



FIRE SERVICE INSTRUCTOR II

NFPA 1041, 2012 Edition

5.2 PROGRAM MANAGEMENT

JPR #1

**Evaluation Sheet: 5.2.2
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.2.2 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and time line for delivery, so the specified sessions are delivered according to department policy.				
PERFORMANCE OUTCOME: The candidate will schedule instructional sessions, so the specified sessions are delivered according to department or model policy.					
CONDITIONS: Using a department-scheduling policy or model policy, instructional resources, staff, facilities, and time line for delivering training sessions, schedule a training course.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Submit written training schedule with timeline, according to policy				
2.	Finish written documentation of acquiring instructional resources (i.e., facilities, instructors, equipment), according to policy				
3.	Documentation is complete and legible				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
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Re-Test Proctor	Date	Re-Test Candidate	Date
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5.2 PROGRAM MANAGEMENT

JPR #2

**Evaluation Sheet: 5.2.3
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.2.3 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Formulate budget needs given training goals, agency budget policy, and current resources, so the resources required to meet training goals are identified and documented.				
PERFORMANCE OUTCOME: The candidate will formulate budget needs, so the resources required to meet training goals are identified and documented.					
CONDITIONS: Using your department training goals, agency's budget policy, and current resources and given an identified need and time line.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Conduct and document needs analysis				
2.	Submit completed budget for course (i.e., equipment cost, instructor, etc.) so that training goal is met				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
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Re-Test Proctor	Date	Re-Test Candidate	Date
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5.2 PROGRAM MANAGEMENT

JPR #3

**Evaluation Sheet: 5.2.4
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.2.4 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Acquire training sources, given an identified need so that the resources are obtained within established timelines, budget constraints, and according to agency policy.
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PERFORMANCE OUTCOME: The candidate will acquire training resources, so the resources are obtained within the established time lines, budget constraints, and according to agency policy.

CONDITIONS: Using your departmental training goals, agency budget policy, and current resources and given an identified need and time line.

No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Document training resources required for course according to departmental policy				
2.	Document the time frame to acquire resources				
3.	Document that resources are within established budget				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



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5.2 PROGRAM MANAGEMENT

JPR #4
Evaluation Sheet: 5.2.5
“PORTFOLIO”

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.2.5 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Coordinate training record keeping, given training forms, department policy, and training activity, so all agency and legal requirements are met.				
PERFORMANCE OUTCOME: The candidate will coordinate training record keeping so all agency and legal requirements are met.					
CONDITIONS: Given training forms, department or model policy, and training activity.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Complete training activity form, according to department or model policy				
2.	Provide documents of completed training classes (i.e., roster, evaluation sheet, test results)				
3.	In writing, describe the training record keeping process, according to agency policy and legal requirements				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
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Re-Test Proctor	Date	Re-Test Candidate	Date
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5.2 PROGRAM MANAGEMENT

JPR #5

**Evaluation Sheet: 5.2.6
"PRACTICAL"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.2.6 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the Proctor.				
PERFORMANCE OUTCOME: The candidate will evaluate instructors so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the Proctor.					
CONDITIONS: Given an Instructor I evaluation form, department policy, and job performance requirements.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Observe instructor and correctly complete instructor evaluation form				
2.	Properly identify the instructor's strengths and weaknesses on course delivery form				
3.	Make appropriate recommendations for instructional changes to style and/or communication method in "comments" section				
4.	Provide instructor feedback area to evaluation form or signature area				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

NFPA 1041, 2012 Edition

5.3 INSTRUCTIONAL DEVELOPMENT

JPR #6

**Evaluation Sheet: 5.3.2
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.3.2 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.				
PERFORMANCE OUTCOME: The candidate will create a four-step lesson plan, so the job performance requirements for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.					
CONDITIONS: Given a topic, audience characteristics, and a standard four-step lesson plan format.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Develop a lesson plan using a standard four-step lesson plan format				
2.	List job performance requirements for course taught, including learning objectives, a lesson outline, appropriate course material, and instructional aids				
3.	Develop an evaluation plan that documents the JPRs for course were met				
4.	Lesson plan appropriate for audience				
	Topic: _____				
	Approved by Chief: _____				
	Signature				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date

Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

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5.3 INSTRUCTIONAL DEVELOPMENT

JPR #7

**Evaluation Sheet: 5.3.3
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.3.3 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.				
PERFORMANCE OUTCOME: The candidate will modify a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.					
CONDITIONS: Given a topic, lesson plan, audience characteristics, and a standard lesson plan format.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Modify an existing lesson plan using a standard four-step lesson plan format				
2.	List job performance requirements for course, including learning objectives, lesson outline, appropriate course material, and instructional aids				
3.	Develop an evaluation plan that documents the JPRs for course were met				
4.	Lesson modifications appropriate to audience				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

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5.4 INSTRUCTIONAL DELIVERY

JPR #8

**Evaluation Sheet: 5.4.2
"PRACTICAL"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.4.2 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Conduct a class using a four-step lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so the lesson plan objectives are achieved.				
PERFORMANCE OUTCOME: The candidate will conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques.					
CONDITIONS: Given a topic and a target audience.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Conduct a class using a four-step lesson plan prepared by the instructor				
2.	Use multiple teaching techniques				
3.	Use multiple teaching methods (i.e., conference, discussion)				
4.	Meet lesson objectives				
5.	Lesson appropriate to needs of target audience				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

NFPA 1041, 2012 Edition

5.4 INSTRUCTIONAL DELIVERY

JPR #9

**Evaluation Sheet: 5.4.3
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.4.3 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Supervise other instructors and students during high-hazard training, given a training scenario with increased hazard exposure, so applicable safety standards and practices are followed and instructional goals are met.				
PERFORMANCE OUTCOME: The candidate will supervise other instructors and students during high-hazard training, so applicable safety standards are followed and instructional goals are met.					
CONDITIONS: Given a training scenario with increased hazard exposure.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Supervise instructors appropriately according to policy and procedures during high-hazard training				
2.	Supervise students according to policy and procedures during high-hazard training				
3.	Correctly follow applicable safety standards and incident command practices				
4.	Performance of instructors/students indicates instructional goals achieved				
	Topic: _____				
	Approved by Chief: _____ <div style="text-align: right; margin-right: 50px;">Signature</div>				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
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Re-Test Proctor	Date	Re-Test Candidate	Date
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High-hazard training examples: live fire, hazardous materials, above and below ground grade rescue, and evolutions with power tools.



FIRE SERVICE INSTRUCTOR II

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5.5 EVALUATION AND TESTING

JPR #10
Evaluation Sheet: 5.5.2
“PORTFOLIO”

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.5.2 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.				
PERFORMANCE OUTCOME: The candidate will develop student evaluation instruments, so the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group. <i>(Evaluation instrument should cover both cognitive and psychomotor skills.)</i>					
CONDITIONS: Given learning objectives, audience characteristics, and training goals.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Develop student written and practical examinations based on learning objectives and training goals				
2.	Provide test item analysis				
3.	Evaluation forms are bias-free to any audience or group (i.e., gender, cultural). Evaluation forms designed to evaluate performance in an objective, reliable, and verifiable manner				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

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5.5 EVALUATION AND TESTING

JPR #11

**Evaluation Sheet: 5.5.3
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.5.3 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Develop course evaluations, given agency policy and evaluation goals, so students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.				
PERFORMANCE OUTCOME: The candidate will develop course evaluations, so students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.					
CONDITIONS: Given agency policy and evaluation goals.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Develop and submit a course evaluation form that shows student has the ability to give feedback on the following: a) Instructional methods b) Communication techniques c) Learning environment d) Course content e) Student materials				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date



FIRE SERVICE INSTRUCTOR II

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5.5 EVALUATION AND TESTING

JPR #12

**Evaluation Sheet: 5.5.4
"PORTFOLIO"**

Candidate: _____

Date: _____

Student#: _____

STANDARD: 5.5.4 NFPA 1041, 2012 Edition IFSTA Fire Instructor, 8 th Edition	TASK: Analyze student written and practical exams, given test data, objectives, and agency policies, so validity of the exams is determined and necessary changes are accomplished.				
PERFORMANCE OUTCOME: The candidate will analyze student written and practical exams and make necessary changes.					
CONDITIONS: Given test data, objectives, and agency policy.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Complete a written analysis of student written exam (recommend changes to question stems, changes to distracters, toss poor test items, etc.)				
2.	Complete a written analysis of student practical exam (review against objectives, recommend changes, clarifications to task steps, etc.)				
3.	Review and document student comments regarding the written and practical exam				
4.	Make necessary changes to course (i.e., written, environment lesson plan, practical etc.), based on exam results				
5.	Submit changed materials to Proctor, if applicable				

Proctor/Candidate Comments: _____

Proctor (Print & Sign)	Date	Candidate	Date
Re-Test Proctor	Date	Re-Test Candidate	Date