

# NFPA 1041

## Fire Service Instructor Level 1 Performance Skill Sheets

## 1041 Fire Service Instructor - Level 1 – Skills 1-12

**Participant** **Pass** **Fail**Name: \_\_\_\_\_  
(Surname) (First Name) (Middle Name/Initial)Birth Date: \_\_\_\_\_ ID Number: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_  
(DD/MM/YYYY) (Remember this number)

Department: \_\_\_\_\_ Location: \_\_\_\_\_

**Evaluator 1**Name: \_\_\_\_\_  
(Surname) (First Name) (Middle Name/Initial)

Representing: \_\_\_\_\_

**Evaluator 2**Name: \_\_\_\_\_  
(Surname) (First Name) (Middle Name/Initial)

Representing: \_\_\_\_\_

**Evaluator 3**Name: \_\_\_\_\_  
(Surname) (First Name) (Middle Name/Initial)

Representing: \_\_\_\_\_

**Advisory**

Practical evaluations for Certification may be physically strenuous and potentially hazardous. Significant physical demands may be placed on you during testing. If you are not physically capable of taking part in all practical evaluation sessions, please withdraw from the evaluation. If at any time you feel yourself unable to continue the evaluation because of health issues **inform an Evaluator or Safety Officer Immediately.**

Evaluator Signature: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

## Practical Skills Checklist :

| #                                    | Objective | Reference                             | Task   | <input checked="" type="checkbox"/> |
|--------------------------------------|-----------|---------------------------------------|--|-------------------------------------|
| <b>4.2 PROGRAM MANAGEMENT</b>        |           |                                       |  |                                     |
| 1.                                   | 4.2.3     | Request Resources                     | Oral and Written Communication<br>Form Completion  | <input type="checkbox"/>            |
| 2.                                   | 4.2.4     | Single Instructional Sessions         | Training Schedule Completion   | <input type="checkbox"/>            |
| 3.                                   | 4.2.5     | Training Records and Reports          | Report Writing<br>Record Completion  | <input type="checkbox"/>            |
| <b>4.3 INSTRUCTIONAL DEVELOPMENT</b> |           |                                       |  |                                     |
| 4.                                   | 4.3.2     | Instructional Materials               | Analysis of Resources, Facilities and Materials  | <input type="checkbox"/>            |
| 5a.                                  | 4.3.3     | Adapt a Cognitive Lesson Plan         | Instructor Preparation and Organizational Techniques for a Cognitive Lesson Plan   | <input type="checkbox"/>            |
| 5b.                                  | 4.3.3     | Adapt a Psychomotor Lesson Plan       | Instructor Preparation and Organizational Techniques for a Psychomotor Lesson Plan   | <input type="checkbox"/>            |
| <b>4.4 INSTRUCTIONAL DELIVERY</b>    |           |                                       |  |                                     |
| 6.                                   | 4.4.2     | Learning Environment                  | Organize the learning environment  | <input type="checkbox"/>            |
| 7a.                                  | 4.4.3     | Present Prepared Lesson - Cognitive   | Oral communication techniques<br>Methods and techniques of instruction<br>Ability to adapt to changing circumstances<br>Utilization of lesson plans in an instructional setting.                               | <input type="checkbox"/>            |
| 7b.                                  | 4.4.3     | Present Prepared Lesson - Psychomotor | Oral communication techniques<br>Methods and techniques of instruction<br>Ability to adapt to changing circumstances<br>Utilization of lesson plans in an instructional setting.                               | <input type="checkbox"/>            |
| 8                                    | 4.4.4     | Differences in Learners               | Basic coaching and motivational techniques<br>Correction of disruptive behaviors<br>Adaptation of lesson plans or materials to specific instructional situations   | <input type="checkbox"/>            |
| 9                                    | 4.4.5     | Instructional Technology Tools        | Use of instructional technology tools and demonstration devices<br>Transition techniques between media<br>Cleaning instructional technology tools<br>Field level maintenance of instructional technology tools | <input type="checkbox"/>            |

| 4.5 EVALUATION AND TESTING |       |                                    |  |   |
|----------------------------|-------|------------------------------------|--|---|
| 10                         | 4.5.2 | <b>Administer Tests</b>            | Use of skills checklists<br>Use of assessment techniques | <input type="checkbox"/>                  |
| 11                         | 4.5.4 | <b>Report Test Results</b>         | Communication skills<br>Basic coaching                   | <input type="checkbox"/>                  |
| 12                         | 4.5.5 | <b>Provide Evaluation Feedback</b> | Communication skills<br>Basic coaching                   | <input type="checkbox"/>                  |
|                            |       |                                    |  | <b>Pass/Fail</b> <input type="checkbox"/> |

Planning Page:

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## 4.2 PROGRAM MANAGEMENT

### Skill #1 – Request Resources

#### 1041 Fire and Emergency Services Instructor I (2019 Edition)

##### Objective: 4.2.3

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

**Tasks:** You (the candidate) will prepare requests for resources so that the resources required to meet the training goals are sourced and the required forms are completed.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** training goals, current resources, forms, computer, email, telephone.

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps   | FIRST TEST |      | RETEST |      |
|---|--|------------|------|--------|------|
|   |  | Pass       | Fail | Pass   | Fail |
| <b>1. Oral and Written Communication</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to orally request or request in writing resources by:               <ul style="list-style-type: none"> <li>○ using clear and easy to understand language.</li> <li>○ using appropriate tone and volume.</li> <li>○ using appropriate body language.</li> <li>○ providing a reasonable and well articulated justification of the request</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Training goals are identified</li> <li>• Resource list created</li> <li>• Request format chosen (oral or written)</li> <li>• Request made as per SOP's</li> </ul> |            |      |        |      |
| <b>2. Forms Completion</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to complete form requests for resources that:               <ul style="list-style-type: none"> <li>○ are legible and easy to read.</li> <li>○ are complete and accurate.</li> <li>○ include a reasonable and well articulated justification of the request.</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Training goals are identified</li> <li>• Required forms are identified</li> <li>• Forms are accurately completed</li> </ul>                                       |            |      |        |      |
| <b>Pass/Fail</b>  |  |            |      |        |      |

## Skill #2 – Single Instructional Sessions

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.2.4

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 procedures.

**Tasks:** You (the candidate) will schedule single instructional sessions so that the specified sessions are delivered according to AHJ procedures.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** training assignment, scheduling procedures, instructional resources, facilities and timeline for delivery

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>1. Training Schedule Completion</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to complete a training schedule for cognitive and/or psychomotor instructional sessions that takes into consideration such things as:               <ul style="list-style-type: none"> <li>○ a sufficient planning period</li> <li>○ student availability</li> <li>○ mandated staffing levels</li> <li>○ facility availability</li> <li>○ facility policy and procedures</li> <li>○ equipment availability</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Training course is scheduled and takes into consideration all aspects of delivery.</li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |  |            |      |        |      |

## Skill #3 – Training Records and Reports

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.2.5

Complete training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures

**Tasks:** You (the candidate) will complete training records and report forms so that required reports are accurately completed and submitted in accordance with the procedures.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** policies and procedures and forms

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps  | FIRST TEST |      | RETEST |      |
|---|---|------------|------|--------|------|
|   |   | Pass       | Fail | Pass   | Fail |
| <b>1. Report Writing</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to accurately complete a training report including:               <ul style="list-style-type: none"> <li>○ a heading with the date, name of recipient, name of the sender, and subject of the report.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Gather required information</li> <li>• Start compiling the report</li> </ul> |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ an introduction with the time period and purpose of the training and the names of the people involved in the training.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write the introduction to the report</li> </ul>                              |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ a body that states specific facts and data, evaluates the results of the training, describes any problems discovered and proposed solutions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write the body of the report</li> </ul>                                      |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ a conclusion that summarizes the successes and challenges of the training.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write the conclusion of the report</li> </ul>                                |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ submit the training report according to department SOPs</li> </ul>   | <ul style="list-style-type: none"> <li>• Submit the report</li> </ul>   |            |      |        |      |



## Skill #3 continued...

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <b>2. Record Completion</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to:               <ul style="list-style-type: none"> <li>○ accurately complete training attendance records</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Complete attendance record</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ accurately complete test records documenting the participants' testing results</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete test scores</li> </ul>        |            |      |        |      |
| <ul style="list-style-type: none"> <li>○ submit the training records according to department SOPs</li> </ul>   | <ul style="list-style-type: none"> <li>• Submit the training records</li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |

## 4.3 INSTRUCTIONAL DEVELOPMENT

### Skill #4 – Instructional Materials

#### 1041 Fire and Emergency Services Instructor I (2019 Edition)

##### Objective: 4.3.2

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.

**Tasks:** You (the candidate) will review instructional materials so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** the materials for a specific topic, target audience, learner characteristics, and learning environment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps   | FIRST TEST |      | RETEST |      |
|---|--|------------|------|--------|------|
|   |  | Pass       | Fail | Pass   | Fail |
| <b>1. Instructional Materials</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Review instructional materials and identify elements of the lesson plan that need to be adapted for the audience.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the needs of the department or participants (e.g., scope of the training, fewer/more participants, lower/higher competency level)</li> <li>Determine the availability of facilities or other resources</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Determine if the learning environment needs to be adapted for the audience.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Does the facility accommodate:               <ul style="list-style-type: none"> <li>the number of/needs of the participants (e.g., fewer/more participants, lower/higher competency level, learning disabilities)</li> <li>the equipment/training aids used</li> <li>the weather</li> </ul> </li> </ul> |            |      |        |      |

## Skill #4 continued...

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <ul style="list-style-type: none"> <li>Identify any elements of the resources that need to be adapted based on the needs of the audience.</li> </ul> | <ul style="list-style-type: none"> <li>Make resources more relevant or current</li> <li>Ensure resources address the needs of the participants (e.g., lower/higher competency level, learning disabilities)</li> </ul> |            |      |        |      |
| <ul style="list-style-type: none"> <li>Provide a rationale for all adaptations required.</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure rationale can be supported.</li> </ul>   |            |      |        |      |
| <b>Pass/Fail</b>   |  |            |      |        |      |

## Skill #5a – Adapt a Cognitive Lesson Plan

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.3.3

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.

**Tasks:** You (the candidate) will adapt a prepared lesson plan so that the needs of the student are met and the objectives of the lesson plan are achieved

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** course materials and an assignment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>1. Instructor Preparation and Organizational Techniques for a Cognitive Lesson Plan</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Adapt various components of a lesson plan.</li> </ul> | <ul style="list-style-type: none"> <li>Determine if the lesson plan suits:               <ul style="list-style-type: none"> <li>the facility</li> <li>the participants</li> <li>the equipment/training aids</li> <li>the needs of the department.</li> </ul> </li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |  |            |      |        |      |

## Skill #5b – Adapt a Psychomotor Lesson Plan

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.3.3

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.

**Tasks:** You (the candidate) will adapt a prepared lesson plan so that the needs of the student are met and the objectives of the lesson plan are achieved

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** course materials and an assignment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>1. Instructor Preparation and Organizational Techniques for a Psychomotor Lesson Plan</b> |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Adapt various components of a lesson plan.</li> </ul> | <ul style="list-style-type: none"> <li>Determine if the lesson plan suits:               <ul style="list-style-type: none"> <li>the facility</li> <li>the participants</li> <li>the equipment/training aids</li> <li>the needs of the department.</li> </ul> </li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |  |            |      |        |      |

## 4.4 INSTRUCTIONAL DELIVERY

### Skill #6 – Organize the Learning Environment

#### 1041 Fire and Emergency Services Instructor I (2019 Edition)

##### Objective: 4.4.2

Organize the classroom, laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control, or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

**Tasks:** You (the candidate) will organize the learning environment so that lighting, distractions, climate control, or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** facility and an assignment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>1. Use of Instructional Media and Teaching Aids</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Organize the classroom facilities and integrate the use of audiovisual materials and other resources to meet the stated learning objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Determine if the classroom has appropriate:               <ul style="list-style-type: none"> <li>seating arrangements</li> <li>lighting</li> <li>temperature and ventilation</li> <li>noise level</li> <li>audio-visual equipment.</li> </ul> </li> <li>Use instructional media and teaching aids in an appropriate and effective manner</li> </ul> |            |      |        |      |

## Skill #6 continued...

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <ul style="list-style-type: none"> <li>Organize a remote site or training facility to meet the needs of the audience.</li> </ul> | <ul style="list-style-type: none"> <li>Determine if the facility has appropriate:               <ul style="list-style-type: none"> <li>safety considerations</li> <li>weather considerations</li> <li>lighting</li> <li>water supply</li> <li>access</li> <li>noise level</li> <li>live-fire requirement</li> </ul> </li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |

## Skill #7a – Present Prepared Lesson - Cognitive

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.4.3

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.

**Tasks:** You (the candidate) will **present a 30-45 minute** cognitive lesson 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.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** a prepared **COGNITIVE** lesson plan that specifies the presentation method(s)

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps  | FIRST TEST |      | RETEST |      |
|---|---|------------|------|--------|------|
|   |   | Pass       | Fail | Pass   | Fail |
| <b>1. Oral Communication Techniques</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use words that accurately and clearly convey the message.</li> </ul>                             | <ul style="list-style-type: none"> <li>Use technical language appropriately</li> <li>Adjust language to the audience</li> <li>Avoid offensive or biased language</li> </ul>             |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively control the tone, quality, and volume of your voice.</li> </ul>                      | <ul style="list-style-type: none"> <li>Ensure you speak clearly and with appropriate volume</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use effective and appropriate body language that enhances the delivery of the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain eye contact</li> <li>Consciously control gestures</li> <li>Maintain good posture</li> <li>Use appropriate facial expressions</li> </ul> |            |      |        |      |
| <b>2. Methods and Techniques of Instruction</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively present key information in an illustrated lecture.</li> </ul>                        | <ul style="list-style-type: none"> <li>Use questions to engage students</li> <li>Break the presentation into smaller segments</li> <li>Allow time for student questions</li> </ul>      |            |      |        |      |



## Skill # 7a continued...

| Requisite Skill   | Elements/Steps  | FIRST TEST |      | RETEST |      |
|---|---|------------|------|--------|------|
|   |   | Pass       | Fail | Pass   | Fail |
|   | <ul style="list-style-type: none"> <li>Review periodically throughout the lecture</li> <li>Provide a note-taking guide</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively lead group discussions.</li> </ul>   | <ul style="list-style-type: none"> <li>Reinforce the achievement of training objectives</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use structured exercises such as case studies, role playing, simulations and experiments.</li> </ul>         | <ul style="list-style-type: none"> <li>Ensure students are actively involved in the learning process</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use training aids effectively to help illustrate key concepts related to the training objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure students are responding to the concepts and understanding the objectives</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use individualized instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>Adjust the instruction, media and resources based on an individual student's needs and/or preferences.</li> </ul>                    |            |      |        |      |
| <b>3. Ability to Adapt to Changing Circumstances</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively adapt teaching methods/materials as needed.</li> </ul>   | <ul style="list-style-type: none"> <li>Adjust the instruction to differences in class participants' learner characteristics, abilities, cultures, and behaviors.</li> </ul> |            |      |        |      |
| <b>4. Utilization of Lesson Plans in the Instructional Setting</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use the lesson plan to guide the lesson in a consistent, sequential, and orderly manner.</li> </ul>          | <ul style="list-style-type: none"> <li>Refer to the lesson plan to ensure you have covered all the required objectives.</li> </ul>  |            |      |        |      |
| <b>5. Time Limit</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively present within timeframe given.</li> </ul>   | <ul style="list-style-type: none"> <li>Presentation is within the time limits given, i.e., not less than and not more than stipulated minutes.</li> </ul>                   |            |      |        |      |
| <b>Pass/Fail</b>  |   |            |      |        |      |

## Skill #7b – Present Prepared Lesson - Psychomotor

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.4.3

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.

**Tasks:** You (the candidate) will **present a 30-45 minute** psychomotor lesson 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.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** a prepared PSYCHOMOTOR lesson plan that specifies the presentation method(s)

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps   | FIRST TEST |      | RETEST |      |
|---|--|------------|------|--------|------|
|   |  | Pass       | Fail | Pass   | Fail |
| <b>1. Oral Communication Techniques</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use words that accurately and clearly convey the message.</li> </ul>                             | <ul style="list-style-type: none"> <li>Use technical language appropriately</li> <li>Adjust language to the audience</li> <li>Avoid offensive or biased language</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively control the tone, quality, and volume of your voice.</li> </ul>                      | <ul style="list-style-type: none"> <li>Ensure you speak clearly and with appropriate volume</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use effective and appropriate body language that enhances the delivery of the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain eye contact</li> <li>Consciously control gestures</li> <li>Maintain good posture</li> <li>Use appropriate facial expressions</li> </ul>  |            |      |        |      |
| <b>2. Methods and Techniques of Instruction</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively present key information in an illustrated lecture.</li> </ul>                        | <ul style="list-style-type: none"> <li>Use questions to engage students</li> <li>Break the presentation into smaller segments</li> <li>Allow time for student questions</li> <li>Review periodically throughout the lecture</li> </ul> |            |      |        |      |

## Skill 7b continued...

| Requisite Skill   | Elements/Steps   | FIRST TEST |      | RETEST |      |
|---|--|------------|------|--------|------|
|   |  | Pass       | Fail | Pass   | Fail |
| <ul style="list-style-type: none"> <li>Effectively lead group discussions.</li> </ul>   | <ul style="list-style-type: none"> <li>Reinforce the achievement of training objectives</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use structured exercises such as case studies, role playing, simulations and experiments.</li> </ul>         | <ul style="list-style-type: none"> <li>Ensure students are actively involved in the learning process</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use training aids effectively to help illustrate key concepts related to the training objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure students are responding to the concepts and understanding the objectives</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use individualized instruction.</li> </ul>   | <ul style="list-style-type: none"> <li>Adjust the instruction, media and resources based on an individual student's needs and/or preferences</li> </ul>                    |            |      |        |      |
| <b>3. Ability to Adapt to Changing Circumstances</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively adapt teaching methods/equipment as needed.</li> </ul>   | <ul style="list-style-type: none"> <li>Adjust the instruction to differences in class participants' learner characteristics, abilities, cultures, and behaviors</li> </ul> |            |      |        |      |
| <b>4. Utilization of Lesson Plans in the Instructional Setting</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use the lesson plan to guide the lesson in a consistent, sequential, and orderly manner.</li> </ul>          | <ul style="list-style-type: none"> <li>Refer to the lesson plan to ensure you have covered all the required objectives</li> </ul>  |            |      |        |      |
| <b>5. Time Limit</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively present within timeframe given.</li> </ul>   | <ul style="list-style-type: none"> <li>Presentation is within the time limits given, i.e., not less than and not more than stipulated minutes.</li> </ul>                  |            |      |        |      |
| <b>Pass/Fail</b>  |  |            |      |        |      |

## Skill #8 – Differences in Learners

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.4.4

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.

**Tasks:** You (the candidate) will adjust to differences in learner characteristics, abilities, cultures, and behaviors so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** training assignment and instructional environment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <b>1. Basic Coaching and Motivational Techniques.</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use basic coaching and motivational techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>Describe the student's current level of performance and the desired level of performance</li> <li>Encourage the student to commit to working towards the desired level of performance</li> <li>Follow up on the student's commitment by recognizing improvements made and encouraging continued improvement</li> </ul> |            |      |        |      |
| <b>2. Correction of Disruptive Behaviors</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Address and correct disruptive behaviors (e.g., arriving late, speaking at inappropriate times, talking with others about unrelated topics, sleeping in class, showing off, horseplay, interrupting)</li> </ul> | <ul style="list-style-type: none"> <li>Determine which aspect of the "L-E-A-S-T" method of progressive disciplinary action is required</li> </ul>   |            |      |        |      |

## Skill # 8 continued...

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>3. Adaptation of Lesson Plans of Materials to Specific Instructional Situations</b>   |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>• Adapt the lesson plans or materials as required based on various instructional situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine if:               <ul style="list-style-type: none"> <li>○ students are significantly more or less knowledgeable on the subject than anticipated</li> <li>○ students are exhibiting a high level of frustration</li> <li>○ students represent a variety of different generations (wide age gap)</li> <li>○ students represent a variety of different cultural backgrounds</li> <li>○ students' learning styles do not match well with the planned method of delivery</li> </ul> </li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |  |            |      |        |      |

## Skill #9 – Instructional Technology Tools

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.4.5

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.

**Tasks:** You (the candidate) will operate instructional technology tools and demonstration devices so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** instructional environment and equipment

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <b>1. Use Instructional Technology Tools and Demonstration Devices</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Properly use projected training aids (e.g., slide shows).</li> <li>Troubleshoot common problems with audiovisual equipment and prepare for equipment failure (e.g., backup printed materials, spare bulbs, batteries).</li> </ul> | <ul style="list-style-type: none"> <li>Ensure training aids are set up, working well, and properly positioned prior to class starting</li> <li>Be prepared to solve common problems with AV equipment</li> </ul>  |            |      |        |      |
| <b>2. Transition Techniques Between Media</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Transition effectively within and between media.</li> </ul>   | <ul style="list-style-type: none"> <li>Provide a summary statement and a preview</li> <li>Review the lesson or course agenda</li> <li>Introduce the media and how it will be used to address the topic</li> </ul> |            |      |        |      |
| <b>3. Cleaning Instructional Technology Tools</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Wipe down audiovisual equipment.</li> </ul>   | <ul style="list-style-type: none"> <li>Use appropriate cloths and cleaning agents (no solvents or abrasive cleaning agents) according to the manufacturer's recommendations</li> </ul>                            |            |      |        |      |

## Skill #9 continued...

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <b>4. Field Level Maintenance of Instructional Technology Tools</b>                |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Provide field level maintenance.</li> </ul> | <ul style="list-style-type: none"> <li>Replace projector bulbs</li> <li>Clean or replace air filters in projectors</li> <li>Install software updates and ensure the proper drivers and software are installed</li> <li>Replace batteries in wireless devices</li> <li>Tighten any loose screws or nuts</li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |

## 4.5 EVALUATION AND TESTING

### Skill #10 – Administer Tests

#### 1041 Fire and Emergency Services Instructor I (2019 Edition)

##### Objective: 4.5.2

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.

**Tasks:** You (the candidate) will administer 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.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** the lesson plan, evaluation instruments, and the evaluation procedures of the AHJ

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill   | Elements/Steps  | FIRST TEST |      | RETEST |      |
|---|---|------------|------|--------|------|
|   |   | Pass       | Fail | Pass   | Fail |
| <b>1. Use of Skills Checklists and Assessment Techniques</b>  |   |            |      |        |      |
| <b>Administer a Skills Performance Test</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Inform students of the testing rules and time limits before beginning</li> </ul>   | <ul style="list-style-type: none"> <li>Speak clearly</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Ensure the checklists are free of bias through wording, timing or unattainable criteria.</li> </ul>                                | <ul style="list-style-type: none"> <li>Give the test to each student in exactly the same manner</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Clearly read each instruction exactly as it is written on the checklist.</li> </ul>  | <ul style="list-style-type: none"> <li>Speak clearly</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Observe and remain silent and uninvolved during the performance of the skill tasks, except if safety becomes a concern.</li> </ul> | <ul style="list-style-type: none"> <li>Be very attentive to ensure you can determine if the task is completed correctly</li> <li>Be very attentive to ensure you see any safety concerns</li> </ul> |            |      |        |      |
| <ul style="list-style-type: none"> <li>Record students' scores on the checklists as each one takes the test (do not wait until the end to record scores).</li> </ul>      | <ul style="list-style-type: none"> <li>Record scores</li> </ul>   |            |      |        |      |



## Skill #10 continued...

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <ul style="list-style-type: none"> <li>Maintain the security and confidentiality of the completed skills checklists</li> </ul> | <ul style="list-style-type: none"> <li>Secure results in sealed envelope</li> </ul>   |            |      |        |      |
| <b>Administer an Oral Test</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Effectively use oral questioning techniques.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Avoid leading (e.g., assumptive) questions</li> <li>Refrain from using facial expressions to influence the student's answer</li> <li>Allow students adequate time to think before responding and to complete their answers</li> <li>Assess answers based on a rubric or other scoring guide</li> </ul> |            |      |        |      |
| <b>Administer a Written Test</b>   |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Inform students of the testing rules and time limits before beginning</li> </ul>        | <ul style="list-style-type: none"> <li>Speak clearly</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>address all student questions, concerns, interruptions or requests.</li> </ul>          | <ul style="list-style-type: none"> <li>Follow proctoring best practices and AHJ testing procedures</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Maintain the security and confidentiality of testing materials</li> </ul>               | <ul style="list-style-type: none"> <li>Secure results in sealed envelope</li> </ul>   |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |

## Skill #11 – Report Test Results

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.5.4

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.

**Tasks:** You (the candidate) will report test results so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <b>1. Communication Skills and Basic Coaching</b>  |   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Accurately and completely record test results on a results reporting form.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure spelling and grammar are correct and the report is clearly written</li> </ul> |            |      |        |      |
| <ul style="list-style-type: none"> <li>Forward the results reporting forms according to departmental procedures.</li> </ul>  | <ul style="list-style-type: none"> <li>Confirm receipt of reports</li> </ul>  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Maintain the confidentiality of the reported information.</li> </ul>                  | <ul style="list-style-type: none"> <li>Follow AHJ confidentiality protocols</li> </ul>                                      |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |

## Skill #12 – Provide Evaluation Feedback

### 1041 Fire and Emergency Services Instructor I (2019 Edition)

#### Objective: 4.5.5

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.

**Tasks:** You (the candidate) will 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.

**Setting:** Classroom or other area suitable for group learning

**Tools/Equipment:** evaluation data

**Attainment Standard:** Successful completion of the steps listed below.

| Requisite Skill  | Elements/Steps   | FIRST TEST |      | RETEST |      |
|--|--|------------|------|--------|------|
|  |  | Pass       | Fail | Pass   | Fail |
| <b>1. Communication Skills and Basic Coaching</b>  |  |            |      |        |      |
| <ul style="list-style-type: none"> <li>Provide timely feedback to students that is objective, clear and relevant.</li> </ul>   | <ul style="list-style-type: none"> <li>Ensure feedback is specific enough to guide student improvement (e.g., identify areas requiring additional practice)</li> </ul>   |            |      |        |      |
| <ul style="list-style-type: none"> <li>Meet individually with the students to discuss the test and discuss barriers to success.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Review incorrect answers with the entire class and discuss common problems.</li> </ul> | <ul style="list-style-type: none"> <li>Show respect for the thoughts and feelings of the student</li> <li>Be specific, accurate and clear and avoid generalizations.</li> <li>Use appropriate non-verbal cues and body language.</li> <li>Rephrase questions to help students better understand</li> <li>Discuss possible source of errors</li> <li>Provide suggestions based on data from the student assessment tools</li> </ul> |            |      |        |      |
| <ul style="list-style-type: none"> <li>Use language that takes responsibility for their own thoughts and feelings.</li> </ul>  | <ul style="list-style-type: none"> <li>Avoid stereotyping and discriminative language.</li> </ul>  |            |      |        |      |

## Skill #12 continued...

| Requisite Skill  | Elements/Steps  | FIRST TEST |      | RETEST |      |
|--|---|------------|------|--------|------|
|  |   | Pass       | Fail | Pass   | Fail |
| <ul style="list-style-type: none"> <li>Follow up to see if the students are progressing towards the desired level of performance and schedule re-write exams, as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>Coach students how to better meet training/assessment objectives by doing:               <ul style="list-style-type: none"> <li>○ additional reading</li> <li>○ additional practice</li> <li>○ tutoring</li> </ul> </li> </ul> |            |      |        |      |
| <b>Pass/Fail</b>   |   |            |      |        |      |