

FIRE INSTRUCTOR I SKILLS MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

NFPA 1041, 2019 Edition

Effective January 1, 2021



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

INSTRUCTION SHEET

INSTRUCTOR I PERFORMANCE SKILLS

Format

The Instructor I Skill 1-5 and progressing to Skill 1-6 should be conducted in a progressive type grading format. The same progressive format applies to Skill 1-7 and progressing to Skill 1-10. Skills 1-1 through 1-4 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 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 1-6

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

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.)

For this skill, the Instructor candidate shall use at least two types of instructional technology tools. The candidate can demonstrate proper transition within and between the media by effectively using the instructional technology tools, 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 instructional technology tools to the lesson plan when beginning the transition to the instructional technology tools and again when transitioning back. The use of the instructional technology tools and media should be seamless and not disrupt the flow of the lesson plan delivery.

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 I

Performance Standards Evaluation

Program Management - Skill Number 1-1

Assembling Course Materials

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.2.2

Fire Instructor I

OBJECTIVE

Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained. (4.2.2)

INSTRUCTIONS - procedures for achieving the objective

Given a specific topic, you shall assemble course materials so that the lesson plan, all materials, resources and equipment needed to deliver the lesson are obtained.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

Lesson plans

Lesson materials, resources and equipment

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Program Management - Skill Number 1-1
 Assembling Course Materials

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

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

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 I
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 I
Performance Standards Evaluation

Program Management - Skill Number 1-2
Requesting Resources

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.2.3

Fire Instructor I

OBJECTIVE

Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (4.2.3)

INSTRUCTIONS - procedures for achieving the objective

Given training goals and current resources, you shall prepare requests for resources so that the resources are identified and documented.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

Training goals

Current resources

Resource request procedures and documents per AHJ

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Program Management - Skill Number 1-2
 Requesting Resources

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Program Management-Skill Number 1-2				
Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. (4.2.3)				
a) Reviewed training goals.				
b) Reviewed current resources.				
c) Identified additional resources needed.				
d) Requested needed resources in writing.				
e) Documented resource requests in writing.				

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.

Examiner/Candidate Comments:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

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 I

Performance Standards Evaluation

Program Management - Skill Numbers 1-3

Scheduling Instructional Sessions

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.2.4

Fire Instructor I

OBJECTIVE

Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure. (4.2.4)

INSTRUCTIONS - procedures for achieving the objective

Given a training assignment, AHJ scheduling procedures, instructional resources, facilities and a timeline for delivery, you shall schedule single instructional sessions so that the specified sessions are delivered according to AHJ procedure.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

List of single instructional sessions for scheduling
AHJ schedule
Instructional resources and facilities
Timeline for delivery of single instructional sessions
Skill 1-3 Activity Sheet

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
 Performance Standards Evaluation

Program Management - Skill Numbers 1-3
 Scheduling Instructional Sessions

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Program Management-Skill Number 1-3				
Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure. (4.2.4)				
a) Reviewed scheduling procedures.				
b) Reviewed sessions to be scheduled.				
c) Reviewed timeline for delivery.				
d) Reviewed instructional resources and facility availability.				
e) Scheduled instructional sessions according to procedures.				

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.

Examiner/Candidate Comments:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

_____ 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 I

Performance Standards Evaluation

Program Management –Skill Number 1-3 Activity Sheet

Scheduling Instructional Sessions

You have been assigned to schedule instructional sessions for a shift of **13** members. Only two people may be off duty at the same time. The Training Chief has given you a list of 6 classes that will need to be taught on your shift next month. 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. Schedule all classes so that all personnel received the appropriate training during the month.

B-Shift Personnel	Rank	Years in Service
1. John Boss	Battalion Chief	18
2. James Dillon	Captain	10
3. Kim Smith	Lieutenant	6
4. Joe Washington	Lieutenant	6
5. Alan Dillon	Driver/Operator	28
6. Mike Prescott	Driver/Operator	4
7. Richard Case	Senior Firefighter	9
8. Joe Orozco	Senior Firefighter	25
9. Martin Wages	Firefighter	3
10. Seth McDaniel	Firefighter	3
11. Tim Combs	Firefighter	2
12. Shelby Young	Firefighter	½
13. Bubba Thomas	Firefighter	½

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
6. All personnel must attend the Radio Communication Class

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Program Management –Skill Number 1-3 Activity Sheet
 Scheduling Single Instructional Sessions

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 A	2 B J Dillon OFF 24 Combs OFF 24 0800-1000 Staff Mtg	3 C	4 A	5 B Young OFF 0700-1900 Wages OFF 24 Station Tours 1400- 1600	6 C	7 A
8 B Boss OFF 24 Meal at Local Church 1800- 1900	9 C	10 A	11 B Smith OFF 24 Thomas OFF 1900-0700 Hose testing 1000-1200	12 C	13 A	14 B Case OFF 24 Orozco OFF 24 Citizens Fire Academy 0800-1500 in classroom
15 C	16 A	17 B A Dillon OFF 24 Smith OFF 24	18 C	19 A	20 B Thomas OFF 0700- 1200 Meet with Chief 1300-1500	21 C
22 A	23 B Station Tour 1000-1100 Human Resource Meeting 1300-1600	24 C	25 A	26 B Holiday	27 C	28 A
29 B Washington OFF 24 McDaniel OFF 24	30 C	31 A				

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**TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I**

Performance Standards Evaluation

**Program Management - Skill Numbers 1-4
Completing Training Records**

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.2.5

Fire Instructor I

OBJECTIVE

Complete training records and reports, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures. (4.2.5)

INSTRUCTIONS - procedures for achieving the objective

Given policies and procedures and forms, you shall complete training records and reports so that all required reports are accurate and submitted in accordance with procedures.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

Training record and report forms
Policies and procedures per AHJ

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Program Management - Skill Numbers 1-4
 Completing Training Records

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 1-4	S	U	S	U
Complete training records and reports, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures. (4.2.5)				
a) Completed class roster to include date, location, instructor name, topic and student names.				
b) Established documentation of attendance.				
c) Completed records in a clear and concise manner.				
d) Completed records accurately.				
e) Updated each student's individual training record.				
f) Submitted records and reports according to training policies and procedures.				

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 I
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 I

Performance Standards Evaluation

Instructional Development - Skill Numbers 1-5

Developing Instruction

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.3.2, 4.3.3

Fire Instructor I

OBJECTIVES

Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (4.3.2)

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. (4.3.3)

INSTRUCTIONS - procedures for achieving the objective

Given the instructional materials for a specific topic, target audience, and learning environment, you shall review the instructional materials and identify the elements of the lesson plan, learning environment, and resources that need adaptation. Then you shall adapt the prepared lesson plan so that the needs of the student and the objectives of the lesson plan are achieved.

EXAMINER NOTE:

NFPA 1041 A.4.3.1 - The Fire and Emergency Services Instructor I should not alter the content or the lesson objectives in this process.

NFPA 1041 A.4.3.2 - The Fire and Emergency Services Instructor I, prior to the start of the course, should be able to evaluate the learning environment, evaluate facilities for appropriateness, meet AHJ standard operating procedures (SOPs), and recognize learner characteristics of students.

NFPA 1041 A.4.3.3 - The Fire and Emergency Services Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes adaptations necessary due to the learning environment, audience, capability of facilities, and types of equipment.

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

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
Performance Standards Evaluation

PREPARATION & EQUIPMENT

Materials for a specific topic
Target audience and learning environment
Prepared lesson plan
Policies and procedures per AHJ

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor I

Performance Standards Evaluation

Instructional Development - Skill Numbers 1-5

Developing Instruction

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 1-5	S	U	S	U
Review instructional materials, given the materials for a specific topic, target audience learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (4.3.2)				
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. (4.3.3)				
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.				
h) Adapted specified topic, as necessary.				
i) Adapted prepared lesson plan, as necessary.				
j) Adapted to target audience, as necessary.				
k) Adapted to learner characteristics, as necessary.				
l) Adapted to learning environment, as necessary.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
 Performance Standards Evaluation

m) Adapted audiovisual equipment and materials, as necessary.				
n) Adapted to other conditions that would interfere with successful learning.				

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.

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 I

Performance Standards Evaluation

Instructional Delivery - Skill Numbers 1-6

Delivering Instruction Using a Prepared Lesson Plan

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.4.2, 4.4.3, 4.4.4, 4.4.5

Fire Instructor I

OBJECTIVES

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 addressed. (4.4.2)

Present and adjust 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, applicable safety standards and practices are followed, and risks are addressed. (4.4.3)

Adjust to differences in learner characteristics, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained. (4.4.4)

Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished. (4.4.5)

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 deliver a 15-20 minute block of instruction. You shall first organize the learning environment. Then you shall present the prepared lesson and adjust to differences in learner characteristics including addressing disruptive behavior. During the presentation, you shall also operate and properly utilize instructional technology tools and demonstration devices.

EXAMINER NOTE:

The Examiner must provide the changing circumstances in the class environment for which the Fire Instructor I candidate will adjust the presentation.

The Examiner must provide a student with disruptive behavior for which the Fire Instructor I candidate will address.

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TEXAS COMMISSION ON FIRE PROTECTION

Fire Instructor I

Performance Standards Evaluation

NFPA 1041 A.4.4.4 - Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

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

PREPARATION & EQUIPMENT

Prepared lesson plan

Learning environment

Instructional technology tools and demonstration devices

Student with disruptive behavior

Changing circumstances in the class environment

See Instruction Sheet- Instructor I Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Instructional Delivery - Skill Numbers 1-6
 Delivering Instruction Using a Prepared Lesson Plan

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
Instructional Delivery-Skill Number 1-6	S	U	S	U
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 addressed. (801-4.4.2)				
Present and adjust 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, applicable safety standards and practices are followed, and risks are addressed. (801-4.4.3)				
Adjust to differences in learner characteristics, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained. (801-4.4.4)				
Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between				

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Fire Instructor I

Performance Standards Evaluation

media and other parts of the presentation are accomplished. (801-4.4.5)				
a) Adapted learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating, etc.).				
b) Prepared instructional technology tools and/or teaching aids for use and tested prior to beginning presentation.				
c) Ensured that recognized safety hazards are addressed.				
d) Presented the prepared lesson plan.				
e) Clearly presented lesson learning objectives.				
f) Utilized presentation methods specified by the lesson plan.				
g) Demonstrated effective oral communication techniques.				
h) Adjusted the presentation to changing classroom circumstances.				
i) Adjusted to differences in student learner characteristics, abilities and behavior.				
j) Utilized coaching and motivational techniques.				
k) Corrected disruptive behavior.				
l) Demonstrated flexibility and ability to solve problems.				
m) Maintained personal composure and professional demeanor.				
n) Utilized prepared topical media and equipment.				
o) Operated instructional technology tools so that it functions properly.				
p) Effectively utilized instructional technology tools and demonstration devices.				
q) Followed proper cleaning and/or field maintenance procedures for equipment.				
r) Properly transitioned within and between media.				
s) Smoothly transitioned between media and other parts of lesson presentation.				
t) Adapted instruction to the time frame provided.				
u) Achieved stated learning objectives.				
v) Completed instruction in the time frame provided.				

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 I
Performance Standards Evaluation

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

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 I

Performance Standards Evaluation

Evaluation and Testing - Skill Number 1-7
Administering Student Tests

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.5.2

Fire Instructor I

OBJECTIVE

Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained. (4.5.2)

INSTRUCTIONS - procedures for achieving the objective

Given a lesson plan, evaluation instruments, and the evaluation procedures of the AHJ, you shall administer an oral, written and performance tests so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

Lesson plan

Evaluation instruments (oral, written and performance tests)

Evaluation procedures per AHJ

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Evaluation and Testing - Skill Number 1-7
 Administering Student Tests

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Evaluation and Testing-Skill Number 1-7				
Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained. (4.5.2)				
a) Administered an oral test.				
b) Administered a written test.				
c) Administered a performance skills test.				
d) Followed applicable testing/assessment procedures.				
e) Eliminated bias and discrimination.				
f) Maintained security of testing materials.				

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 I
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 I

Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-8
Grading Student Tests

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.5.3

Fire Instructor I

OBJECTIVE

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. (4.5.3)

INSTRUCTIONS - procedures for achieving the objective

Given class answer sheets or skills checklists and appropriate answer key, you shall grade a student oral, written or performance test so that the examination is accurately graded and properly secured.

EXAMINER NOTE:

The Examiner must designate which type of test the Fire Instructor I candidate will grade.

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

PREPARATION & EQUIPMENT

Class answer sheets or skills checklists

Answer key

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-8
 Grading Student Tests

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Evaluation and Testing-Skill Number 1-8				
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. (4.5.3)				
a) Utilized appropriate answer key.				
b) Accurately graded designated test.				
c) Maintained consistency in evaluating/grading.				
d) Followed applicable evaluation/grading procedures.				
e) Properly secured tests and answer key.				

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 I
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 I

Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-9

Reporting Test Results

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.5.4

Fire Instructor I

OBJECTIVE

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. (4.5.4)

INSTRUCTIONS - procedures for achieving the objective

Given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, you shall report test results so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

EXAMINER NOTE:

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

PREPARATION & EQUIPMENT

Test answer sheets or skills checklists

Report forms

Policies and procedures per AHJ

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I
 Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-9
 Reporting Test Results

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-9	S	U	S	U
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. (4.5.4)				
a) Completed test result report form(s).				
b) Maintained accuracy and consistency in reporting.				
c) Reported test results according to procedures.				
d) Exercised appropriate confidentiality in reporting.				
e) Forwarded report of test results to proper person(s).				
f) Reported any unusual circumstances, if applicable.				

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 I
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 I

Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-10
Providing Evaluation Feedback

PERFORMANCE STANDARD

Section 801

NFPA 1041, 2019 edition, 4.5.5

Fire Instructor I

OBJECTIVE

Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data. (4.5.5)

INSTRUCTIONS - procedures for achieving the objective

Given evaluation data, you shall provide evaluation feedback to students so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

EXAMINER NOTE:

NFPA 1041 A4.5.5 - The Fire and Emergency Services Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

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

PREPARATION & EQUIPMENT

Evaluation data

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor I

Performance Standards Evaluation

Evaluation and Testing - Skill Numbers 1-10
 Providing Evaluation Feedback

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor I	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 1-10	S	U	S	U
Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data. (4.5.5)				
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.				

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 I
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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