



**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II
NFPA 1041, 2019 Edition**

JPR FESI-2-1

Candidate: _____ **Date:** _____

Candidate #: _____

STANDARD: 5.2.2, 5.2.2 (B)		TASK: Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.		
Topic Area: Program Management				
NFPA 1041, 2019 Edition				
PERFORMANCE OUTCOME: Given a department scheduling policy, forms or calendars, instructional resources, staff, facilities and a timeline for delivery the candidate shall schedule instructional sessions so that they are delivered according to department policy.				
CONDITIONS: This skill must be submitted or presented to an Evaluator.				
EQUIPMENT REQUIRED: Form or calendar, department scheduling policy, instructional resources, staff and facilities, timeline for delivery, Skill 2-1 Activity Sheets				
REFERENCE: IFSTA Fire and Emergency Services Instructor 8 th Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
The candidate :				
1	Used appropriate scheduling form or calendar	2.0		
2	Followed department policy with regard to scheduling resources	2.0		
3	Avoided conflicting courses, staff, other resources	2.0		
4	Provided for course delivery according to given timelines	2.0		
5	Made effective use of available resources	2.0		
Total Points Possible = 10 Total Points Needed to Pass = 7 Total Points Scored = _____ <input type="checkbox"/> Pass <input type="checkbox"/> Fail				



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**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II
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JPR FESI-2-2

Candidate: _____ **Date:** _____

Candidate #: _____

STANDARD: 5.2.3, 5.2.3 (B) 5.2.4, 5.2.4 (B)		TASK: Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.		
Topic Area: Program Management NFPA 1041, 2019 Edition		TASK: Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.		
PERFORMANCE OUTCOME: Given training goals, agency budget policy and current resources the candidate shall formulate budget needs so that the resources required to meet the training goals are identified and documented. Then the candidate shall gather the required training resources so that the resources are obtained within established timelines, budget constraints and according to agency policy.				
CONDITIONS: This skill must be submitted or presented to an Evaluator.				
EQUIPMENT REQUIRED: Training goals, agency budget policy, current resources, budget constraints, Skill 2-2 Activity Sheet				
REFERENCE: IFSTA Fire and Emergency Services Instructor 8 th Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
The candidate :				
1	Followed agency budget policy	1.0		
2	Analyzed existing resources	2.0		
3	Balanced existing resources against training goals	2.0		
4	Identified resources needed to meet training goals	2.0		
5	Made recommendations for purchases to support training goals	1.0		
6	Established timeline for purchases	1.0		
7	Completed forms documenting resources needed to meet training goals	1.0		

Total Points Possible = 10
Total Points Needed to Pass = 7
Total Points Scored = _____
 Pass Fail



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JPR FESI-2-3

Candidate: _____ **Date:** _____

Candidate #: _____

STANDARD: 5.2.5, 5.2.5 (B)		TASK: Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.		
Topic Area: Program Management				
NFPA 1041, 2019 Edition				
PERFORMANCE OUTCOME: Given training forms, department policy and training activity, you shall coordinate training record keeping so that all agency and legal requirements are met.				
CONDITIONS: This skill must be submitted or presented to an Evaluator.				
EQUIPMENT REQUIRED: Training forms, department policy, training activity, agency requirements, legal requirements, Skill 2-3 Activity Sheets				
REFERENCE: IFSTA Fire and Emergency Services Instructor 8 th Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
The candidate :				
1	Documented training activity	2.0		
2	Utilized appropriate record keeping forms	2.0		
3	Adhered to agency record keeping policy	2.0		
4	Adhered to professional record keeping standards	2.0		
5	Adhered to all legal requirements for record keeping and auditing procedures	2.0		
Total Points Possible = 10 Total Points Needed to Pass = 7 Total Points Scored = _____ <input type="checkbox"/> Pass <input type="checkbox"/> Fail				



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JPR FESI-2-4

Candidate: _____ **Date:** _____

Candidate #: _____

<p>STANDARD: 5.2.6, 5.2.6 (B), 5.4.2 (B)</p> <p>Topic Area: Program Management</p> <p>NFPA 1041, 2019 Edition</p>	<p>TASK: Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, 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 evaluator.</p>			
<p>PERFORMANCE OUTCOME: The candidate shall observe a teaching presentation and complete a written teaching evaluation on the instructor using a provided standard evaluation form. The candidate shall document strengths and weaknesses, and make recommendations for changes in style or communication methods. The candidate shall allow the instructor adequate time for discussion and feedback on the evaluation.</p>				
<p>CONDITIONS: This skill must be performed with an Evaluator present.</p>				
<p>EQUIPMENT REQUIRED: Instructor Evaluation Form Activity Sheet, Department Policy, Job Performance Requirements</p>				
<p>REFERENCE: IFSTA Fire and Emergency Services Instructor 8th Edition.</p>				
No.	Task Steps	Task Value	First Test Score	Retest Score
The candidate :				
1	Observed the teaching presentation of the Instructor being evaluated.	2.0		
2	Evaluated in a manner so as not to disrupt the learning environment.	2.0		
3	Completed necessary forms or other documents.	1.0		
4	Identified strengths and weaknesses of the Instructor.	2.0		
5	Made written recommendation for changes in instructional style or method through coaching.	1.0		
6	Allowed for feedback from the Instructor being evaluated.	2.0		

<p>Total Points Possible = 10</p> <p>Total Points Needed to Pass = 7</p> <p>Total Points Scored = _____</p> <p><input type="checkbox"/> Pass <input type="checkbox"/> Fail</p>
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JPR FESI-2-5

Candidate: _____ **Date:** _____

Candidate #: _____

<p>STANDARD: 5.3.2, 5.3.2 (B)</p> <p>Topic Area: Instructional Development</p> <p>NFPA 1041, 2019 Edition</p>	<p>TASK: Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, an evaluation plan, and learning objectives for the topic are addressed.</p>			
<p>PERFORMANCE OUTCOME: Using a job performance requirement as defined in NFPA 1041 Annex C, the candidate shall prepare a written lesson plan on a skill-based topic approved by the evaluator using a standard format.</p> <p>The lesson plan must include the following: learning objective, lesson materials, instructional aids, lesson outline, suitable learning activity (application stage), and a plan for evaluating the student's accomplishment of the lesson objective. The lesson must be appropriate for the target audience and designed to be presented within the time allotted by the evaluator.</p> <p>The lesson topic approved must be within the Psychomotor/Skills Domain so that a performance skill evaluation form can be developed in Skill Number 2-8.</p>				
<p>CONDITIONS: This skill must be submitted or performed with an Evaluator present.</p>				
<p>EQUIPMENT REQUIRED: Evaluator approved topic, evaluator identified audience characteristics, standard lesson plan format, NFPA 1041 Annex C, Instruction Sheet- Instructor II Performance Skills</p>				
<p>REFERENCE: IFSTA Fire and Emergency Services Instructor 8th Edition.</p>				
No.	Task Steps	Task Value	First Test Score	Retest Score
	The candidate :			
1	Conducted research and needs analysis to determine student and resource needs.	1.0		
2	Used job performance requirement to develop behavior objectives.	2.0		
3	Created a lesson plan.	Pass/Fail *Critical		
4	Met requirements for topic and target audience.	1.0		
5	Included learning objectives, lesson outline, course materials.	2.0		
6	Included instructional aids, learning activity and evaluation plan.	2.0		
7	Utilized standard lesson plan format.	2.0		



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***Critical**

Total Points Possible = 10

Total Points Needed to Pass = 7

Total Points Scored = _____

Pass

Fail

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FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II NFPA 1041, 2019 Edition

JPR FESI-2-6

Candidate: _____ **Date:** _____

Candidate #: _____

STANDARD: 5.4.2, 5.4.2 (B) Topic Area: Instructional Delivery NFPA 1041, 2019 Edition	TASK: Conduct a class using a 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 that the lesson is delivered in a safe and effective manner and the objectives are achieved.
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PERFORMANCE OUTCOME: The candidate shall teach a 15-20 minute block of instruction using a lesson plan that the candidate prepared. The lesson must include a combination of appropriate teaching methods to include the discussion method. Selection and use of appropriate instructional aids shall be included. The lesson should smoothly transition between teaching methods and make effective use of instructional aids.

CONDITIONS: This skill must be performed with an Evaluator present.

EQUIPMENT REQUIRED: Lesson plan prepared by candidate, Instruction Sheet- Instructor II Performance Skills

REFERENCE: IFSTA Fire and Emergency Services Instructor 8th Edition.

No.	Task Steps	Task Value	First Test Score	Retest Score
The candidate :				
1	Instructed from a lesson plan prepared by the Instructor II candidate.	2.0		
2	Adapted lesson plan to target audience.	2.0		
3	Included discussion method of teaching.	2.0		
4	Used multiple teaching methods.	2.0		
5	Used appropriate teaching methods, techniques, and instructional aids.	2.0		
6	Smoothly transitioned between teaching methods.	2.0		
7	Effectively utilized instructional aids.	2.0		
8	Achieved lesson objectives.	2.0		
9	Completed instruction in the time frame provided.	2.0		

<p>Total Points Possible = 18</p> <p>Total Points Needed to Pass = 13</p> <p>Total Points Scored = _____</p> <p><input type="checkbox"/> Pass <input type="checkbox"/> Fail</p>



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FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II

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JPR FESI-2-7

Candidate: _____ **Date:** _____

Candidate #: _____

<p>STANDARD: 5.4.3, 5.4.3 (B)</p> <p>Topic Area: Instructional Delivery</p> <p>NFPA 1041, 2019 Edition</p>	<p>TASK: Supervise other instructors and students during training, given a specialized training scenario so that applicable safety standards and practices are followed and instructional goals are met.</p>			
<p>PERFORMANCE OUTCOME: Given a specialized training scenario, the candidate shall identify applicable safety guidelines (NFPA, OH&S) that are to be followed. The candidate shall supervise the specialized incident scenario, properly implement the incident command system and adhere to all safety standards and practices. The candidate shall meet instructional goals, provide safety control over the scenario and respond to (and address) safety issues as they occur.</p>				
<p>CONDITIONS: The skill may be completed either as a role-play scenario in which the candidate supervises a specialized training exercise or the skill may be completed in written format as an in-class or take-home assignment in which the candidate completes a narrative describing the procedures for supervising a specialized training exercise.</p> <p>In the written format, the narrative must include information to meet all of the steps for this skill. Examples of specialized training include live fire exercises, hazardous materials, above and below graded rescue, and evolutions that involve the use of power tools.</p>				
<p>EQUIPMENT REQUIRED: Increased hazard exposure training scenario, safety guidelines, Instruction Sheet- Instructor II Performance Skills</p>				
<p>REFERENCE: IFSTA Fire and Emergency Services Instructor 8th Edition.</p>				
No.	Task Steps	Task Value	First Test Score	Retest Score
	The candidate :			
1	Identified applicable safety guidelines for the training scenario.	2.0		
2	Supervised a specialized training scenario.	2.0		
3	Properly implemented the Incident Command System.	2.0		
4	Adhered to safety standards and practices.	2.0		
5	Met instructional goals.	2.0		
6	Provided positive safety control over training scenarios.	Pass/Fail *Critical		
7	Responded to safety issues and addressed them as they occurred.	2.0		



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***Critical**

Total Points Possible = 12

Total Points Needed to Pass = 9

Total Points Scored = _____

Pass

Fail

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FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II

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JPR FESI-2-8

Candidate: _____ **Date:** _____

Candidate #: _____

<p>STANDARD: 5.5.2, 5.5.2 (B), 5.4.2 (B)</p> <p>Topic Area: Evaluation and Testing</p> <p>NFPA 1041, 2019 Edition</p>	<p>TASK: Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.</p>			
<p>PERFORMANCE OUTCOME: The candidate shall create one student evaluation instruments, either a written test or a skill evaluation form for evaluating learning to be chosen by the evaluator. The evaluation instruments must determine if the student has achieved the learning objectives; and evaluate performance in an objective, valid, reliable and verifiable manner. The evaluation instruments must be bias free.</p>				
<p>CONDITIONS: This skill may be submitted or performed with an Evaluator present.</p>				
<p>EQUIPMENT REQUIRED: Learning objectives, audience characteristics, training goals</p>				
<p>REFERENCE: IFSTA Fire and Emergency Services Instructor 8th Edition.</p>				
No.	Task Steps	Task Value	First Test Score	Retest Score
	The candidate :			
	Creating a written test			
1	Created and assembled a student evaluation instrument.	1.0		
2	Created an instrument that determines if the student has achieved the learning objectives.	1.0		
3	Created an instrument that evaluates performance in an objective manner.	1.0		
4	Created an instrument that evaluates performance in a reliable manner.	1.0		
5	Created an instrument that evaluates performance in a verifiable manner.	1.0		
6	Created an instrument that evaluates performance in a valid manner.	1.0		
7	Included instructions.	1.0		
8	Included a question example with a sample response.	1.0		
9	Included an answer key.	1.0		
10	Created an instrument that is bias free.	1.0		



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Creating a skill evaluation				
1	Created and assembled a student evaluation instrument.	2.0		
2	Created an instrument that determines if the student has achieved the learning objectives.	1.0		
3	Created an instrument that evaluates performance in an objective manner.	1.0		
4	Created an instrument that evaluates performance in a reliable manner.	1.0		
5	Created an instrument that evaluates performance in a verifiable manner.	1.0		
6	Created an instrument that evaluates performance in a valid manner.	1.0		
7	Included instructions.	1.0		
8	Included methods of rating.	1.0		
9	Created an instrument that is bias free.	1.0		

Total Points Possible = 10

Total Points Needed to Pass = 7

Total Points Scored = _____

Pass

Fail



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**FIRE and EMERGENCY SERVICE INSTRUCTOR, Level II
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JPR FESI-2-9

Candidate: _____ **Date:** _____

Candidate #: _____

STANDARD: 5.5.3, 5.5.3 (B)		TASK: Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.		
Topic Area: Program Management				
NFPA 1041, 2019 Edition				
PERFORMANCE OUTCOME: Given agency policy and evaluation goals, the candidate shall create a written class evaluation instrument that allows for student feedback on instructional methods, communication techniques, learning environment, course content and student materials.				
CONDITIONS: This skill may be submitted in writing or presented to an Evaluator.				
EQUIPMENT REQUIRED: Agency policy, evaluation goals				
REFERENCE: IFSTA Fire and Emergency Services Instructor 8 th Edition.				
No.	Task Steps	Task Value	First Test Score	Retest Score
	The candidate :			
1	Created a class evaluation instrument.	2.0		
2	Developed an instrument that allows feedback from students to the Instructor.	2.0		
3	Included opportunity for feedback on instructional methods.	2.0		
4	Included opportunity for feedback on communication techniques.	2.0		
5	Included opportunity for feedback on learning environment.	1.0		
6	Included opportunity for feedback on course content, student materials.	1.0		

<p>Total Points Possible = 10</p> <p>Total Points Needed to Pass = 7</p> <p>Total Points Scored = _____</p> <p><input type="checkbox"/>Pass <input type="checkbox"/>Fail</p>
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