

FIRE INSTRUCTOR I SKILLS MANUAL

CHAPTER EIGHT

2008 Edition

Effective June 1, 2008



Texas Commission on Fire Protection
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INSTRUCTION SHEET

INSTRUCTOR I PERFORMANCE SKILLS

Format

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

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

Scoring Method

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

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

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

Preparation and Equipment

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

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

Specific Performance Skill Information

Skill 1-5

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

Skill 1-6

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

Skill 1-9

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

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

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

PERFORMANCE STANDARD

Section 801-4.2.1 - 4.5.5

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

Fire Instructor I

OBJECTIVE

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

INSTRUCTIONS - procedures for achieving the objective

Given a prepared lesson plan, necessary training aids, students, and a teaching environment adequate to meet the provision of this objective, you shall present a 15-20 minute block of instruction. You shall assemble, review and adapt course materials, and organize the learning environment.

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

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

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

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

See Instruction Sheet-Instructor I Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 1-1	PASS	FAIL	PASS	FAIL
Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained. (801-4.2.2)				
The candidate:	S	U	S	U
a) Selected a lesson plan appropriate to the topic.				
b) Selected audiovisual aids and equipment appropriate to the lesson.				
c) Utilized correct policy and procedure to obtain teaching materials.				
d) Chose presentation method appropriate to the teaching environment.				
e) Assembled, prepared materials so they were ready to deliver the lesson.				

	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 1-2	PASS	FAIL	PASS	FAIL
Review instructional materials, given the materials for a specific topic, target audience and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (801-4.3.2)				
The candidate:	S	U	S	U
a) Reviewed specified topic.				
b) Reviewed prepared lesson plan.				
c) Reviewed target audience.				
d) Reviewed learning environment and/or facilities.				
e) Reviewed audiovisual equipment and materials.				
f) Analyzed required resources (e.g., staffing and equipment).				
g) Identified conditions (a-f above) that would interfere with successful learning.				

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

	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 1-4	PASS	FAIL	PASS	FAIL
Organize the classroom, laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered. (801-4.4.2)				
The candidate:	S	U	S	U
a) Arranged learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating).				
b) Prepared audiovisual equipment and/or teaching aids for use and tested prior to class.				
c) Ensured that recognized safety hazards are addressed.				

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

	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-6				
Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved. (801-4.4.4)				
The candidate:	S	U	S	U
a) Adjusted the presentation to changing classroom conditions.				
b) Demonstrated flexibility and ability to solve problems.				
c) Maintained personal composure and professional demeanor.				
d) Adjusted instruction to the time frame provided.				
e) Achieved stated learning objectives.				

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	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Instructional Delivery-Skill Number 1-7				
Adjust to differences in learning styles, abilities and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained. (801-4.4.5)				
The candidate:	S	U	S	U
a) Adjusted to differences in learning styles, abilities and behavior.				
b) Utilized coaching and motivational techniques.				
c) Demonstrated flexibility and ability to solve problems.				
d) Addressed disruptive behavior.				
e) Maintained personal composure and professional demeanor.				
f) Completed instruction in the time frame provided.				
g) Achieved stated learning objectives.				

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

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	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 1-9	PASS	FAIL	PASS	FAIL
Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage. (801-4.4.7)				
The candidate:	S	U	S	U
a) Utilized audiovisual equipment.				
b) Utilized prepared topical media and equipment.				
c) Clearly presented intended objectives.				
d) Properly transitioned within and between media.				
e) Smoothly transitioned between media and other parts of lesson presentation.				
f) Returned media to storage.				

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

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	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-11	PASS	FAIL	PASS	FAIL
Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured. (801-4.5.3)				
The candidate:	S	U	S	U
a) Graded student tests or skills evaluations based on the lesson plan.				
b) Maintained accuracy and consistency in evaluating/grading.				
c) Followed applicable evaluation/grading procedures.				
d) Utilized appropriate answer key.				
e) Ensured testing process is equitable and confidential.				

	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-12	PASS	FAIL	PASS	FAIL
Report test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported. (801-4.5.4)				
The candidate:	S	U	S	U
a) Properly interpreted and communicated test results according to procedures.				
b) Completed test result report form(s).				
c) Maintained accuracy and consistency in reporting.				
d) Followed applicable test result reporting procedures.				
e) Forwarded report of test results to proper person(s).				
f) Exercised appropriate confidentiality in reporting.				

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	<u>TEST</u>		<u>RETEST</u>	
	PASS	FAIL	PASS	FAIL
Evaluation and Testing-Skill Number 1-13				
Provide evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data. (801-4.5.5)				
The candidate:	S	U	S	U
a) Provided student feedback based upon testing/evaluation results.				
b) Provided feedback and coaching that is specific to each student.				
c) Provided feedback that is timely and objective.				
d) Provided feedback that is clear and relevant.				
e) Included suggestions to improve future performance.				
f) Maintained security of test results and privacy of individual feedback.				

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

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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