

# **FIRE INSTRUCTOR II SKILLS MANUAL**

## **CHAPTER EIGHT**

**2008 Edition**

**Effective June 1, 2008**



**Texas Commission on Fire Protection**  
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## ***INSTRUCTION SHEET***

### ***INSTRUCTOR II PERFORMANCE SKILLS***

#### **Format**

The Instructor II Skill 2-1 and progressing to Skill 2-4 should be done in a progressive type grading format. The Examiner should evaluate the Instructor II candidates as they complete each skill of the evaluation. Performance Skills 2-5 to 2-12 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>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
<b>Program Management-Skill Number 2-1</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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	<b>2 B</b> J Dillon OFF 24 Combs OFF 24  0800-1000 Staff Mtg	3 C	4 A	<b>5 B</b> Young OFF 0700-1900 Wages OFF 24  Station Tours 1400-1600	6 C	7 A
<b>8 B</b> Yourself OFF 24  Meal at Local Church 1800-1900	9 C	10 A	<b>11 B</b> Smith OFF 24 Thomas OFF 1900-0700  Hose testing 1000-1200	12 C	13 A	<b>14 B</b> Case OFF 24 Orozco OFF 24  Citizens Fire Academy 0800-1500 in classroom
15 C	16 A	<b>17 B</b> A Dillon OFF 24 Smith OFF 24	18 C	19 A	<b>20 B</b> Thomas OFF 0700- 1200  Meet with Chief 1300- 1500	21 C
22 A	<b>23 B</b>  Station Tour 1000- 1100 Human Resource Meeting 1300-1600	24 C	25 A	<b>26 B</b>   Holiday	27 C	28 A
<b>29 B</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>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
<b>Program Management-Skill Number 2-2</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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>	
	PASS	FAIL	PASS	FAIL
<b>Program Management-Skill Number 2-3</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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
<b>Program Management-Skill Number 2-4</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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**

<b>Course Name:</b>
<b>Subject:</b>

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 <sup>st</sup> Half	
	Yourself	Any Town	P	
<b>Instructor:</b>			<b>Date:</b>	
<b>Training Officer:</b>			<b>Date:</b>	

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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		
<b>Total</b>	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
<b>Program Management-Skill Number 2-5</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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**

<b>Competency</b>	<b>4 - Outstanding</b>	<b>3 – Successful</b>	<b>2 – Limited</b>	<b>1 – Seriously Deficient</b>
Stated lesson title and objective <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px 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: 10px 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: 10px 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: 10px 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**

<b>Competency</b>	<b>4 – Outstanding</b>	<b>3 – Successful</b>	<b>2 – Limited</b>	<b>1 – Seriously Deficient</b>
Demonstrated effective communication / presentation skills  <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 20px; text-align: center; padding: 2px;"><u>Score</u></div>	Has excellent language skills, speaks very clearly, stimulating learner interest, effectively relates contents to learners experiences, makes frequent eye contact, presents in an engaging-coherent and well organized sequence, may use props-humor or stories for effective conveyance of material	Has good language skills, speaks clearly in a modulated voice to help sustain learner interest, looks frequently at class, uses appropriate body language, appropriately relates to learners experiences, is generally aware of how well learners are comprehending	Has weak language skills, speaks clearly but the vocal quality-modulation-or pacing does not help sustain learner interest, uses body language/pauses in ways that occasionally interfere with communication, relates content to learners experiences in limited ways, is aware at times how learners are comprehending	Lacks basic language skills, speaks in a voice that adversely affects learners, rarely looks at the learners, uses body language/pauses that interfere with communication, fails to link content to learners experiences, presents instruction in a disorganized way, generally ignores the learners, uses props-stories-etc. in an inappropriate or confusing way
Demonstrated effective questioning skills and techniques  <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 20px; text-align: center; padding: 2px;"><u>Score</u></div>	Skillfully asks and directs a variety of questions to build confidence and promote learning, listens carefully and attentively to learners, effectively rephrases/repeats questions when necessary	Asks a variety of relevant questions and directs them appropriately, listens carefully to learners, phrases/repeats questions clearly when necessary	Asks few questions, asks generally trivial undirected questions, allows questions but does not seem to encourage it	Fails to ask questions, asks questions that are unclear or irrelevant, seems to discourage learners from asking questions, seems unaware of learners need to understand
Responded appropriately to Learner's need for clarification or feedback  <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 20px; text-align: center; padding: 2px;"><u>Score</u></div>	Creates an environment in which individuals confidently seek clarification as needed, always gives specific helpful responses	Encourages learners to ask questions when necessary, is aware of learners needs. Gives consistently clear and helpful responses	Does little to identify those who need help, gives superficial or non-specific feedback, does not always listen carefully or always give relevant responses	Gives little or no positive feedback, gives vague or confusing answers, discourages learners from asking fro help
Evaluated the learner effectively  <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: 20px; text-align: center; padding: 2px;"><u>Score</u></div>	Thoroughly explains the evaluation method and occasion, conducts a completely fair and unbiased learner evaluation, provides timely feedback to the learner	Explains the evaluation method and occasion, conducts a fair and unbiased learner evaluation. Provided feedback to the learner	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	Does not explain evaluation method, does not address occasion of evaluation, learner evaluation is inappropriate, provides no feedback to learners

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

**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire Instructor II**  
 Performance Standards

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Dept: \_\_\_\_\_

School: \_\_\_\_\_

Test Site: \_\_\_\_\_

Examiner: \_\_\_\_\_

	<u>TEST</u>		<u>RETEST</u>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
<b>Instructional Development-Skill Number 2-6</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
<b>Instructional Development-Skill Number 2-7</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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	
_____	_____	Overall Skill Sheet Re-Test Score
Re-Test Certifying Examiner	Date	Pass <input type="checkbox"/> Fail <input type="checkbox"/>
		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

**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>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
<b>Instructional Delivery-Skill Number 2-9</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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 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 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

**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
<b>Evaluation and Testing-Skill Number 2-10</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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**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: \_\_\_\_\_

<b>Evaluation and Testing-Skill Number 2-10</b>	<b>TEST</b>		<b>RETEST</b>	
	<b>PASS</b>	<b>FAIL</b>	<b>PASS</b>	<b>FAIL</b>
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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**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
<b>Evaluation and Testing-Skill Number 2-11</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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**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
<b>Evaluation and Testing-Skill Number 2-12</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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**  
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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 – <b>D</b>  Responses: A – 6 (30%)  B – 4 (20%)  C – 5 (25%)  D – 5 (25%)</p>	<p>Question 6: Correct Answer – <b>B</b>  Responses: A – 2 (10%)  B – 13 (65%)  C – 2 (10%)  D – 3 (15%)</p>
<p>Question 2: Correct Answer - <b>B</b>  Responses: A – 14 (70%)  B – 2 (10%)  C – 3 (15%)  D – 1 (5%)</p>	<p>Question 7: Correct Answer – <b>A</b>  Responses: A – 1 (5%)  B – 7 (35%)  C – 6 (30%)  D – 6 (30%)</p>
<p>Question 3: Correct Answer – <b>B</b>  Responses: A – 3 (15%)  B – 12 (60%)  C – 1 (5%)  D – 4 (20%)</p>	<p>Question 8: Correct Answer – <b>C</b>  Responses: A – 2 (10%)  B – 8 (40%)  C – 8 (40%)  D – 2 (10%)</p>
<p>Question 4: Correct Answer – <b>B</b>  Responses: A – 0 (0%)  B – 18 (90%)  C – 0 (0%)  D – 2 (10%)</p>	<p>Question 9: Correct Answer - <b>A</b>  Responses: A – 6 (30%)  B – 7 (35%)  C – 5 (25%)  D – 2 (10%)</p>
<p>Question 5: Correct Answer – <b>C</b>  Responses: A – 4 (20%)  B – 5 (25%)  C – 6 (30%)  D – 5 (25%)</p>	<p>Question 10: Correct Answer – <b>D</b>  Responses: A – 2 (10%)  B – 5 (25%)  C – 7 (35%)  D – 6 (30%)</p>

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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

<b>Discipline</b>	<b>Objective</b>	<b>No.</b>	<b>Skill Name</b>	<b>Functional Name</b>	<b>NFPA 1041 #</b>
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