



# FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I NFPA 1041, 2019 Edition

JPR #FESI-1

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate #: \_\_\_\_\_

<b>STANDARD:</b> 4.2.3, 4.2.3 (B), 4.2.2		<b>TASK:</b> The candidate will prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.		
<b>Topic Area:</b> Program Management  NFPA 1041, 2019 Edition		<b>TASK:</b> 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.		
<b>PERFORMANCE OUTCOME:</b> Given a specific topic, training goals and current resources, the candidate shall prepare request for resources so that the resources are identified and documented. After receiving resources the candidate shall assemble course material so that the lesson plan, all materials, resources and equipment needed to deliver the lesson are obtained.				
<b>CONDITIONS:</b> This skill must be submitted or presented to an Evaluator.				
<b>EQUIPMENT REQUIRED:</b> Training goals, current resources, resources request procedures and documents per AHJ, lesson plans and lesson materials.				
<b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9th Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate :</b>			
	Prepare request for resources			
1	Reviewed training goals	1.0		
2	Reviewed current resources	1.0		
3	Identified additional resources needed	1.0		
4	Requested needed resources in writing	1.0		
5	Documented resource request in writing	1.0		
	Assemble course material			
6	Selected a lesson plan appropriate to the topic	1.0		
7	Selected audiovisual aids and equipment appropriate to the lesson	1.0		
8	Utilized correct policy and procedure to obtain teaching material	1.0		
9	Chose presentation method appropriate to the teaching environment	1.0		
10	Assembled, prepared materials so they were ready to deliver the lesson	1.0		



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**Total Points Possible = 10**  
**Total Points Needed to Pass = 7**  
**Total Points Scored = \_\_\_\_\_**  
 Pass       Fail

**JPR #FESI-1**

**Proctor/Candidate Comments:**


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**Proctor Signature**

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**Date**

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**Candidate Signature**

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**Re-Test Candidate**

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**Date**



# FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I NFPA 1041, 2019 Edition

JPR #FESI-2

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate #: \_\_\_\_\_

<b>STANDARD:</b> 4.2.4, 4.2.4 (B), 4.2.5, 4.2.5 (B)		<b>TASK:</b> 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.		
<b>Topic Area:</b> Program Management  NFPA 1041, 2019 Edition		<b>TASK:</b> Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.		
<b>PERFORMANCE OUTCOME:</b> Given a training assignment, department scheduling procedures, instructional resources, facilities and a time line for delivery the candidate shall schedule single instructional sessions so that the specified sessions are delivered according to department procedure. After the scheduled training is complete, given policies and procedures and forms, the candidate shall complete training records and report forms so that all required reports are accurate and submitted in accordance with procedures.				
<b>CONDITIONS:</b> This skill must be submitted or presented to an Evaluator.				
<b>EQUIPMENT REQUIRED:</b> List of single instructional sessions for scheduling, department schedule, instructional resources and facilities, timeline for delivery of single instructional sessions, training record and report forms and policies and procedures per AHJ. Training goals, current resources, resources request procedures and documents per AHJ, lesson plans and lesson materials.				
<b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9 <sup>th</sup> Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate :</b>			
	Schedule single instructional sessions			
1	Reviewed scheduling procedures	1.0		
2	Reviewed sessions to be scheduled	1.0		
3	Reviewed timeline for delivery	1.0		
4	Reviewed instructional resources and facility availability	1.0		
5	Scheduled instructional sessions according to procedures	1.0		
	Complete training records and report forms			
6	Completed class roster to include date, location, instructor name, topic and student names	1.0		
7	Established documentation of attendance	1.0		
8	Completed records accurately in a clear and concise manner	1.0		



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9	Updated each student's individual training record	1.0		
10	Submitted records and reports according to training policies and procedures	1.0		

**Total Points Possible = 10**  
**Total Points Needed to Pass = 7**  
**Total Points Scored = \_\_\_\_\_**  
 Pass       Fail

JPR #FESI-2

**Proctor/Candidate Comments:**


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**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I  
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**JPR #FESI-3**

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate #:** \_\_\_\_\_

<b>STANDARD:</b> 4.3.2, 4.3.2 (B), 4.3.3, 4.3.3 (B)		<b>TASK:</b> 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.		
<b>Topic Area:</b> Instructional Development  NFPA 1041, 2019 Edition		<b>TASK:</b> 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.		
<b>PERFORMANCE OUTCOME:</b> Given the instructional material for a specific topic, target audience, and learning environment, the candidate shall review the instructional material and identify the elements of the lesson plan, learning environment, and resources that need adaptation. Then the candidate shall adapt the prepared lesson plan so that the needs of the student and the objectives of the lesson plan are achieved.				
<b>CONDITIONS:</b> This skill must be submitted or presented to an Evaluator.				
<b>EQUIPMENT REQUIRED:</b> Materials for a specific topic, target audience and learning environment, prepared lesson plan and policies and procedures per AHJ.				
<b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9 <sup>th</sup> Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate :</b>			
	Review instructional material			
1	Reviewed specified topic	1.0		
2	Reviewed prepared lesson plan	1.0		
3	Reviewed target audience	1.0		
4	Reviewed learning environment and/or facilities	1.0		
5	Reviewed audiovisual equipment and materials	1.0		
6	Analyzed required resources (e.g., staffing and equipment)	1.0		
7	Identified conditions (1-6 above) that would interfere with successful learning	1.0		
	Adapt a prepared lesson plan			
8	Adapted specific topic as necessary	1.0		
9	Adapted prepared lesson plan, as necessary	1.0		
10	Adapted to target audience and learning environment, as necessary	1.0		
11	Adapted audiovisual equipment and materials	1.0		
12	Adapted to other conditions that would interfere with successful learning	1.0		



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**Total Points Possible = 12**  
**Total Points Needed to Pass = 9**  
**Total Points Scored = \_\_\_\_\_**  
 Pass       Fail

**JPR #FESI-3**

**Proctor/Candidate Comments:**


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# FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I NFPA 1041, 2019 Edition

JPR #FESI-4

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate #: \_\_\_\_\_

<p><b>STANDARD:</b> 4.4.2, 4.4.2 (B), 4.4.3, 4.4.3 (B) 4.4.4, 4.4.4 (B), 4.4.5, 4.4.5 (B)</p> <p><b>Topic Area:</b> Instructional Development</p> <p>NFPA 1041, 2019 Edition</p>	<p><b>TASK:</b> Organize the 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.</p> <p><b>TASK:</b> 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.</p> <p><b>Task:</b> 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.</p> <p><b>Task:</b> 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.</p>
<p><b>PERFORMANCE OUTCOME:</b> Given a prepared lesson plan, necessary training aids, students, and a teaching environment adequate to meet the provision of this objective, the candidate shall deliver a 15-20 minute block of instruction. The candidate shall first organize the learning environment. Then the candidate shall present the prepared lesson and adjust to differences in learning styles including addressing disruptive behavior. During the presentation, the candidate shall also operate instructional technology tools and demonstration devices.</p>	
<p><b>CONDITIONS:</b> This skill must be presented in front of an Evaluator.</p>	
<p><b>EQUIPMENT REQUIRED:</b> Prepared lesson plan, learning environment, audiovisual equipment and demonstration devices, student with disruptive behavior, changing circumstances in the class environment.</p>	
<p><b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9<sup>th</sup> Edition.</p>	



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No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate shall:</b>			
	Organize the 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.	Pass/Fail *Critical		
1	Adapted learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating, etc.).	1.0		
2	Prepared audiovisual equipment and/or teaching aids for use and tested prior to beginning presentation.	1.0		
3	Ensured that recognized safety hazards are addressed.	1.0		
	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.	Pass/Fail *Critical		
4	Presented the prepared lesson plan.	1.0		
5	Clearly presented lesson learning objectives.	1.0		
6	Utilized presentation methods specified by the lesson plan.	1.0		
7	Demonstrated effective oral communication techniques.	1.0		
	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.	Pass/Fail *Critical		
8	Adjusted the presentation to changing classroom circumstances.	1.0		
9	Adjusted to differences in student learning styles, abilities and behavior.	1.0		
10	Utilized coaching and motivational techniques.	1.0		
11	Addressed disruptive behavior.	1.0		
12	Demonstrated flexibility and ability to solve problems.	1.0		





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13	Maintained personal composure and professional demeanor.	1.0		
	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.	Pass/Fail *Critical		
14	Utilized prepared topical media and equipment.	1.0		
15	Operated instructional technology equipment so that it functions properly.	1.0		
16	Effectively utilized instructional technology aids and equipment.	1.0		
17	Followed proper cleaning and/or field maintenance procedures for audiovisual equipment.	1.0		
18	Properly transitioned within and between media.	1.0		
19	Smoothly transitioned between media and other parts of lesson presentation.	1.0		
20	Adapted instruction to the time frame provided.	1.0		
21	Achieved stated learning objectives.	1.0		
22	Completed instruction in the time frame provided.	1.0		

**\*Critical Skill**

**Total Points Possible = 22**

**Total Points Needed to Pass = 16**

**Total Points Scored = \_\_\_\_\_**

Pass       Fail

**Proctor/Candidate Comments:**




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# FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I NFPA 1041, 2019 Edition

**JPR #FESI-5**

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate #:** \_\_\_\_\_

<p><b>STANDARD:</b> 4.5.2, 4.5.2 (B)</p> <p><b>Topic Area:</b> Evaluation and Testing</p> <p>NFPA 1041, 2019 Edition</p>	<p><b>TASK:</b> Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and 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.</p>			
<p><b>PERFORMANCE OUTCOME:</b> Given a lesson plan, evaluation instruments, and the evaluation procedures of the agency, the candidate 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.</p>				
<p><b>CONDITIONS:</b> This skill must be presented in front of an Evaluator. The Evaluator shall chose the type of test administered by the candidate.</p>				
<p><b>EQUIPMENT REQUIRED:</b> Lesson plan, evaluation instruments (oral, written and performance tests), evaluation procedures per AHJ</p>				
<p><b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9<sup>th</sup> Edition.</p>				
No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate shall:</b>			
	Administer either an oral, written, or performance tests as determined by the evaluator, given the lesson plan, evaluation instruments, and 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.	Pass/Fail *Critical		
1	Followed applicable testing/evaluation procedures.	4.0		
2	Eliminated bias and discrimination.	2.0		
3	Maintained security of testing materials.	4.0		
<p><b>*Critical Skill</b></p> <p><b>Total Points Possible = 10</b></p> <p><b>Total Points Needed to Pass = 8</b></p> <p><b>Total Points Scored = _____</b></p> <p><input type="checkbox"/> Pass            <input type="checkbox"/> Fail</p>				



**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I  
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**JPR #FESI-5**

**Proctor/Candidate Comments:**


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**Proctor Signature**

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**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I  
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**JPR #FESI-6**

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate #:** \_\_\_\_\_

<b>STANDARD:</b> 4.5.3, 4.5.4  <b>Topic Area:</b> Evaluation and Testing  NFPA 1041, 2019 Edition		<b>TASK:</b> 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.  <b>TASK:</b> 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.		
<b>PERFORMANCE OUTCOME:</b> Given class answer sheets or skills checklists and appropriate answer key, the candidate shall grade a student oral, written or performance test so that the examination is accurately graded and properly secured. Following the grading of selected test and given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, the candidate shall report test results so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.				
<b>CONDITIONS:</b> This skill must be submitted or presented to an Evaluator.				
<b>EQUIPMENT REQUIRED:</b> Class answer sheets or skills checklists, answer key, report forms, policies and procedures per AHJ.				
<b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9 <sup>th</sup> Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
<b>The candidate :</b>				
1	Utilized appropriate answer key.	2.0		
2	Accurately graded designated test.	2.0		
3	Maintained consistency in evaluating/grading.	2.0		
4	Followed applicable evaluation/grading procedures.	1.0		
5	Properly secured tests and answer key.	2.0		
6	Completed test result report form(s).	1.0		
7	Maintained accuracy and consistency in reporting.	1.0		
8	Reported test results according to procedures.	1.0		
9	Exercised appropriate confidentiality in reporting.	2.0		
10	Forwarded report of test results to proper person(s).	1.0		
11	Reported any unusual circumstances, if applicable.	1.0		



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**Total Points Possible = 16**  
**Total Points Needed to Pass = 12**  
**Total Points Scored = \_\_\_\_\_**  
 Pass       Fail

**JPR #FESI-7**

**Proctor/Candidate Comments:**


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**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level I  
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**JPR #FESI-7**

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate #:** \_\_\_\_\_

<b>STANDARD:</b> 4.2.3 (B), 4.4.4 (B), 4.5.4 (B) 4.5.5, 4.5.5 (B)		<b>TASK:</b> 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.		
<b>Topic Area:</b> Evaluation and Testing				
NFPA 1041, 2019 Edition				
<b>PERFORMANCE OUTCOME:</b> Given evaluation data, the candidate 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.				
<b>CONDITIONS:</b> This skill must be presented to an Evaluator.				
<b>EQUIPMENT REQUIRED:</b> Evaluation data, policies and procedures per AHJ.				
<b>REFERENCE:</b> IFSTA Fire and Emergency Services Instructor 9 <sup>th</sup> Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
	<b>The candidate :</b>			
1	Provided student feedback based upon testing/evaluation results.	2.0		
2	Provided feedback and coaching that is specific to each student.	2.0		
3	Provided feedback that is timely and objective.	2.0		
4	Provided feedback that is clear and relevant.	1.0		
5	Included suggestions to improve future performance.	2.0		
6	Maintained security of test results and privacy of individual feedback.	1.0		
<b>Total Points Possible = 10</b> <b>Total Points Needed to Pass = 7</b> <b>Total Points Scored = _____</b> <input type="checkbox"/> Pass <input type="checkbox"/> Fail				



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**JPR #FESI-7**

**Proctor/Candidate Comments:**


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