) Conducted analysis using test data.				
d) Conducted analysis in compliance with agency policies.				
e) Determined instrument validity.				
f) Recommended necessary changes to create a valid evaluation instrument.				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

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_____ Examiner	_____ Date	Overall Skill Sheet Score Pass ☐ Fail ☐
_____ Re-Test Examiner	_____ Date	Overall Skill Sheet Re-Test Score Pass ☐ Fail ☐

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing - Skill 3-16 Activity Sheet
Analyzing Student Evaluation Instruments

The following student evaluation instrument was given to 20 students at the conclusion of a lesson on Automatic Fire Sprinkler Systems. The learning objectives for the lesson are:

- The firefighter trainee will recognize and explain the types of sprinkler heads and their operation.
- The firefighter trainee will identify the various types of sprinkler systems and the components of each type.
- The firefighter trainee will identify control valves for fire sprinkler systems and explain their operation.

The reference material for the lesson is from Firefighter's Handbook: Basic Essentials of Firefighting, Thomson Delmar Learning.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Sprinkler System Test 1

Directions: Each of the following questions is followed by four possible answer choices. Only one of the answer choices is correct. Read each statement carefully and select the correct answer. Fill-in the bubble on the answer form corresponding to your answer choice.

1. The marking "SSU" on a sprinkler head indicates:
    a. Sprinkler System Universal
    b. Standard Sprinkler United
    c. Sprinkler Standard Union
    d. Standard Sprinkler Upright

2. Sprinkler head orifice sizes other than ½"or 17/32" are noted on the sprinkler frame and can be easily identified by the _____ on top of the deflector.
    a. Threads
    b. Pintle
    c. Spindle
    d. Link

3. Which of the following is **<u>not</u>** a fusible element found in sprinkler heads?
    a. Fusible Link
    b. Deflector
    c. Liquid Filled Bulb
    d. Chemical Pellet

4. Which of the following fire sprinkler systems has water under pressure throughout the system piping at all times?
    a. Dry Pipe
    b. Wet Pipe
    c. Deluge
    d. Pre-Action

5. Which of the following components are common to all types of automatic sprinkler systems?
    a. Water supply, Control Valve, Solenoid, Main Drain Valve, Heads
    b. Water supply, Air Compressor, Control Valve, Operating Valve, Piping
    c. Water supply, Control Valve, Main Drain Valve, Heads, Alarm
    d. Water supply, Operating Valve, Check Valve, Solenoid, Heads, Alarm

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6. A (An) _____ is a good example of an area that is typically protected by a Deluge Automatic Sprinkler system.
    a. Nursing Home
    b. Aircraft Hanger
    c. Computer Room
    d. Theater

7. The standpipe system designed for use by untrained building occupants is a Class _____ system.
    a. I
    b. II
    c. III
    d. IV

8. Which of the following is **not** a control valve found on an automatic sprinkler system?
    a. Post Indicator Valve (PIV)
    b. Outside Stem and Yoke Valve (OS&Y)
    c. Pressure Reducing Valve (PRV)
    d. Wall Indicator Valve (WIV)

9. All control valves on automatic sprinkler systems must a (an) _____ type.
    a. Indicating
    b. Pressure Reducing
    c. Remote Control
    d. Check

10. Which of the following valves shows the words “OPEN” or “SHUT” to indicate the position of the valve?
    a. Wafer Check, and Grooved Check Valves
    b. Butterfly and Post Indicator Valves
    c. OS&Y and Wall Indicator Valves
    d. Post Indicator and Wall Indicator Valves

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Sprinkler System Test 1 Analysis Data

Question 1: Correct Answer – **D** Responses: A – 6 (30%) B – 4 (20%) C – 5 (25%) D – 5 (25%)	Question 6: Correct Answer – **B** Responses: A – 2 (10%) B – 13 (65%) C – 2 (10%) D – 3 (15%)
Question 2: Correct Answer - **B** Responses: A – 14 (70%) B – 2 (10%) C – 3 (15%) D – 1 (5%)	Question 7: Correct Answer – **A** Responses: A – 1 (5%) B – 7 (35%) C – 6 (30%) D – 6 (30%)
Question 3: Correct Answer – **B** Responses: A – 3 (15%) B – 12 (60%) C – 1 (5%) D – 4 (20%)	Question 8: Correct Answer – **C** Responses: A – 2 (10%) B – 8 (40%) C – 8 (40%) D – 2 (10%)
Question 4: Correct Answer – **B** Responses: A – 0 (0%) B – 18 (90%) C – 0 (0%) D – 2 (10%)	Question 9: Correct Answer - **A** Responses: A – 6 (30%) B – 7 (35%) C – 5 (25%) D – 2 (10%)
Question 5: Correct Answer – **C** Responses: A – 4 (20%) B – 5 (25%) C – 6 (30%) D – 5 (25%)	Question 10: Correct Answer – **D** Responses: A – 2 (10%) B – 5 (25%) C – 7 (35%) D – 6 (30%)

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Fire Instructor Skills

Discipline	Objective	Skill Number	Functional Name	NFPA 1041 #
Fire Instructor I	Program Management	1-1	Assembling Course Materials	4.2.2
Fire Instructor I	Program Management	1-2	Requesting Resources	4.2.3
Fire Instructor I	Program Management	1-3	Scheduling Instructional Sessions	4.2.4
Fire Instructor I	Program Management	1-4	Completing Training Records	4.2.5
Fire Instructor I	Instructional Development	1-5	Developing Instruction	4.3.2, 4.3.3
Fire Instructor I	Instructional Delivery	1-6	Delivering Instruction	4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7
Fire Instructor I	Evaluation and Testing	1-7	Delivering Instruction Using a Prepared Lesson Plan	4.5.2
Fire Instructor I	Evaluation and Testing	1-8	Grading Student Tests	4.5.3
Fire Instructor I	Evaluation and Testing	1-9	Reporting Test Results	4.5.4
Fire Instructor I	Evaluation and Testing	1-10	Providing Evaluation Feedback	4.5.5
Fire Instructor II	Program Management	2-1	Scheduling Instructional Sessions	5.2.2
Fire Instructor II	Program Management	2-2	Formulating Budget Needs	5.2.3, 5.2.4
Fire Instructor II	Program Management	2-3	Record Keeping	5.2.5
Fire Instructor II	Program Management	2-4	Evaluating and Instructor	5.2.6
Fire Instructor II	Instructional Development	2-5	Creating a Lesson Plan	5.3.2
Fire Instructor II	Instructional Development	2-6	Modifying a Lesson Plan	5.3.3
Fire Instructor II	Instructional Delivery	2-7	Teaching a Lesson	5.4.2
Fire Instructor II	Instructional Delivery	2-8	Supervising an Increased Hazard Exposure Training Scenario	5.4.3
Fire Instructor II	Evaluation and Testing	2-9	Creating a Student Evaluation Instrument	5.5.2
Fire Instructor II	Evaluation and Testing	2-10	Creating a Class Evaluation Instrument	5.5.3
Fire Instructor III	Program Management	3-1	Administering a Training Record System	6.2.2
Fire Instructor III	Program Management	3-2	Developing Recommendations for Policies	6.2.3
Fire Instructor III	Program Management	3-3	Selecting Instructional Staff	6.2.4
Fire Instructor III	Program Management	3-4	Constructing a Performance-Based Evaluation Plan	6.2.5
Fire Instructor III	Program Management	3-5	Writing Equipment Purchasing Specifications	6.2.6
Fire Instructor III	Program Management	3-6	Presenting Evaluation Findings	6.2.7
Fire Instructor III	Instructional Development	3-7	Conducting Agency Needs Analysis	6.3.2
Fire Instructor III	Instructional Development	3-8	Designing Programs or Curricula	6.3.3
Fire Instructor III	Instructional Development	3-9	Modifying an Existing Curriculum	6.3.4
Fire Instructor III	Instructional Development	3-10	Writing Program and Course Goals	6.3.5
Fire Instructor III	Instructional Development	3-11	Writing Course Objectives	6.3.6
Fire Instructor III	Instructional Development	3-12	Constructing a Course Content Outline	6.3.7
Fire Instructor III	Evaluation and Testing	3-13	Developing a Course Evaluation Plan	6.5.3
Fire Instructor III	Evaluation and Testing	3-14	Creating a Program Evaluation Plan	6.5.4
Fire Instructor III	Evaluation and Testing	3-15	Developing a System for Evaluation Results	6.5.2
Fire Instructor III	Evaluation and Testing	3-16	Analyzing Student Evaluation Instruments	6.5.5