

CERTIFICATION CURRICULUM MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

NFPA 1041, 2008 Edition

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Texas Commission on Fire Protection
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CHAPTER EIGHT
FIRE INSTRUCTOR I
CURRICULUM OUTLINE

SECTION	SUBJECTS	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	SUBJECTS	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	SUBJECTS	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 CURRICULUM

Fire and Emergency Services Instructor (7th ed.). (2006). Stillwater, OK: International Fire Service Training Association, Oklahoma State University. ISBN 0-87939-167-7.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2007 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2001 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2002 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

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

SUPPLEMENT TO THE FIRE INSTRUCTOR CURRICULUM

This supplement is provided as a general guide for both instructors and students to locate information pertaining to the specific objectives in the TCFP Curriculum. This supplement is **not** an all-inclusive list and does not in any way limit TCFP development and use of questions to test the objectives of the curriculum.

FIRE INSTRUCTOR I

Objective	Reference	Page Number
801-4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.1
801-4.2.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.2.1
	IFSTA Fire and Emergency Service Instructor	3-4, 119-134
801-4.2.2	IFSTA Fire and Emergency Service Instructor	101-115, 189-197
801-4.2.3	IFSTA Fire and Emergency Service Instructor	119-134
801-4.3.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.3.1
	IFSTA Fire and Emergency Service Instructor	163-186, 189-215, 219-245
801-4.3.2	IFSTA Fire and Emergency Service Instructor	101-115, 137-159, 163-186, 189-215, 219-227, 277-299
801-4.3.3	IFSTA Fire and Emergency Service Instructor	189-193, 196-200, 249-274
801-4.4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.4.1
	IFSTA Fire and Emergency Service Instructor	219-245
801-4.4.2	IFSTA Fire and Emergency Service Instructor	35-57, 206-215, 219-232, 249-274, 277-299

801-4.4.3	IFSTA Fire and Emergency Service Instructor	85-97, 137-159, 163-186, 189-215, 219-245, 249-274, 277-299
801-4.4.4	IFSTA Fire and Emergency Service Instructor NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	189-215, 277-299 Annex A
801-4.4.5	IFSTA Fire and Emergency Service Instructor	35-57, 145, 163-186, 189-215, 277-299
801-4.4.6	IFSTA Fire and Emergency Service Instructor	249-274
801-4.4.7	IFSTA Fire and Emergency Service Instructor	249-274
801-4.5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.5.1
801-4.5.2	IFSTA Fire and Emergency Service Instructor	61-82, 303-317
801-4.5.3	IFSTA Fire and Emergency Service Instructor	303-317
801-4.5.4	IFSTA Fire and Emergency Service Instructor	85-97, 119-125, 178-182, 303-317
801-4.5.5	IFSTA Fire and Emergency Service Instructor	85-97, 178-182, 303-318

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FIRE INSTRUCTOR II

Objective	Reference	Page Number
802-5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.1
802-5.2.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.2.1
	IFSTA Fire and Emergency Service Instructor	3-4
802-5.2.2	IFSTA Fire and Emergency Service Instructor	101-115, 461-476
802-5.2.3	IFSTA Fire and Emergency Service Instructor	101-115, 433-449, 472-473
802-5.2.4	IFSTA Fire and Emergency Service Instructor	450-458, 446-449
802-5.2.5	IFSTA Fire and Emergency Service Instructor	61-77, 125-134
	NFPA 1401: Recommended Practice for Fire Service Training Reports and Records	Section 3.4
802-5.2.6	IFSTA Fire and Emergency Service Instructor	220-227, 357-371, 461-469
802-5.3.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.3.1
802-5.3.2	IFSTA Fire and Emergency Service Instructor	137-159, 189-196, 220-245, 249-274, 303-315, 321-348, 421-439
802-5.3.3	IFSTA Fire and Emergency Service Instructor	137-159, 189-196, 220-245, 249-274, 303-315, 321-348, 421-439
802-5.4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.4.1

802-5.4.2	IFSTA Fire and Emergency Service Instructor	35-57, 137-159, 219-245, 249-274, 277-299, 415-428
802-5.4.3	IFSTA Fire and Emergency Service Instructor NFPA 1403: Standard on Live Fire Training Evolutions TCFP Standards Manual	14-47, 35-57, 175-186, 286, 421-428, 469-470 Annex C Chapter 427
802-5.5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.5.1
802-5.5.2	IFSTA Fire and Emergency Service Instructor	220-245, 303-317, 375-411, 512
802-5.5.3	IFSTA Fire and Emergency Service Instructor	357-371, 386-408
802-5.5.4	IFSTA Fire and Emergency Service Instructor	386-411

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FIRE INSTRUCTOR III

Objective	Reference	Page Number
803-6.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	6.1
803-6.2.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	6.2.1
	IFSTA Fire and Emergency Services Instructor	3-4
803-6.2.2	IFSTA Fire and Emergency Services Instructor	68, 125-134, 481-484
803-6.2.3	IFSTA Fire and Emergency Services Instructor	472-473, 486-492
803-6.2.4	IFSTA Fire and Emergency Services Instructor	495-497
803-6.2.5	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	3.3.2.1, 3.3.2.2, 3.3.2.3
	IFSTA Fire and Emergency Services Instructor	357-362, 497-500, 540, 474-476
803-6.2.6	Fire and Emergency Services Instructor	450-458
803-6.2.7	IFSTA Fire and Emergency Services Instructor	133, 441, 505, 508- 510,
803-6.3.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	6.3.1
803-6.3.2	IFSTA Fire and Emergency Services Instructor	164-165, 219-234, 441, 505, 508, 521-538
	NFPA 1041: Standard for Fire Service Instructor Professional Qualifications	Annex B
803-6.3.3	IFSTA Fire and Emergency Services Instructor	156-157, 164-165, 431-439, 521-542

803-6.3.4	IFSTA Fire and Emergency Services Instructor	156-157, 164-165, 431-439, 521-542
803-6.3.5	IFSTA Fire and Emergency Services Instructor	119-125, 521-542
803-6.3.6	IFSTA Fire and Emergency Services Instructor	521-542
803-6.3.7	IFSTA Fire and Emergency Services Instructor	137-159, 219-245, 521-542

803-6.5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	6.5.1
803-6.5.2	IFSTA Fire and Emergency Services Instructor	125-134, 480-484
803-6.5.3	IFSTA Fire and Emergency Services Instructor	357-371, 508-517
803-6.5.4	IFSTA Fire and Emergency Services Instructor	357-371, 508-517

FIRE INSTRUCTOR I SUPPLEMENT

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Objective	Reference	Page Number
801-4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.1
	J&B Fire Service Instructor Principles and Practice	4-19
801-4.2.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.2.1
	J&B Fire Service Instructor Principles and Practice	4-19
801-4.2.2	J&B Fire Service Instructor Principles and Practice	92-111
801-4.2.3	J&B Fire Service Instructor Principles and Practice	16 24-35
801-4.3.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.3.1
	J&B Fire Service Instructor Principles and Practice	99-104
801-4.3.2	J&B Fire Service Instructor Principles and Practice	58-69 92-111 116-125
801-4.3.3	J&B Fire Service Instructor Principles and Practice	92-104 130-145
801-4.4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.4.1
	J&B Fire Service Instructor Principles and Practice	42-53
801-4.4.2	J&B Fire Service Instructor Principles and Practice	11 116-125 130-145 150-160
801-4.4.3	J&B Fire Service Instructor Principles and Practice	42-53 58-62 76-77 80-81 84-85 92-111
801-4.4.4	J&B Fire Service Instructor Principles and Practice	99-104
	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	124 145 Annex A
801-4.4.5	J&B Fire Service Instructor Principles and Practice	42-53 65-69 99-104 150-160
	J&B Fire Service Instructor Principles and Practice	131-145
	J&B Fire Service Instructor Principles and Practice	140-145
	J&B Fire Service Instructor Principles and Practice	140-145
801-4.5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	4.5.1
	J&B Fire Service Instructor Principles and Practice	166-187
801-4.5.2	J&B Fire Service Instructor Principles and Practice	183-187

801-4.5.3	J&B Fire Service Instructor Principles and Practice	166-187
801-4.5.4	J&B Fire Service Instructor Principles and Practice	183-185
801-4.5.5	J&B Fire Service Instructor Principles and Practice	186-187

FIRE INSTRUCTOR II SUPPLEMENT

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Objective	Reference	Page Number
802-5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.1
	J&B Fire Service Instructor Principles and Practice	4-19
802-5.2.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.2.1
	J&B Fire Service Instructor Principles and Practice	208-227
802-5.2.2	J&B Fire Service Instructor Principles and Practice	208-217
802-5.2.3	J&B Fire Service Instructor Principles and Practice	217-223
802-5.2.4	J&B Fire Service Instructor Principles and Practice	217-223
802-5.2.5	J&B Fire Service Instructor Principles and Practice	24-35
	NFPA 1401: Recommended Practice for Fire Service Training Reports and Records	Section 3.4
802-5.2.6	J&B Fire Service Instructor Principles and Practice	192-202
802-5.3.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.3.1
	J&B Fire Service Instructor Principles and Practice	104-111
802-5.3.2	J&B Fire Service Instructor Principles and Practice	92-98
		101-111
		130-145
802-5.3.3	J&B Fire Service Instructor Principles and Practice	92-98
		101-111
		130-145
802-5.4.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.4.1
	J&B Fire Service Instructor Principles and Practice	42-53
802-5.4.2	J&B Fire Service Instructor Principles and Practice	42-53
802-5.4.3	J&B Fire Service Instructor Principles and Practice	150-160
		223-227
		Annex C Chapter 427
802-5.5.1	NFPA 1041 Standard for Fire Service Instructor Professional Qualifications	5.5.1
	J&B Fire Service Instructor Principles and Practice	166-187
802-5.5.2	J&B Fire Service Instructor Principles and Practice	166-185
802-5.5.3	J&B Fire Service Instructor Principles and Practice	193-202
802-5.5.4	J&B Fire Service Instructor Principles and Practice	167-180

CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR I

Course Instructor Information

Fire Instructor I

Overview

The Fire Instructor curriculum is 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*, 2007 edition.

The Fire Instructor curriculum is 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 Curriculum

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

View within the Curriculum	Explanation
801-4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.	Section Number and NFPA JPR
Requisite Knowledge: Types of records and reports required; 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 is 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; and develop training goals and implementation strategies.

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;
- **organize the learning environment** so that learning is maximized;
- **meet the record-keeping requirements** of authority having jurisdiction.

801-4.1 **General**

For certification at Fire Instructor Level I, the candidate shall meet the job performance requirements 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 to 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 (back up plan)
 - e) Return materials and equipment

801-4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed 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) Typical training records should include the following NFPA 1401 3.3.4
 - i) A daily training record
 - ii) A company record
 - iii) An individual training record
 - iv) 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

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.

Requisite Knowledge: Recognition of student limitations, 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 Expert (SME)
 - d) Equipment/Tools of the trade
 - e) Facilities
 - f) Props

- 4) Organizing the learning environment
 - a) Seating
 - b) Lighting
 - c) Climate (indoors/outdoors)

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- d) Safety
 - e) Audiovisual (all inclusive)
 - f) Restrooms/Break area
 - g) Noise/Distractions
- 5) Policies and procedures
- a) Federal, state and local requirements
 - b) Agency requirements
 - c) Training or facility provider requirements

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
- a) A lesson plan should include the following components
NFPA 1041 A.4.3.3(A)
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment

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

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

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

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- 3) Classroom arrangement
 - a) Seating/Table arrangement
 - b) Classroom/Training area access
 - c) Minimize distractions
 - d) Media placement

- 4) Methods and techniques of instruction
 - a) Demonstration
 - b) Illustration
 - c) Lecture
 - d) Discussion
 - e) Individualized instruction

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.

Requisite Knowledge: The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

- 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) Teaching methods and techniques
 - a) Demonstration
 - b) Illustration
 - c) Lecture
 - d) Discussion
 - e) Individualized instruction
 - f) Oral Questioning
 - i) Overhead

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- ii) Rhetorical
 - iii) Relayed
 - iv) Directed
- 3) Lesson plan components and elements of the communication process
- a) A lesson plan should include the following components NFPA 1041 A.4.3.3(A)
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment
- 4) The elements of the communication process include the following
- 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

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- j) Application step
- k) Lesson summary
- l) Evaluation step
- m) Assignment

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
NFPA 1041 A.4.4.4
 - 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.

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

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

- 1) Factors that could influence the learning process include the following
NFPA 1041 A.4.4.5 (A)
 - a) Attitude
 - b) Experience
 - c) Knowledge
 - d) Education
 - e) Personality

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- 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

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) Cassettes
 - v) Microphones
 - vi) Speakers
 - vii) Amplifiers
- c) Audiovisual Aids may include, but are not limited to the following
 - i) Videotapes
 - ii) DVDs
 - iii) Presentation software (ex. 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) Setup, usage and storage according to manufacturer's recommendations may include, but is not limited to the following

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- i) Cleaning lenses, focus/image adjustment (Keystone), power supply, lighting
- ii) Volume levels
- iii) Change bulbs
- iv) Package for storage/transport
- v) Changing filters
- vi) Changing batteries
- vii) Spare batteries
- viii) Component interface (cables/drivers)
- ix) Cleaning supplies
- x) Chalk/Markers/Erasers
- xi) Screens

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.

- 1) Transitions are the connections between training segments and/or media.
They should be
 - a) Smooth
 - b) Clear
 - c) Concise
 - d) Understandable
 - e) 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

801-4.5 **Evaluation and Testing**

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 the testing is conducted according to procedures and the security of the materials is maintained.

Requisite Knowledge: Test administration, agency policies, 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

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- v) Procedures
 - vi) Safety
 - vii) Equipment and supplies
 - viii) Test materials
- 2) Agency policies
- a) Oral testing
 - b) Written testing
 - c) Performance testing
 - d) Record keeping
- 3) 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 Authority Having Jurisdiction (AHJ) (ex. civil service, public health authority, local ordinance.)
- 4) 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
- 5) Performance skills evaluation
- a) Verifies Job Performance Requirements (JPR)

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 and maintaining confidentiality of scores.

Grading and maintaining confidentiality of scores

- 1) Grading techniques
 - 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 (ex. exam, skill sheet)
 - ii) Answer key
- 2) Confidentiality of scores
 - a) Individual
 - b) Group

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.

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

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
 - v) Relevant
 - b) Recognize outstanding performance
 - c) Make suggestions for improvement as needed

INSTRUCTION SHEET

INSTRUCTOR I PERFORMANCE SKILLS

Format

The Instructor I skill sheet should be used in a progressive type grading format. The skill sheet is broken into individual skill objectives starting with Skill 1-1 and progressing to Skill 1-14. The Examiner should evaluate the Instructor I candidates as they complete each skill of the evaluation.

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 1-5

This skill requires that the candidate's presentation be timed.

Skill 1-6

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.)

Skill 1-9

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.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

Skill Numbers 1-1 to 1-14
Delivering Instruction Using a Prepared Lesson Plan

PERFORMANCE STANDARD

Section 801-4.2.1 - 4.5.5

**NFPA 1041 4.2.3, 4.3.2, 4.3.3, 4.4.2,
4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.2,
4.5.3, 4.5.4, 4.5.5**

Fire Instructor I

OBJECTIVE

The Fire Instructor I candidate shall demonstrate the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

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 present a 15-20 minute block of instruction. You shall assemble, review and adapt course materials, and organize the learning environment.

You shall present a prepared lesson and adjust to differences in learning styles. During the presentation step of the lesson, you shall incorporate the proper use of audiovisual equipment, teaching aids, demonstration devices, projectable and non-projectable instructional materials to include adjusting the presentation to adjust to changing circumstances in the class environment.

During the evaluation step of the lesson, you shall administer, grade, report test scores, and provide examinee feedback for three types of tests: written, oral and performance skills evaluation.

You shall prepare training records and report forms in accordance with the authority having jurisdiction.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

See Instruction Sheet-Instructor I Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 1-1	PASS	FAIL	PASS	FAIL
Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained. (801-4.2.2)				
The candidate:	S	U	S	U
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.				

	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 1-2	PASS	FAIL	PASS	FAIL
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. (801-4.3.2)				
The candidate:	S	U	S	U
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.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 1-3	PASS	FAIL	PASS	FAIL
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. (801-4.3.3)				
The candidate:	S	U	S	U
a) Adapted specified topic, if necessary.				
b) Adapted prepared lesson plan, if necessary.				
c) Adapted to target audience, if necessary.				
d) Adapted to learning environment, if necessary.				
e) Adapted audiovisual equipment and materials, if necessary.				
f) Adapted to other conditions that would interfere with successful learning.				

	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 1-4	PASS	FAIL	PASS	FAIL
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)				
The candidate:	S	U	S	U
a) Arranged learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating).				
b) Prepared audiovisual equipment and/or teaching aids for use and tested prior to class.				
c) Ensured that recognized safety hazards are addressed.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-5				
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. (801-4.4.3)				
The candidate:	S	U	S	U
a) Presented the prepared sample lesson plan.				
b) Utilized presentation methods specified by the plan.				
c) Demonstrated effective oral communication techniques.				
d) Effectively utilized audiovisual aids and equipment.				
e) Completed instruction in the time frame provided.				
f) Achieved stated learning objectives.				

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-6				
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)				
The candidate:	S	U	S	U
a) Adjusted the presentation to changing classroom conditions.				
b) Demonstrated flexibility and ability to solve problems.				
c) Maintained personal composure and professional demeanor.				
d) Adjusted instruction to the time frame provided.				
e) Achieved stated learning objectives.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-7				
Adjust to differences in learning styles, abilities 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)				
The candidate:	S	U	S	U
a) Adjusted to differences in learning styles, abilities and behavior.				
b) Utilized coaching and motivational techniques.				
c) Demonstrated flexibility and ability to solve problems.				
d) Addressed disruptive behavior.				
e) Maintained personal composure and professional demeanor.				
f) Completed instruction in the time frame provided.				
g) Achieved stated learning objectives.				

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-8				
Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly. (801-4.4.6)				
The candidate:	S	U	S	U
a) Made effective use of audiovisual equipment.				
b) Operated audiovisual equipment so that it functions properly.				
c) Followed proper cleaning and field maintenance procedures.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 1-9	PASS	FAIL	PASS	FAIL
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)				
The candidate:	S	U	S	U
a) Utilized audiovisual equipment.				
b) Utilized prepared topical media and equipment.				
c) Clearly presented intended objectives.				
d) Properly transitioned within and between media.				
e) Smoothly transitioned between media and other parts of lesson presentation.				
f) Returned media to storage.				

	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-10	PASS	FAIL	PASS	FAIL
Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained. (801-4.5.2)				
The candidate:	S	U	S	U
a) Presented all material that will be tested or evaluated.				
b) Administered an oral test.				
c) Administered a written test.				
d) Administered a performance skills evaluation.				
e) Followed applicable testing/evaluation procedures.				
f) Exercised fairness, confidentiality, and security in the testing process.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-11	PASS	FAIL	PASS	FAIL
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. (801-4.5.3)				
The candidate:	S	U	S	U
a) Graded student tests or skills evaluations based on the lesson plan.				
b) Maintained accuracy and consistency in evaluating/grading.				
c) Followed applicable evaluation/grading procedures.				
d) Utilized appropriate answer key.				
e) Ensured testing process is equitable and confidential.				

	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-12	PASS	FAIL	PASS	FAIL
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. (801-4.5.4)				
The candidate:	S	U	S	U
a) Properly interpreted and communicated test results according to procedures.				
b) Completed test result report form(s).				
c) Maintained accuracy and consistency in reporting.				
d) Followed applicable test result reporting procedures.				
e) Forwarded report of test results to proper person(s).				
f) Exercised appropriate confidentiality in reporting.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 1-13				
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, objective, clear, and relevant; include suggestions based on the data. (801-4.5.5)				
The candidate:	S	U	S	U
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.				

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 1-14				
Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures. (801-4.2.3)				
The candidate:	S	U	S	U
a) Completed the roster with date, location, instructor, topic and student name.				
b) Established documentation of attendance.				
c) Completed records in a clear and concise manner.				
d) Updated each student's individual training record.				
e) Submitted records and reports according to training policies and procedures.				

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CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR II

Course Instructor Information

Fire Instructor II

Overview

The Fire Instructor curriculum is 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*, 2007 edition.

The Fire Instructor curriculum is 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 Curriculum

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

View within the Curriculum	Explanation
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.	Section Number and NFPA JPR
Requisite Knowledge. Evaluation methods, test validity.	Requisite Knowledge Statement
1) Evaluation methods	First part of Requisite Knowledge
(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	Associated learning components
(2) Test validity	Second part of Requisite Knowledge
(a) Extent that a test measures what it is supposed to measure (b) Validation process	Associated learning components

Skills

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

Activity sheets are provided for some performance skills. 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.

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 is 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; and develop training goals and implementation strategies.

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 authority having jurisdiction
- **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 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
NFPA 1401
 - 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

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- vi) Mandated
- 2) Departmental policy
 - 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 offerings
 - 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)

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, resource 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

- 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
 - c) Manufacturers
 - d) Associations
 - e) Educational institutions
 - f) Websites

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, budget management.

- 1) Agency policies
 - a) Knowledge of agency polices 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
 - a) Budget constraints
 - b) Track expenditures
 - c) Amendments

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: Recordkeeping 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
NFPA 1401
 - 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)

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- 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 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) Authority Having Jurisdiction (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

802-5.2.6 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.

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

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- 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
 - 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

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 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.

Requisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, 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) Job Performance Requirements (JPRs), behavioral objectives, performance objectives, or learning outcomes
 - d) Instructional materials needed
 - e) References
 - f) Preparation step (motivation)
 - g) Presentation step
 - h) Application step
 - i) Lesson summary
 - j) Evaluation step
 - k) Assignment

- 2) Components of learning objectives
 - a) Audience
 - b) Behavior
 - c) Conditions
 - d) Degree

- 3) Instructional methods and techniques
(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) Characteristics of adult learners (Malcolm Knowles)

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- a) Autonomous and self-directed
 - b) Personal experience and knowledge
 - c) Goal oriented
 - d) Relevancy oriented
 - e) Practical
 - f) Need for respect
- 5) Types and application of instructional media
- a) Visual Aids
 - b) Audio Aids
 - c) Audiovisual Aids
- 6) Evaluation techniques
- a) Written
 - b) Performance
 - c) Role-play
- 7) Sources of references and materials
- a) Publishers
 - b) Government
 - c) Manufacturers
 - d) Associations
 - e) Educational institutions
 - f) Websites

802-5.3.3 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.

Requisite Knowledge: Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

- 1) Elements of a lesson plan
 - a) A lesson plan should include the following components (NFPA 1041 A.4.3.3(A))
 - i) Lesson title or topic
 - ii) Level of instruction
 - iii) Behavioral objectives, performance objectives, or learning outcomes
 - iv) Instructional materials needed
 - v) References/Resources
 - vi) Preparation step (motivation)
 - vii) Presentation step
 - viii) Application step
 - ix) Lesson summary
 - x) Evaluation step
 - xi) Assignment

- 2) Components of learning objectives
 - a) Audience
 - b) Behavior
 - c) Conditions
 - d) Degree

- 3) Instructional methods and techniques
 - 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

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- 4) Characteristics of adult learners (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) Types and application of instructional media
 - a) Visual Aids
 - b) Audio Aids
 - c) Audiovisual Aids

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

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

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

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- d) Reaching group consensus

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 of 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
 - c) Command presence (When in charge take charge)
 - d) Image

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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 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
 - i) Oral
 - ii) Written
 - iii) 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
 - iv) Comprehensive
 - v) Convenient

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- 2) Development of forms (principles of test construction)
 - 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 tests 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) should include
 - (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 instructional 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 written permission of trainees (FERPA)

- b) Procedures for written tests
 - i) Notify of test in advance
 - ii) Test immediately after subject is completed
 - 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-don't 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

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 that a test measures what it is supposed to measure
 - b) Validation process

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802-5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

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
 - 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

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 2-12 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.

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.

Specific Performance Skill Information

Skill 2-6

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 2-8

This skill requires that the candidate's presentation be timed.

Skill 2-9

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.

Skill 2-12

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 II
Performance Standards

Program Management-Skill Number 2-1
Scheduling Instructional Sessions

PERFORMANCE STANDARD

Sections 802-5.2.2

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.

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. You shall perform administrative actions necessary to deliver a block of instruction.

PREPARATION & EQUIPMENT

Form or calendar
Department scheduling policy
Instructional resources, staff and facilities
Timeline for delivery
Skill 2-1 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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 2-1				
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. (802-5.2.2)				
The candidate:	S	U	S	U
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				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

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

You are the Battalion Chief for a shift of 12 members. Staffing is Battalion Car one person, Quint 1 six persons, Engine 1 four persons, Squad 1 two persons. Only two people may be off duty and staffing on the Quint is lowered to accomplish this. The Training Chief has given you a list of 6 classes that will need to be taught to your shift next month. You must distribute the staffing and training schedule to your Station Officers by next shift. Some of your personnel are new and must attend some of these classes and 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.

B-Shift Personnel	Rank	Years in Service	Instructor
1. Yourself	Battalion Chief	18	Level II
2. James Dillon	Captain	10	Level I
3. Kim Smith	Lieutenant	6	Level I
4. Joe Washington	Lieutenant	6	Level I
5. Alan Dillon	Driver/Operator	28	Level I
6. Mike Prescott	Driver/Operator	4	None
7. Richard Case	Senior Firefighter	9	Level II
8. Joe Orozco	Senior Firefighter	25	None
9. Martin Wages	Firefighter	3	Level I
10. Seth McDaniel	Firefighter	3	None
11. Tim Combs	Firefighter	2	None
12. Shelby Young	Firefighter	½	None
13. Bubba Thomas	Firefighter	½	None

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

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

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 Yourself 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 II
Performance Standards

Program Management-Skill Number 2-2
Formulate Budget Needs

PERFORMANCE STANDARD

Sections 802-5.2.3

NFPA 1041 5.2.3

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.

INSTRUCTIONS - procedures for achieving the objective

Given training goals, agency budget policy and current resources you shall formulate budget needs so that training goals are identified and documented. You shall perform administrative actions necessary to deliver a block of instruction.

PREPARATION & EQUIPMENT

Training goals
Agency budget policy
Current resources
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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 2-2				
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. (802-5.2.3)				
The candidate:	S	U	S	U
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) Completed forms documenting resources needed to meet training goals				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

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

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

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

Program Management-Skill Number 2-3
Acquiring Resources

PERFORMANCE STANDARD

Sections 802-5.2.4

NFPA 1041 5.2.4

Fire Instructor II

OBJECTIVE

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

INSTRUCTIONS - procedures for achieving the objective

Given an identified need, you shall acquire training resources so that the resources are obtained within established timelines, budget constraints and according to agency policy. You shall perform administrative actions necessary to deliver a block of instruction.

PREPARATION & EQUIPMENT

Identified need
Established timelines
Budget constraints
Agency policy

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 2-3	PASS	FAIL	PASS	FAIL
Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (802-5.2.4)				
The candidate:	S	U	S	U
a) Followed agency acquisition/purchasing policy				
b) Adhered to the established budget				
c) Met established timelines for implementation of purchases				
d) Made recommendations for purchases that support training goals				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Program Management-Skill Number 2-4
Record Keeping

PERFORMANCE STANDARD

Sections 802– 5.2.5

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.

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. You shall perform administrative actions necessary to deliver a block of instruction.

PREPARATION & EQUIPMENT

Training forms
Department policy
Training activity
Agency requirements
Legal requirements
Skill 2-4 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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 2-4				
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)				
The candidate:	S	U	S	U
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				
f) Properly utilized applicable record keeping database				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Program Management - Skill 2-4 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 are updated after each class.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Program Management –Skill Number 2-4 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 1 st Half	
	Yourself	Any Town	P	
Instructor:			Date:	
Training Officer:			Date:	

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Program Management –Skill Number 2-4 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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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Program Management –Skill Number 2-4 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

Program Management-Skill Number 2-5
Evaluating an Instructor

PERFORMANCE STANDARD

Section 802-5.2.6

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.

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
See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 2-5				
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. (802-5.2.6)				
The candidate:	S	U	S	U
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.				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Program Management - Skill 2-5 Activity Sheet
Evaluating an Instructor

Instructional Scoring Guide

Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Stated lesson title and objective <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;"><u>Score</u></div>	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 <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;"><u>Score</u></div>	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 <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;"><u>Score</u></div>	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 <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;"><u>Score</u></div>	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

Competency	4 – Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
<p>Demonstrated effective communication / presentation skills</p> <p style="text-align: center;"><u>Score</u></p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Demonstrated effective questioning skills and techniques</p> <p style="text-align: center;"><u>Score</u></p>	<p>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</p>	<p>Asks a variety of relevant questions and directs them appropriately, listens carefully to learners, phrases/repeats questions clearly when necessary</p>	<p>Asks few questions, asks generally trivial undirected questions, allows questions but does not seem to encourage it</p>	<p>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</p>
<p>Responded appropriately to Learner's need for clarification or feedback</p> <p style="text-align: center;"><u>Score</u></p>	<p>Creates an environment in which individuals confidently seek clarification as needed, always gives specific helpful responses</p>	<p>Encourages learners to ask questions when necessary, is aware of learners needs. Gives consistently clear and helpful responses</p>	<p>Does little to identify those who need help, gives superficial or non-specific feedback, does not always listen carefully or always give relevant responses</p>	<p>Gives little or no positive feedback, gives vague or confusing answers, discourages learners from asking fro help</p>
<p>Evaluated the learner effectively</p> <p style="text-align: center;"><u>Score</u></p>	<p>Thoroughly explains the evaluation method and occasion, conducts a completely fair and unbiased learner evaluation, provides timely feedback to the learner</p>	<p>Explains the evaluation method and occasion, conducts a fair and unbiased learner evaluation. Provided feedback to the learner</p>	<p>Provides little information on evaluation method or occasion, learner evaluation is appropriate but lends itself to possible bias, provides little or no feedback to learners</p>	<p>Does not explain evaluation method, does not address occasion of evaluation, learner evaluation is inappropriate, provides no feedback to learners</p>

Add individual scores from each of the 8 categories together. Place total score in box below.

Minimum acceptable score is 24.

Total Score

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Recommendations for changes: (Required)

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

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

PERFORMANCE STANDARD

Section 802-5.3.2, 5.3.3

NFPA 1041 5.3.2, 5.3.3

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.

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 2-10.

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 2-6				
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)				
The candidate:	S	U	S	U
a) Conducted a needs analysis to include basic research, student and resource needs assessments.				
b) Created a lesson plan.				
c) Met requirements for topic and target audience.				
d) Included learning objectives, lesson outline, course materials.				
e) Included instructional aids and evaluation plan.				
f) Utilized standard lesson plan format.				
g) Used job performance requirements to develop behavior objectives.				

Examiner/Candidate Comments:

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

 Certifying Examiner

 Date

 Re-Test Certifying Examiner

 Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Instructional Development-Skill Number 2-7
Modifying a Lesson Plan

PERFORMANCE STANDARD

Sections 802-5.3.3

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.

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

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 2-7				
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. (802-5.3.3)				
The candidate:	S	U	S	U
a) Modified an existing lesson plan.				
b) Met requirements for topic and target audience.				
c) Included learning objectives, lesson outline, course materials.				
d) Included instructional aids and evaluation plan.				
e) Utilized appropriate lesson plan format.				
f) Ensured the job performance requirements are achieved.				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
_____	_____	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Certifying Examiner	Date	Overall Skill Sheet Re-Test Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Instructional Delivery-Skill Number 2-8
Teaching a Lesson

PERFORMANCE STANDARD

Sections 802-5.4.2

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.

INSTRUCTIONS - procedures for achieving the objective

You shall teach a 15-20 minute block of instruction using a lesson plan that you prepare. 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.

You shall begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINER NOTE:

The Fire Instructor II candidate shall 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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 2-8				
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. (802-5.4.2) Note: The "instructor" is the Fire Instructor II candidate.				
The candidate:	S	U	S	U
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.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Instructional Delivery-Skill Number 2-9
Supervising an Increased Hazard Exposure Training Scenario

PERFORMANCE STANDARD

Section 802-5.4.3

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.

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

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.

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 2-9				
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. (802-5.4.3)				
The candidate:	S	U	S	U
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.				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Evaluating and Testing-Skill Number 2-10
Creating a Student Evaluation Instrument

PERFORMANCE STANDARD

Section 802-5.5.2

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.

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

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Creating a Student Evaluation Instrument: **Written Test**

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 2-10				
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. (802-5.5.2)				
The candidate:	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

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Creating a Student Evaluation Instrument: **Skill Evaluation Form**

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Evaluation and Testing-Skill Number 2-10	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
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. (802-5.5.2)				
The candidate:	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.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Evaluation and Testing-Skill Number 2-11
Creating a Class Evaluation Instrument

PERFORMANCE STANDARD

Section 802-5.5.3

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.

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

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 2-11				
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. (802-5.5.3)				
The candidate:	S	U	S	U
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.				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Evaluation and Testing-Skill Number 2-12
Analyzing Student Evaluation Instruments

PERFORMANCE STANDARD

Section 802-5.5.4

NFPA 1041 5.5.4

Fire Instructor II

OBJECTIVE

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

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.

PREPARATION & EQUIPMENT

Skill 2-12 Activity Sheet

Policies

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 2-12				
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished. (802-5.5.4)				
The candidate:	S	U	S	U
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.				

Examiner/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

Evaluation and Testing - Skill 2-12 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.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

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 $\frac{1}{2}$ " or $\frac{17}{32}$ " 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 **not** 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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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards

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 II
Performance Standards

Sprinkler System Test 1 Analysis Data

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

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CERTIFICATION CURRICULUM MANUAL – CHAPTER EIGHT

INSTRUCTOR III

Course Instructor Information

Fire Instructor III

Overview

The Fire Instructor curriculum is 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*, 2007 edition.

The Fire Instructor curriculum is 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 Curriculum

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

View within the Curriculum	Explanation
803-6.3.5 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.	Section Number and NFPA JPR
Requisite Knowledge: Components and characteristics of goals, and correlation of JPRs to program and course goals.	Requisite Knowledge Statement
1) Components and characteristics of goals	First part of Requisite Knowledge
a) Goal theory <ul style="list-style-type: none"> i) Specific better than vague ii) Must be committed to goal iii) Must be challenging, but attainable b) Clear <ul style="list-style-type: none"> c) Concise d) Measurable e) Correlated to agency goals f) Describes the desired outcome of a given course 	Associated learning components
2) Correlation of JPRs to program and course goals	Second part of Requisite Knowledge
(a) Review needs analysis information (b) Identify program and course needs (c) Develop course goals to meet identified needs using the JPRs	Associated learning components

Skills

NFPA Requisite Skill requirements are addressed in the corresponding skill sheets.

Activity sheets are provided for some performance skills. 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.

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 is 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; and develop training goals and implementation strategies.

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 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
 - a) Authority Having Jurisdiction (AHJ)

- 2) Record-keeping systems
 - a) Electronic
 - b) Paper
- 3) Professional standards addressing training records
 - a) NFPA 1401
- 4) Legal requirements affecting record keeping, and disclosure of information
 - a) Federal
 - b) State
 - c) Local

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 policies.

- 1) Agency procedures and training program goals
 - a) Training program goals
 - i) Required training (ex. State certification)
 - ii) Maintenance training (ex. continuing education)
 - iii) Implementing change training (ex. updated safety policy)
 - iv) Professional development program (ex. career advancement/enhancement)
 - b) Types of policies and procedures
 - i) Standard Operating Procedures
 - ii) Standard Operating Guidelines
 - 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) Authority Having Jurisdiction (AHJ)

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- 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.

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
 - a) Authority Having Jurisdiction (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

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- 5) Agency goals
 - a) Needs based instructor selection

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.

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
 - a) Authority Having Jurisdiction (AHJ)
- 3) Staff schedules
- 4) Job requirements
 - a) Authority Having Jurisdiction (AHJ)

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

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

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.

Requisite Knowledge: Needs analysis, task analysis, development of job performance requirements, lesson planning, instructional methods, 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
 - 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 job performance requirements
 - 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

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- 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
- 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

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
 - 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

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)
 - 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

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- 803-6.3.5** 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.

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

- 1) Components and characteristics of goals
 - 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

- 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) Audience
 - b) Behavior
 - c) Condition
 - d) Degree
- 2) Correlation between JPRs and objectives
 - a) Develop course objectives to meet course goals using the 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
 - 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

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, analyzes, 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
 - a) Authority Having Jurisdiction (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
 - b) Paper-based (hard copy)
 - c) Verbal

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
 - (1) Pilot program
 - iii) Observation
 - (1) Learner responses
 - (2) Test results
 - c) Summative Evaluation
 - i) End of course feedback
- 2) Agency constraints
 - a) Authority Having Jurisdiction (AHJ)

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- 3) Resources
 - a) Human resources
 - b) Equipment

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
 - i) Reaction
 - ii) Knowledge
 - iii) Skills
 - iv) Attitudes
 - v) Transfer of Learning
 - vi) Results
 - b) Evaluation techniques
 - i) Formative Evaluation
 - ii) Field testing
 - (1) 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
 - a) Authority Having Jurisdiction (AHJ)

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 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.

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.

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 plan.	Candidate develops a plan to 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.

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

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

PERFORMANCE STANDARD

Section 803-6.2.2

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.

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](#)
See Instruction Sheet- Instructor III Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.2.3

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.

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.

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

See Instruction Sheet- Instructor III Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 3-2				
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)				
The candidate:	S	U	S	U
a) Identified training program goal				
b) Reviewed applicable agency policies and procedures related to training				
c) Developed a policy proposal written consistent in style with policies and procedures of the AHJ				
d) Developed a policy proposal written in the same format as policies and procedures of the AHJ				
e) Developed a policy proposal written to support the training goal				
f) Developed a policy proposal written using correct grammar				

Evaluator/Candidate Comments:

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

 Certifying Examiner Date

 Re-Test Certifying Examiner Date

Overall Skill Sheet Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

Program Management-Skill Number 3-3
Selecting Instructional Staff

PERFORMANCE STANDARD

Section 803-6.2.4

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.

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.

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

Program Management-Skill Number 3-3
 Selecting Instructional Staff

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 3-3				
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)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____ Date _____

_____ Date _____

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

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

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: May 21, 2008
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

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

PERFORMANCE STANDARD

Section 803-6.2.5

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.

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.

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 skills examiner, instructor, training officer, and/or training coordinator as appropriate.

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

See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.2.6

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.

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.

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

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: May 21, 2008
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

Program Management-Skill Number 3-6
Presenting Evaluation Findings

PERFORMANCE STANDARD

Section 803-6.2.7

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.

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.

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

Program Management-Skill Number 3-6
 Presenting Evaluation Findings

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 3-6				
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)				
The candidate:	S	U	S	U
a) Prepared report of evaluation findings				
b) Conducted presentation				
c) Presented evaluation findings				
d) Presented conclusions				
e) Presented valid recommendations				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

Program Management- 6-6 Activity Sheet
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

Program Management-Skill Number 6-6 Activity Sheet
Instructional Staff

Big City Fire Department

To: Jon Wayne, Battalion Chief, Training Division
From: Robert Rodriguez, Fire Chief
Date: July 1, 2010
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

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

PERFORMANCE STANDARD

Section 803-6.3.2

NFPA 1041 6.3.2

Fire Instructor III

OBJECTIVE

Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

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.

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 3-7	PASS	FAIL	PASS	FAIL
Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (6.3.2)	S	U	S	U
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Certifying Examiner	Date	
_____	_____	Overall Skill Sheet Re-Test Score Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Certifying Examiner	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.3.3

NFPA 1041 6.3.3(B)

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.

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.

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	TEST		RETEST	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 3-8				
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)				
The candidate:	S	U	S	U
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				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.3.4

NFPA 1041 6.3.4(B)

Fire Instructor III

OBJECTIVE

Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and a gency t raining requirements, s o t hat the c urreiculum meets the requirements of the agency, and the learning objectives are achieved.

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	TEST		RETEST	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 3-9				
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)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.3.5

NFPA 1041 6.3.5(B)

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.

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	TEST		RETEST	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 3-10				
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)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

Instructional Development-Skill Number 3-11 Writing Course Objectives

PERFORMANCE STANDARD

Section 803-6.3.6

NFPA 1041 6.3.6(B)

Fire Instructor III

OBJECTIVE

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

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

Instructional Development-Skill Number 3-11
 Writing Course Objectives

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	TEST		RETEST	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 3-11				
Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks. (6.3.6)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.3.7

NFPA 1041 6.3.7(B)

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.

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	TEST		RETEST	
	PASS	FAIL	PASS	FAIL
Instructional Development-Skill Number 3-12				
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)				
The candidate:	S	U	S	U
a) Constructed a course content outline				
b) Supported agency structure				
c) Reflected current acceptable practices				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.5.3

NFPA 1041 6.5.3(B)

Fire Instructor III

OBJECTIVE

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

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 3-13				
Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (6.5.3)				
The candidate:	S	U	S	U
a) Developed a course evaluation plan				
b) Followed agency policies				
c) Assured objectives were measurable				
d) Correctly used decision making skills				

Evaluator/Candidate Comments:

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

 Certifying Examiner

 Date

 Re-Test Certifying Examiner

 Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.5.4

NFPA 1041 6.5.4(B)

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.

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 3-14				
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)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

 Certifying Examiner Date

 Re-Test Certifying Examiner Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor III Performance Standards

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

PERFORMANCE STANDARD

Section 803-6.5.2

NFPA 1041 6.5.2(B)

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.

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.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 3-15				
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)				
The candidate:	S	U	S	U
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				

Evaluator/Candidate Comments:

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

_____	_____	Overall Skill Sheet Score
Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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Fire Instructor Skills

Discipline	Objective	No.	Skill Name	Functional Name	NFPA 1041 #
Fire Instructor I	Program Management	1-1	Skill Number 1-1	Assemble course materials	4.2.2
Fire Instructor I	Instruct. Development	1-2	Skill Number 1-2	Review instructional materials	4.3.2
Fire Instructor I	Instruct. Development	1-3	Skill Number 1-3	Adapt a prepared lesson plan	4.3.3
Fire Instructor I	Instruct. Development	1-4	Skill Number 1-4	Organize the classroom, lab. or outdoor learning environment	4.4.2
Fire Instructor I	Instructional Delivery	1-5	Skill Number 1-5	Present prepared lessons	4.4.3
Fire Instructor I	Instructional Delivery	1-6	Skill Number 1-6	Adjust presentation	4.4.4
Fire Instructor I	Instructional Delivery	1-7	Skill Number 1-7	Adjust to differences in learning styles, abilities and behaviors	4.4.5
Fire Instructor I	Instructional Delivery	1-8	Skill Number 1-8	Operate audiovisual equipment and demonstration devices	4.4.6
Fire Instructor I	Instructional Delivery	1-9	Skill Number 1-9	Utilize audiovisual materials	4.4.7
Fire Instructor I	Evaluation & Testing	1-10	Skill Number 1-10	Administer oral, written, and performance tests	4.5.2
Fire Instructor I	Evaluation & Testing	1-11	Skill Number 1-11	Grade student oral, written, or performance tests	4.5.3
Fire Instructor I	Evaluation & Testing	1-12	Skill Number 1-12	Report test results	4.5.4
Fire Instructor I	Evaluation & Testing	1-13	Skill Number 1-13	Provide evaluation feedback to students	4.5.5
Fire Instructor I	Program Management	1-14	Skill Number 1-14	Prepare training records and report forms	4.2.3
Fire Instructor II	Program Management	2-1	Skill Number 2-1	Scheduling instructional sessions	5.2.2
Fire Instructor II	Program Management	2-2	Skill Number 2-2	Formulate budget needs	5.2.3
Fire Instructor II	Program Management	2-3	Skill Number 2-3	Acquiring resources	5.2.4
Fire Instructor II	Program Management	2-4	Skill Number 2-4	Record keeping	5.2.5
Fire Instructor II	Program Management	2-5	Skill Number 2-5	Evaluating an instructor	5.2.6
Fire Instructor II	Instruct. Development	2-6	Skill Number 2-6	Creating a lesson plan	5.3.2, 5.3.3
Fire Instructor II	Instruct. Development	2-7	Skill Number 2-7	Modifying a lesson plan	5.3.3
Fire Instructor II	Instructional Delivery	2-8	Skill Number 2-8	Teaching a lesson	5.4.2
Fire Instructor II	Instructional Delivery	2-9	Skill Number 2-9	Supervising an increased hazard exposure training scenario	5.4.3
Fire Instructor II	Evaluation & Testing	2-10	Skill Number 2-10	Creating a student evaluation instrument	5.5.2
Fire Instructor II	Evaluation & Testing	2-11	Skill Number 2-11	Creating a class evaluation instrument	5.5.3
Fire Instructor II	Evaluation & Testing	2-12	Skill Number 2-12	Analyzing student evaluation instruments	5.5.4
Fire Instructor III	Program Management	3-1	Skill Number 3-1	Administering a training record system	6.2.2
Fire Instructor III	Program Management	3-2	Skill Number 3-2	Developing recommendations for policies	6.2.3
Fire Instructor III	Program Management	3-3	Skill Number 3-3	Selecting instructional staff	6.2.4
Fire Instructor III	Program Management	3-4	Skill Number 3-4	Constructing performance-based evaluation plan	6.2.5
Fire Instructor III	Program Management	3-5	Skill Number 3-5	Writing equipment purchasing specifications	6.2.6
Fire Instructor III	Program Management	3-6	Skill Number 3-6	Presenting evaluation findings	6.2.7

Fire Instructor Skills

Discipline	Objective	No.	Skill Name	Functional Name	NFPA 1041 #
Fire Instructor III	Instruct. Development	3-7	Skill Number 3-7	Conducting agency needs analysis	6.3.2
Fire Instructor III	Instruct. Development	3-8	Skill Number 3-8	Designing programs or curriculums	6.3.3
Fire Instructor III	Instruct. Development	3-9	Skill Number 3-9	Modifying an existing curriculum	6.3.4
Fire Instructor III	Instruct. Development	3-10	Skill Number 3-10	Writing program and course goals	6.3.5
Fire Instructor III	Instruct. Development	3-11	Skill Number 3-11	Writing course objectives	6.3.6
Fire Instructor III	Instruct. Development	3-12	Skill Number 3-12	Constructing a course content outline	6.3.7
Fire Instructor III	Evaluation & Testing	3-13	Skill Number 3-13	Developing a course evaluation plan	6.5.3
Fire Instructor III	Evaluation & Testing	3-14	Skill Number 3-14	Creating a program evaluation plan	6.5.4
Fire Instructor III	Evaluation & Testing	3-15	Skill Number 3-15	Developing a system for evaluation results	6.5.2