

INSTRUCTOR I SKILL SHEET



NFPA 1041, 2019 EDITION



FIREFIGHTER CERTIFICATION BOARD OF NEW BRUNSWICK
FCBNB

Firefighter Certification Board of New Brunswick
Instructor I Skill Sheets
NFPA 1041, 2019 Edition
NFPA STANDARD 1041

JPR – FI-I # 1
 Revised 2020

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.2.2, 4.2.3, 4.3.2, 4.3.3 NFPA 1041, 2019 Edition	TASK: Instructor I candidates will adapt a prepared lesson plan provided by a training department or agency. Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).
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RESOURCES: • Prepared lesson plan

INSTRUCTIONAL MATERIALS AND EQUIPMENT					
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No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review and analyze the prepared lesson plan provided by the AHJ. NOTE: Analysis of the prepared lesson plan should include all available resources, facilities, and materials.				
2.	Identify items in the lesson plan, learning environment and/or resources that need to be adapted for students.				
3.	Adapt the lesson plan so that the needs of students and lesson objectives will be met.				
4.	Confirm the adapted lesson plan is complete and well organized.				
5.	Assemble and prepare materials for lesson delivery.				

Evaluator Comments: _____

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

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JPR – FI-I # 3
 Revised 2020

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.4.3, 4.4.4, 4.4.5 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will give a prepared classroom (cognitive) lesson that is 15-20 minutes in length. Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
• Prepared lesson plan		• Appropriate audiovisual equipment or training aids			
• Training session classroom/facility					
CLASSROOM INSTRUCTION					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	NOTE to Instructor I candidate: For this skill you will be evaluated on the following: a. Voice is clear, appropriately pitched, and well controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms.				
1.	Begin the preparation step in the four-step method of instruction. a. Instructor I candidate introduces him- or herself to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce lesson objectives. d. Introduce subject matter. e. Explain why classroom material is important to class participants. f. Explain how material(s) will be used. g. Establish rapport with class participants.				
2.	Begin the presentation step of the four-step method of instruction. a. Use audiovisual equipment, as defined in the lesson plan, to aid in meeting learning objectives. b. Deliver the lesson outline. c. If applicable, transition smoothly within and between different types of instruction (audiovisual, demonstration, discussion, etc.). d. Guide students toward meeting lesson objectives. e. Adjust teaching methods/equipment/materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. f. If applicable, appropriately address disruptive behaviors. g. If applicable, ensure class continuity is maintained. h. Summarize the key points or objectives of the presentation.				
3.	Begin the application step of the four-step method of instruction. a. Ensure that class participants are given the opportunity to apply concepts through discussions, exercises, or demonstrations, individually or as groups. b. Provide basic coaching and motivational techniques throughout instruction. c. Correct disruptive behaviors.				

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No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
4.	Evaluation/Closure step of the four-step method of instruction. a. Ensure students have learned the main idea of the lesson. b. The closure should be drawn from the students by asking them questions, asking them to summarize steps, to do another example, to apply information in a new situation or draw conclusions, take a written, oral, or practical examination to determine whether students have achieved the lesson objectives. c. Optional: Briefly state what the topic of the next lesson will be.				

Evaluator Comments:

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JPR – FI-I # 4
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NFPA STANDARD 1041

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.4.3, 4.4.4, 4.4.5 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will give a prepared practical (psychomotor) lesson. Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
• Prepared lesson plan		• Appropriate audiovisual equipment or training aids			
• Training session classroom/facility					
CLASSROOM INSTRUCTION					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	NOTE to Instructor I candidate: For this skill you will be evaluated on the following: a. Voice is clear, appropriately pitched, and well controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms.				
1.	Begin the preparation step in the four-step method of instruction. a. Instructor I candidate introduces him- or herself to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce lesson objectives. d. Introduce subject matter. e. Explain why classroom material is important to class participants. f. Explain how material(s) will be used. g. Establish rapport with class participants.				
2.	Begin the presentation step of the four-step method of instruction. a. Use audiovisual equipment, as necessary, to aid in meeting learning objectives. b. Present new concepts according to prepared lesson plan. c. If applicable, transition smoothly within and between different types of instruction (audiovisual, demonstration, discussion, etc.). d. Demonstrate skill in real time. e. Demonstrate skill slowly, describing each step. f. Adjust teaching methods/equipment/materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. g. If applicable, appropriately address disruptive behaviors. h. If applicable, ensure class continuity is maintained.				

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No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
3.	Begin the application step of the four-step method of instruction. a. Provide students an opportunity to perform under supervision. b. Coach students. Check and correct any errors. c. Correct disruptive behaviors.				
4.	Evaluation/Closure step of the four-step method of instruction. a. Ensure students have learned the main idea of the lesson. b. The closure should be drawn from the students by asking them questions, asking them to summarize steps, to do another example, to apply information in a new situation or draw conclusions, take a written, oral, or practical examination to determine whether students have achieved the lesson objectives. c. Optional: Briefly state what the topic of the next lesson will be.				

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JPR – FI-I # 5
Revised 2020

NFPA STANDARD 1041

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.5.2 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will give a test (oral, written, or performance). Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
<ul style="list-style-type: none"> • Oral assessment test questions • Written assessment multiple choice questions • Appropriate training aids/equipment for performance skill to be tested • Pencils/pens • Performance assessments checklists • Training session classroom/facility • Answer sheets 					
TESTING AND EVALUATION					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	Oral Assessment				
1.	Give oral assessment to individual students one-on-one.				
2.	Speak in a clear, articulated voice.				
3.	Maintain neutral facial expression; limit gestures.				
4.	Listen carefully to student’s answers, asking for clarification as necessary.				
5.	Record student’s answers accurately.				
	Written Assessment				
1.	Arrange classroom/facility to be suitable for written assessment.				
2.	Explain test procedures to students. <ul style="list-style-type: none"> a. Time permitted for assessment b. Filling out answer sheets correctly c. Standards for passing d. Cheating policy e. What to do when assessment is complete 				
3.	Monitor assessment.				
4.	Ensure all testing materials are collected at end of assessment.				
5.	Record student’s answers accurately.				

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No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
Performance Assessment					
1.	Arrange classroom/facility to be suitable for performance assessment.				
2.	Gather all necessary training aids/equipment appropriate for assessment.				
3.	Explain procedures to students. a. Task required to be completed b. Conditions of the assessment c. Time permitted for the skill d. Standards for passing e. Cheating policy f. What to do when assessment is complete				
4.	Observe skill being performed.				
5.	Ensure AHJ safety policies are followed at all times.				
6.	Use checklist to accurately record skill being performed.				

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Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.5.3 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will grade a test (oral, written, or performance). Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
<ul style="list-style-type: none"> • Assessment answer sheets • Answer keys • Skill checklists • Pens • Envelopes for securing results 					
TESTING AND EVALUATION					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	Oral Assessment				
1.	Check student answer sheet against answer key.				
2.	Count number of correct answers.				
3.	Check number of correct answers against criteria for passing.				
4.	Assign passing or failing grade based on criteria for passing.				
5.	Secure results in envelope; seal envelope.				
6.	Provide results to appropriate testing authority according to AHJ policies and procedures.				
	Written Assessment				
1.	Check student answer sheet against answer key.				
2.	Count number of correct answers.				
3.	Check number of correct answers against criteria for passing.				
4.	Assign passing or failing grade based on criteria for passing.				
5.	Secure results in envelope; seal envelope.				
6.	Provide results to appropriate testing authority according to AHJ policies and procedures.				

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No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
Performance Assessment					
1.	Review skills checklist.				
2.	Count number of items performed correctly.				
3.	Check number of items performed correctly against criteria for passing.				
4.	Assign passing or failing grade based on criteria for passing.				
5.	Secure results in envelope; seal envelope.				
6.	Provide results to appropriate testing authority according to AHJ policies and procedures.				

Evaluator Comments:

Evaluator (Print & Sign) **Date** **Candidate** **Date**

Re-Test Evaluator **Date** **Re-Test Candidate** **Date**

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JPR – FI-I # 8
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NFPA STANDARD 1041

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.5.4, 4.5.5 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will give feedback to students on their test results. Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
<ul style="list-style-type: none"> • Assessment results • Appropriate learning environment • Appropriate equipment based on assessment 					
TESTING AND EVALUATION					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
INDIVIDUAL FEEDBACK					
1.	After testing, meet with each student on a one-on-one basis as soon as possible.				
2.	Speak in a clear, articulated voice.				
3.	Inform student of his/her test result.				
4.	Discuss possible source of student errors.				
5.	Allow for student feedback.				
6.	Coach student on how to improve to meet training/assessment objectives (additional reading, additional practice, tutoring, etc.).				
CLASS FEEDBACK					
1.	After testing, meet with entire class as soon as possible.				
2.	Review answers with entire class.				
3.	Discuss questions the majority of students answered incorrectly.				
4.	Discuss possible source of errors.				
5.	Rephrase questions to help students understand.				
6.	Allow for student feedback.				
7.	Coach students on how to better meet training/assessment objectives (additional reading, additional practice, tutoring, etc.).				

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JPR – FI-I # 8

Evaluator Comments:

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<hr/> Re-Test Evaluator	<hr/> Date	<hr/> Re-Test Candidate	<hr/> Date

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JPR – FI-I # 9
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NFPA STANDARD 1041

Candidate: _____

Date: _____

Student#: _____

STANDARD: 4.2.4 NFPA 1041, 2019 Edition		TASK: The Instructor I candidate will practice requesting resources and scheduling instructional sessions, given a specific topic, in order for necessary materials, equipment, and resources to be available for the lesson to be delivered. Always follow standard operating procedures (SOPs) of the Authority Having Jurisdiction (AHJ).			
RESOURCES:					
<ul style="list-style-type: none"> • Pencil or pen • Request form 		<ul style="list-style-type: none"> • Paper • Scenario of mock training session 			
RECORDS, REPORTS, AND SCHEDULING					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Schedule training session with supervisor at AHJ site.				
2.	Complete necessary scheduling and resource request forms as per AHJ's policies and procedures.				
3.	Plan far enough in advance to ensure training session is well organized and meets all requirements of the AHJ's policies and procedures.				
4.	Confirm minimum enrollment for training session is met.				
5.	Confirm minimum staffing needs for training session are met.				
6.	Follow up with applicable facility to confirm booking (training classroom, burn building, etc.).				
7.	Follow up to confirm all needed equipment will be ready and available for the training session.				

Evaluator Comments: _____

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