

FIRE INSTRUCTOR III SKILLS MANUAL

CHAPTER EIGHT

2008 Edition

Effective June 1, 2008



Texas Commission on Fire Protection
P.O. Box 2286 Austin, Texas 78768-2286 (512) 936-3838

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 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: April 13, 2011
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
 Writing Equipment Purchasing Specifications

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Program Management-Skill Number 3-5				
Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (6.2.6)				
The candidate:	S	U	S	U
a) Identified an equipment purchase need based on curriculum, training goals and agency guidelines				
b) Identified the benefits of the purchase				
c) Identified the consequences of non-purchase				
d) Identified the costs				
e) Developed purchasing specifications for the equipment needed				
f) Accurately completed the procurement form				

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 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: April 13, 2011
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: _____

	<u>TEST</u>		<u>RETEST</u>	
	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 agency training requirements, so that the curriculum 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

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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.

_____	_____	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 3-15 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

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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