

FIRE INSTRUCTOR II SKILLS MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

NFPA 1041, 2019 Edition

Effective January 1, 2021



Texas Commission on Fire Protection
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INSTRUCTION SHEET

INSTRUCTOR II PERFORMANCE SKILLS

Format

Performance Skills 2-1 to 2-9 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, that skill objective must be retested. For example, if a candidate fails step c of Part 1 of Skill 2-8, he or she must be retested on Part 1 of Skill 2-8, in its entirety.

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

Preparation and Equipment

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

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

Specific Performance Skill Information

Skill 2-5

The Course Instructor must approve the candidate's lesson plan topic. The lesson plans may be based on various topics, including non-fire service topics, but must include practical application because it will be used in Skill 2-8 to develop a performance skill evaluation instrument.

Skill 2-6

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

Skill 2-7

Ideally, this skill should be evaluated during an actual specialized training evolution. The options provided in the Examiner's Note may be utilized if live training is not possible.

EXAMINERS NOTE

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

Equipment List

Instructor I

Lesson plans

Lesson materials (resources and equipment)

Policies and procedures related to teaching, training records, evaluations, reporting test results

Training goals

List of "current resources" (see skill 1-2)

Resource request procedures and documents per AHJ

List of single instructional sessions for scheduling

Department schedule

Instructional resources and facilities

Timeline for delivery of single instructional sessions

Skill 1-3 activity sheet

Training records and reports forms

Instructional materials for specific topics

Target audience and learning environment information

Resources that need adaptation

Instructional technology tools, materials, demonstration devices

Learning environments (i.e. a classroom, tables, chairs, etc.)

Students with various issues (e.g. disruptive behavior)

Ability to change classroom circumstances (e.g. temperature, noise)

Cleaning and maintenance supplies for classroom equipment

Different types of prepared media to use in classroom lessons

Evaluation instruments (oral, written and performance tests)

Test answer sheets or skills checklists

Test answer key

Evaluation report forms

Evaluation data

Copy of TCFP's Instruction Sheet for Fire Instructor I Performance Skills

Instructor II

AHJ Policies and procedures related to scheduling, budgeting, training, instructor evaluations, specialized training, evaluation instruments

Scheduling forms or calendars

Instructional resources, staff and facilities

Timeline for delivery of instructional sessions

Activity sheets for Skills 2-1, 2-2, 2-3, 2-4

Training goals

List of current resources (see skill 2-2)

List of budget constraints

Forms needed to document resources

Training forms

List of training activities

Checklist of AHJ and legal requirements related to training

Job performance requirements for instructors
A topic for a lesson plan
Audience characteristics for a fictitious future course
NFPA 1041 Annex B
Copy of TCFP's Instruction Sheet for Fire Instructor II Performance Skills
Lesson Plan, plus a fictitious variation in the audience, equipment, instructional aids, course materials, or location listed in the lesson plan (see skill 2-6)
A lesson plan prepared by the candidate
A classroom environment
Instructional technology tools (a variety)
Specialized training scenario
Safety guidelines for specialized training scenario
Learning objectives, audience characteristics and training goals to be used for creating an evaluation instrument (skill 2-8)
Evaluation goals

Instructor III

Sample training record system (electronic or printed)
AHJ Policies and procedures related to training, selecting instructional staff, instructor evaluations, training program evaluation
Sample list of training activities
NFPA 1401 *Recommended Practice for Fire Service Training Reports and Records*
Sample training program goal
Sample instructor roster
Activity sheets for skills 3-3, 3-5, 3-15
Copy of TCFP's Instruction Sheet for Fire Instructor III Performance Skills
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications
Chapters 425 and 427 of the TCFP's Standards Manual (electronic or printed)
TCFP's Curriculum Manual (electronic or printed)
Job description for a skills examiner, instructor, training officer and/or training coordinator as appropriate (see skill 3-4)
Procurement form
Evaluation findings (i.e. data summaries) such as those from either skill 3-3 or 3-5
Presentation media
AHJ goals related to training program
Needs analysis
Sample curriculum
Job performance requirements
Sample course objectives
Reference sources to use in creating a course content outline

Discipline	Objective	Skill Number	Functional Name	NFPA 1041 #
Fire Instructor I	Program Management	1-1	Assembling Course Materials	4.2.2
Fire Instructor I	Program Management	1-2	Requesting Resources	4.2.3
Fire Instructor I	Program Management	1-3	Scheduling Instructional Sessions	4.2.4
Fire Instructor I	Program Management	1-4	Completing Training Records	4.2.5
Fire Instructor I	Instructional Development	1-5	Developing Instruction	4.3.2, 4.3.3
Fire Instructor I	Instructional Delivery	1-6	Delivering Instruction Using a Prepared Lesson Plan	4.4.2, 4.4.3, 4.4.4, 4.4.5
Fire Instructor I	Evaluation and Testing	1-7	Administering Student Tests	4.5.2
Fire Instructor I	Evaluation and Testing	1-8	Grading Student Tests	4.5.3
Fire Instructor I	Evaluation and Testing	1-9	Reporting Test Results	4.5.4
Fire Instructor I	Evaluation and Testing	1-10	Providing Evaluation Feedback	4.5.5
Fire Instructor II	Program Management	2-1	Assigning Instructional Sessions	5.2.2
Fire Instructor II	Program Management	2-2	Recommending Budget Needs	5.2.3, 5.2.4
Fire Instructor II	Program Management	2-3	Records Management	5.2.5
Fire Instructor II	Program Management	2-4	Evaluating and Instructor	5.2.6
Fire Instructor II	Instructional Development	2-5	Creating a Lesson Plan	5.3.2
Fire Instructor II	Instructional Delivery	2-6	Teaching a Lesson	5.4.2
Fire Instructor II	Instructional Delivery	2-7	Supervising a Specialized Training Scenario	5.4.3
Fire Instructor II	Evaluation and Testing	2-8	Creating a Student Evaluation Instrument	5.5.2
Fire Instructor II	Evaluation and Testing	2-9	Creating a Class Evaluation Instrument	5.5.3
Fire Instructor III	Program Management	3-1	Administering a Training Record System	6.2.2
Fire Instructor III	Program Management	3-2	Developing Recommendations for Policies	6.2.3
Fire Instructor III	Program Management	3-3	Selecting Instructional Staff	6.2.4
Fire Instructor III	Program Management	3-4	Constructing a Performance-Based Evaluation Plan	6.2.5
Fire Instructor III	Program Management	3-5	Formulating Budget Needs and Writing Purchasing Specifications	6.2.6, 6.2.7
Fire Instructor III	Program Management	3-6	Presenting Evaluation Findings	6.2.8
Fire Instructor III	Instructional Development	3-7	Conducting Agency Needs Analysis	6.3.2
Fire Instructor III	Instructional Development	3-8	Designing Programs or Curricula	6.3.3
Fire Instructor III	Instructional Development	3-9	Writing Program and Course Outcomes	6.3.4
Fire Instructor III	Instructional Development	3-10	Writing Course Objectives	6.3.5
Fire Instructor III	Instructional Development	3-11	Constructing a Course Content Outline	6.3.6
Fire Instructor III	Evaluation and Testing	3-12	Developing a Course Evaluation Plan	6.5.3
Fire Instructor III	Evaluation and Testing	3-13	Developing a Program Evaluation Plan	6.5.4
Fire Instructor III	Evaluation and Testing	3-14	Developing a System for Evaluation Results	6.5.2
Fire Instructor III	Evaluation and Testing	3-15	Analyzing Student Evaluation Instruments	6.5.5

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-1
Assigning Instructional Sessions

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.2.2

Fire Instructor II

OBJECTIVE

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

INSTRUCTIONS - procedures for achieving the objective

Given a department scheduling policy, forms or calendars, instructional resources, staff, facilities and a timeline for delivery you shall assign instructional sessions so that they are delivered according to department policy.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Program Management-Skill Number 2-1
 Assigning Instructional Sessions

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

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

S = Satisfactorily completed/performed

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

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management –Skill Number 2-1 Activity Sheet #1 Assigning Instructional Sessions

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

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

Classes

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

Training Policies

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

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management –Skill Number 2-1 Activity Sheet #1 Assigning Instructional Sessions

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

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-2

Recommending Budget Needs

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.2.3, 5.2.4

Fire Instructor II

OBJECTIVE

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

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

INSTRUCTIONS - procedures for achieving the objective

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

PREPARATION & EQUIPMENT

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

EXAMINERS NOTE

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

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-2

Recommending Budget Needs

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 2-2	S	U	S	U
Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (5.2.3)				
Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy. (5.2.4)				
a) Followed AHJ budget policy.				
b) Analyzed existing resources.				
c) Balanced existing resources against training goals.				
d) Identified resources needed to meet training goals.				
e) Made recommendations for purchases to support training goals.				
f) Established timeline for purchases.				
g) Prepared supporting documentation needed to meet training goals.				

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Examiner/Candidate Comments:

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

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management - Skill 2-2 Activity Sheet

Recommending 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

AHJ Budget Policy:

In order to fund a training class the Lead Instructor must:

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

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

Considerations:

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

Current Resources:

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

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-3

Records Management

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.2.5

Fire Instructor II

OBJECTIVE

Manage training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met. (802-5.2.5)

INSTRUCTIONS - procedures for achieving the objective

Given training records, AHJ policy and training activity, you shall manage training record keeping so that all AHJ and legal requirements are met.

PREPARATION & EQUIPMENT

Training records
AHJ policy
Training activity
AHJ requirements
Legal requirements
Skill 2-3 Activity Sheets

EXAMINERS NOTE

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Program Management-Skill Number 2-3
 Records Management

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Program Management-Skill Number 2-3				
Manage training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met. (802-5.2.5)				
a) Documented training activity.				
b) Utilized appropriate records management forms.				
c) Adhered to AHJ records management policy.				
d) Adhered to professional records management standards.				
e) Adhered to all legal requirements for records management.				

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test
Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Program Management - Skill 2-3 Activity Sheet #1
Records Management

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 Chapters 427 and 441 continuing education reporting requirements.
- Each training class must have a roster that lists all students in attendance.
- Individual training records must be updated after each class.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II

Performance Standards Evaluation

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

Fire Department Training Class Roster

Course Name:
Subject:

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

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

Certificate of Training

awarded to:

Name of Class: _____

Subject: _____

Date of training

Hours Awarded: _____

Signed by Training Officer/Instructor

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-4

Evaluating an Instructor

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.2.6

Fire Instructor II

OBJECTIVE

Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator. (5.2.6)

INSTRUCTIONS - procedures for achieving the objective

You shall observe a teaching presentation and complete a written teaching evaluation on the instructor using a provided standard evaluation tool. 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 Tool Activity Sheet

AHJ Policy

Objectives

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Program Management-Skill Number 2-4

Evaluating an Instructor

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

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

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test
Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

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

Instructional Scoring Guide

Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Stated lesson title and objective <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Score</div>	Explains lesson title in clear-concise and understandable terms, thoroughly explains the course objectives and expected student outcomes	Explains lesson title in understandable terms, explains course objectives and student outcomes	States lesson title, states course objectives and student outcomes	Does not state lesson title, does not give course objectives or student outcomes
Established and Maintained Instructor credibility <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Score</div>	Highly credible - well informed on subject, creates atmosphere of mutual respect and confidence, displays exemplary interpersonal skills	Clearly credible - Well informed about the subject, displays positive interpersonal skills, flexible and supportive of learners, creates a positive atmosphere for learning	Limited credibility - Informed about the subject but may give vague information, displays little ability to promote learning, makes little effort to establish learner confidence	Lacks credibility – Misinforms the class, appears nervous or hesitant, is highly distractive in behavior or appearance, makes offensive comments or dismisses learners' views.
Managed the learning environment <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Score</div>	Skillfully engages learners in group activities, adapts instruction to learners needs, gives individual attention while maintaining the group's learning process, manages time and activities exceedingly well	Involves learners comfortably in group activities, adapts instruction to learners needs, giving individual attention without seriously interrupting the group's learning process, manages time and activities well	Involves learners in a superficial or limited way, displays minimal evidence of adapting instruction to meet individual or group needs, manages time and activities adequately at times and poorly at other times	Makes little or no effort to involve learners, allows a few to dominate the group, fails to link the instruction to the learners needs, rushes instruction or is tediously slow throughout
Instructional aid usage <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Score</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 Evaluation

Competency	4 – Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Demonstrated effective communication / presentation skills <div style="border: 1px solid black; width: 50px; height: 30px; margin-left: auto; margin-right: auto; text-align: center;"><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: auto; margin-right: auto; text-align: center;"><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: auto; margin-right: auto; text-align: center;"><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 for help

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

Minimum acceptable score is 21.

Total Score

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Recommendations for changes: (Required)

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Instructional Development-Skill Number 2-5

Creating a Lesson Plan

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.3.2

Fire Instructor II

OBJECTIVE

Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, an evaluation plan, and learning objectives for the topic are addressed. (5.3.2)

INSTRUCTIONS - procedures for achieving the objective

Using a job performance requirement as defined in NFPA 1041 Annex B, 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 objectives, lesson materials, instructional technology tools, 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 2-8.

PREPARATION & EQUIPMENT

Course Instructor approved topic
Course Instructor identified learner characteristics
Standard lesson plan format
NFPA 1041 Annex B
See Instruction Sheet- Instructor II Performance Skills

EXAMINER NOTE

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

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

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test 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 Evaluation

Instructional Delivery-Skill Number 2-6

Teaching a Lesson

PERFORMANCE STANDARD

Sections 802

NFPA 1041, 2019 edition, 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 is delivered in a safe and effective manner and the objectives are achieved. (5.4.2)

INSTRUCTIONS - procedures for achieving the objective

You shall teach a 15-20 minute block of instruction using a lesson plan that you prepared. The lesson must include a combination of appropriate teaching methods to include the discussion method. Selection and use of appropriate instructional technology tools shall be included. The lesson should smoothly transition between teaching methods and make effective use of instructional technology tools and be delivered in a safe and effective manner.

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

EXAMINER NOTE:

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

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

PREPARATION & EQUIPMENT

Lesson plan prepared by candidate

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Instructional Delivery-Skill Number 2-6
 Teaching a Lesson

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 2-6	S	U	S	U
Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved. (5.4.2)				
a) Taught from a lesson plan prepared by the Fire Instructor II candidate.				
b) Facilitate instructional session by adapting lesson plan to target audience.				
c) Used multiple teaching methods including the discussion method of teaching.				
d) Applied student-centered learning principles.				
e) Used and evaluated instructional delivery, techniques and resources.				
f) Smoothly transitioned between teaching methods.				
g) Effectively utilized and evaluated instructional technology tools.				
h) Achieved lesson objectives in a safe and efficient manner.				
i) Completed instruction in the time frame provided.				

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test
Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor II

Performance Standards Evaluation

Instructional Delivery-Skill Number 2-7

Supervising a Specialized Training Scenario

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.4.3

Fire Instructor II

OBJECTIVE

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

INSTRUCTIONS - procedures for achieving the objective

Given a specialized training scenario, you shall identify applicable safety guidelines (NFPA, TCFP or others) that are to be followed. You shall conduct a safety briefing and then supervise the specialized training scenario, properly implement the incident command system (NIMS) and adhere to all safety standards and practices. You shall meet instructional goals, provide safety control over the scenario and respond to (and address) safety issues as they occur.

EXAMINER NOTE

NFPA 1041 A.5.4.3 - Examples of specialized training include live fire evolutions, hazardous materials, abovegrade and belowgrade rescue, and evolutions that involve the use of power tools.

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 a specialized 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 a specialized 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, abovegrade and belowgrade rescue, and evolutions that involve the use of power tools.

PREPARATION & EQUIPMENT

Specialized training scenario with safety guidelines

See Instruction Sheet- Instructor II Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II

Performance Standards Evaluation

Instructional Delivery-Skill Number 2-7
 Supervising a Specialized Training Scenario

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 2-7	S	U	S	U
Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed, and instructional goals are met. (5.4.3)				
a) Identified applicable safety guidelines for the training scenario and communicated them during a safety briefing.				
b) Supervised a specialized training scenario.				
c) Properly implemented the National Incident Management System (NIMS).				
d) Adhered to safety standards and practices.				
e) Met instructional goals.				
f) Provided positive safety control over training scenarios.				
g) Responded to safety issues and addressed them as they occurred.				

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test 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 Evaluation

Evaluating and Testing-Skill Number 2-8

Creating a Student Evaluation Instrument

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.5.2

Fire Instructor II

OBJECTIVE

Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives. (5.5.2)

INSTRUCTIONS - procedures for achieving the objective

You shall create two student evaluation instruments, both a written test and a skill evaluation form for evaluating learning. The evaluation instruments must measure whether the student has achieved the learning objectives.

PREPARATION & EQUIPMENT

Learning objectives

Learner characteristics

Training goals

EXAMINER'S NOTE

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Evaluating and Testing-Skill Number 2-8
 Creating a Student Evaluation Instrument

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 2-8	S	U	S	U
Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives. (5.5.2)				
PART 1 - CREATING A WRITTEN TEST	S	U	S	U
a) Created and assembled a student evaluation instrument.				
b) Created an instrument that measures whether the student has achieved the learning objectives.				
c) Included instructions.				
d) Included a question example with a sample response.				
e) Included an answer key.				
PART 2 - CREATING A SKILL EVALUATION	S	U	S	U
a) Created and assembled a student evaluation instrument.				
b) Created an instrument that measures whether the student has achieved the learning objectives.				
c) Included instructions.				
d) Included methods of rating.				

S = Satisfactorily completed/performed

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Evaluation and Testing-Skill Number 2-9
Creating a Class Evaluation Instrument

PERFORMANCE STANDARD

Section 802

NFPA 1041, 2019 edition, 5.5.3

Fire Instructor II

OBJECTIVE

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

INSTRUCTIONS - procedures for achieving the objective

Given AHJ 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

AHJ policy
Evaluation goals

EXAMINER NOTE:

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

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
 Performance Standards Evaluation

Evaluation and Testing-Skill Number 2-9
 Creating a Class Evaluation Instrument

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor II	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 2-9	S	U	S	U
Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (5.5.3)				
a) Created a class or training 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.				

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor II
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test 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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