

**FIRE SERVICE INSTRUCTOR I**

**PRACTICAL SKILLS**

**CERTIFICATION EXAMINATION PACKET**

**(NFPA Standard 1041, 2012 Edition)**

*Revised Aug 31, 2018*

## **Completion of the practical examination process:**

In order to successfully complete the Fire Instructor I practical examination and practical projects, the candidate must demonstrate the following:

- All Skill Sheets must be signed by the program evaluator, indicating that all skills were successfully completed during the program
  - The Program Instructor must keep a copy of all signed skill sheets for each candidate for a period of at least 90 days after completion of the program for audit purposes
- Candidate must score 11 points out of a possible 15 points on the presentation skill practical examination (skill #7 in this document, pages 9 and 10 must be included with this document).
- The Program Evaluator must sign page 11 indicating that all skills were completed during the program (completion of 100% of skill sheets is required to receive certification).
- Candidate must score 17 points out of a possible 24 on the Fire Instructor I - Skills Project Packet (page 11 through 17 of this document)

If AZCFSE does not receive proof of successful completion of all skills by a candidate, or a candidate does not receive a passing score on the Skills Project Packet, the candidate will be marked incomplete until such time as AZCFSE receive documentation of the candidate's successful completion of all requirements, and a completed project packet with a passing score after evaluation by an approved evaluator or proctor.

All Skill Project Packets must be received within one year of program completion for a candidate to be eligible for certification.

Candidate who do not successfully pass the presentation skill (Skill Sheet #7), will have one year to complete a total of 3 attempts on the examination to be eligible for certification.

<b>Candidate:</b>	<b>Date:</b>
<b>STANDARD:</b> NFPA 1041, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.2, 4.3.3	<b>SKILL AREA:</b> Program Administration
<b>TASK:</b> The candidate shall assemble course materials; review instructional materials; adapt a prepared lesson plan; schedule training sessions;	
<b>PERFORMANCE OUTCOME:</b> The candidate shall assemble course materials; adapt a prepared lesson plan; review instructional materials; schedule training sessions;	
<b>EQUIPMENT:</b> Instructional Material, Local AHJ SOP/SOG, budget policy, and other related forms	
<b>Conditions:</b> Given Instructional Material, Local AHJ SOP/SOG, budget policy, and other related forms the candidate shall demonstrate the ability to meet the JPR's defined.	

		<b>P</b>	<b>F</b>
	<b>Materials:</b>		
<b>1.</b>	Obtained and assembled course materials, resources, and equipment. (4.2.2)	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b>	Review instructional materials, given the materials for a specific topic, target audience and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. (4.3.2)	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</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. (4.3.3)	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b>	Schedule training sessions in accordance with local procedures (4.2.4)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

\_\_\_\_\_ *Evaluator Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Evaluator Signature*

<p><b><u>Overall Skill Sheet Result:</u></b></p> <p>Complete: <input type="checkbox"/>    Incomplete: <input type="checkbox"/></p>
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<b>Candidate:</b>	<b>Date:</b>
<b>STANDARD:</b> NFPA 1041, , 4.4.2, 4.3.3	<b>SKILL AREA:</b> Program Administration
<b>TASK:</b> The candidate shall organize the classroom, lab, or outdoor learning environment.	
<b>PERFORMANCE OUTCOME:</b> The candidate shall organize the classroom, lab, or outdoor learning environment.	
<b>EQUIPMENT:</b> Furnished Classroom or other teaching environment	
<b>Conditions:</b> Given a furnished classroom or other teaching environment the candidate shall demonstrate the ability to meet the JPR's defined.	

		<b>P</b>	<b>F</b>
<b>Classroom Management:</b>			
<b>1.</b>	Organized classroom or other teaching environment with consideration given to lighting, distractions, climate control/weather, noise control, seating, audio visual equipment, teaching aids, and safety are considered. (4.4.2)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

\_\_\_\_\_ *Evaluator Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Evaluator Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Complete: <input type="checkbox"/> Incomplete: <input type="checkbox"/>

<b>Candidate:</b>	<b>Date:</b>
<b>STANDARD:</b> NFPA 1041, 4.3.3, 4.4.2, 4.4.6, 4.4.7, 4.5.5	<b>SKILL AREA:</b> Program Administration
<b>TASK:</b> The candidate shall operate and utilize audio visual equipment and demonstration the uses, and maintenance, of these devices	
<b>PERFORMANCE OUTCOME:</b> The candidate shall operate and utilize audio visual equipment and demonstrate the uses of these devices	
<b>EQUIPMENT:</b> Audio visual equipment, projector(s), laptop computer	
<b>Conditions:</b> Given audio visual equipment, projector(s), laptop computer the candidate shall demonstrate the ability to meet the JPR's defined.	

		<b>P</b>	<b>F</b>
	<b>Audiovisual:</b>		
<b>1.</b>	Demonstrate familiarity with equipment controls and aspects of projection. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b>	Demonstrate familiarity with media types, limitations, and selection criteria, and correctly use the type of audiovisual equipment provided, (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b>	Understands AV cleaning and field maintenance procedures (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b>	Demonstrate smooth transition techniques within and between media. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

\_\_\_\_\_ *Evaluator Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Evaluator Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Complete: <input type="checkbox"/> Incomplete: <input type="checkbox"/>



<b>Candidate:</b>	<b>Date:</b>
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<b>STANDARD:</b> NFPA 1041, 4.2.3, 4.3.3, 4.4.3, 4.5.2, 4.5.3, 4.5.4, 4.5.5	<b>SKILL AREA:</b> <u>Testing</u>
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**TASK:** The Candidate shall test students.

**PERFORMANCE OUTCOME:** The candidate shall test students through oral, written, or practical exams, and understand the procedures for administering each type of exam, the grading procedures for each type of exam, the reporting procedures, and the security procedures for test material. The candidate shall evaluate student performance and provide feedback.

**EQUIPMENT:** Test material, and other related forms

**Conditions:** Given test material, and other related forms the candidate shall demonstrate the ability to meet the JPR's defined

		P	F
<b>Testing and Evaluation:</b>			
1.	Explain key procedures for administering oral, written, and practical exams, and procedures for grading each type of exam. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>
2.	Administer oral, written, or practical test. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>
3.	Grade student oral, written, or performance test, and/or explain procedures for grading each type of exam. (4.5.3)	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evaluate student performance and provide timely, objective, clear, and relevant feedback to student. Provide suggestions based on data received from exams or evaluations.(4.5.5)	<input type="checkbox"/>	<input type="checkbox"/>
5.	Report test results so that results are accurately reported (including any unusual circumstances) and forms are forwarded according to policies and procedures. (See attached form template for reporting test results to be attached to Skill Project Packet) (4.5.4)	<input type="checkbox"/>	<input type="checkbox"/>
6.	Understand security procedures for exams, and maintain the security of test and evaluation materials. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

\_\_\_\_\_  
*Evaluator Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Evaluator Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Complete: <input type="checkbox"/> Incomplete: <input type="checkbox"/>

<b>Candidate:</b>	<b>Date:</b>
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<b>STANDARD:</b> NFPA 1041, 4.2.3, 4.2.5, 4.3.2, 4.5.4, 4.5.5	<b>SKILL AREA:</b> Record Keeping
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<b>TASK:</b> The Candidate shall prepare training records and a request for resources.
<b>PERFORMANCE OUTCOME:</b> The candidate shall prepare training records and a request for resources accurately and in accordance with departmental procedures.
<b>EQUIPMENT:</b> Training record form(s), report form(s), request for resources form(s), and other related forms *see attached sample training records
<b>Conditions:</b> Given training record form(s), report form(s), request for resources form(s), and other related forms the candidate shall demonstrate the ability to meet the JPR's defined.

		P	F
<b>Record Keeping:</b>			
1.	Complete training records, and report forms ( <b>See attached form templates to be attached to Skill Project Packet</b> ) accurately in accordance with department procedures. (4.2.5)	<input type="checkbox"/>	<input type="checkbox"/>
2.	Prepare request for resources ( <b>See attached form templates to be attached to Skill Project Packet</b> ), given training goals and current resources, so that the resources required to meet training goals are identified and documented. (4.2.3)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

<i>Evaluator Name</i>	<i>Date</i>
<i>Evaluator Signature</i>	

<b><u>Overall Skill Sheet Result:</u></b>
Complete: <input type="checkbox"/> Incomplete: <input type="checkbox"/>



<b>Candidate:</b>	<b>Date:</b>
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<b>STANDARD:</b> NFPA 1041, 4.2.3, 4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7	<b>SKILL AREA:</b> <u>Program Presentation</u>
<b>TASK:</b> The Candidate shall present a block of instruction	
<b>PERFORMANCE OUTCOME:</b> The Candidate shall present a block of instruction ; adjust presentations so learning outcomes are achieved; adjust to learning styles, abilities and behaviors;	
<b>EQUIPMENT:</b> Prepared Lesson, audio visual equipment,	
<b>Conditions:</b> Given a specific topic, a prepared lesson plan, necessary training aids, students, and an adequate teaching environment the candidate shall demonstrate the ability to meet the JPR's defined	
*See scoring criteria below	

No.	Task Steps	TEST		RETEST	
		P	F	P	F
	<b>Student Preparation:</b>				
1.	Introduce subject matter. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Explain why material is important. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Explain how material will be useful. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Establish rapport with students. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Explain objectives. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		P	F	P	F
<b>Classroom Presentation:</b>					
6.	Present new skills, concepts, and /or procedures according to prepared lesson plan. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Guide Student toward meeting objectives, adjust to learning styles, abilities and behaviors, and adjust presentation to changes in class environment. (4.3.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Adjust presentation based on circumstances in the classroom so learning outcomes are achieved (4.4.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instructional Materials:</b>					
9.	Introduce and present projectable and/or non-projectable materials at the logical point in the lesson. (4.4.6, 4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Relate projectable and/or non-projectable materials into the lesson material. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication:</b>					

<b>11.</b>	Voice is clear, effectively pitched, and well-modulated. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.</b>	***Communicates topic affectively. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13.</b>	Style is reasonably free of mannerisms materially detracting to teaching effort. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Safety:</b>					
<b>14.</b>	All applicable safety standards and practices are followed during the presentation. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15.</b>	A safe and positive learning environment is maintained.(4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments:</b>

\_\_\_\_\_ *Evaluator Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Evaluator Signature*

**Overall Skill Sheet Result:**

\*11/15 of above items are required to pass

\*\*\*critical skill

Pass:                       Fail:

FIRE INSTRUCTOR I – SKILL PROJECT PACKET  
Arizona Center for Fire Service Excellence

**Candidate Name** (print clearly): \_\_\_\_\_

**Program Name** (Department or College) \_\_\_\_\_

**Total points received by candidate on Skills Project Packet** \_\_\_\_\_

*(17 points required out of 24 points maximum)*

Evaluator attests that all skills listed in this document (Skill sheets #1 through 7) were successfully demonstrated by this candidate during the course of this program.

Evaluator and Program Instructor: Do not turn in skill sheet number 1 through 6 with this packet unless instructed to do so. Keep a copy of all completed and signed skill sheets for at least 90 days for audit purposes.

The completed packet will include:

- Skill Sheet #7, Presentation Skill for the candidate, scored and signed by Evaluator (Skill #7 must be included with this packet)
- This Skills Project Packet completed by candidate, scored and signed by Evaluator (The Skills Packet includes all pages following skill sheet #7)

Evaluator Name \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

Instructor Name \_\_\_\_\_ Instructor Signature \_\_\_\_\_

(Instructor signature verifies that this candidate completed all required skills during the training program)

Proctor Name \_\_\_\_\_ Proctor Signature \_\_\_\_\_

**Proctor please check one box below:**

- Proctor concurs with candidate score on this packet above
- Proctor requests a final review of Instructor I Skills Packet by AZCFSE  
(if any skills are incomplete, check this box)

**Skill Sheet #1: Lesson Plan:** Attach a copy of a prepared lesson plan that you have adapted to fit a particular audience (lesson plan can either be prepared by the candidate and then adapted to fit the audience or already prepared by someone else and then adapted by the candidate):

Lesson Plan attached with description of how the lesson plan was adapted to fit the audience.

*(Evaluator check box above if attached and adapted)*

**Points received:** \_\_\_\_\_ (8 points maximum)

To receive full credit it must be clear how the lesson plan was adapted to fit the audience by the candidate (typed or clearly written on the lesson plan)

- 8 points: Excellent
- 6 points: Good
- 4 points: Fair
- 2 point: Poor
- 0 points: No effort (lesson plan may be attached but no adaptations clearly made on the lesson plan)

**On a separate typed (strongly recommended) or clearly written sheet of paper, complete the assigned task for each Skill Sheet. Be sure to reference each assignment with the corresponding skill topic and skill sheet number.**

**Skill Sheet #2: Classroom organization:** Discuss at least 4 issues that affect classroom organization and describe how you would address them (examples: lighting, distractions, climate control, noise, seating, audio visual equipment, teaching aids, safety):

**Points received:** \_\_\_\_\_ (4 points maximum)

*To receive full credit, a minimum of 4 issues must be discussed that affect classroom organization in detail.*

- 4 points: Excellent
- 3 points: Good
- 2 points: Fair
- 1 point: Poor
- 0 points: No effort

**Skill Sheet #4: Coaching:** Describe at least 2 basic coaching and motivational techniques that you might use and in what circumstances:

**Points received:** \_\_\_\_\_ (4 points maximum)

*To receive full credit, at least 2 coaching and motivational techniques must be described.*

- 4 points: Excellent
- 3 points: Good
- 2 points: Fair
- 1 point: Poor
- 0 points: No effort

**Skill Sheet #5: Testing:** Explain the procedures for administering an oral, written and practical exam and explain when it would be appropriate to use each:

**Points received:** \_\_\_\_\_ (4 points maximum)

*To receive full credit, procedures for administering all 3 types of exams must be described.*

- 4 points: Excellent
- 3 points: Good
- 2 points: Fair
- 1 point: Poor
- 0 points: No effort

**Skill Sheet #5 and #6: Training documents:** Using the templates provided, complete and attach 4 training documents (other similar departmental forms may be substituted in place of the templates)

*To receive full credit, a candidate must attach all 4 training documents which have been completed by the candidate.*

**The following documents must be completed by candidate and attached:**

- “Sample Training Record”** – completed with skill sheet #5 (Testing)
- “Request for Training Resources”** – completed with skill sheet #6
- “Training Roster”** – completed with skill sheet #6
- “Course Test Report”** – completed with skill sheet #6  
(Evaluator check each box above if document completed and attached)

- **Points received:** \_\_\_\_\_ (4 points maximum)
  - To receive full credit, all 4 training documents must be attached and completed with some detail.
    - 4 points: Excellent (all documents completed with good detail)
    - 3 points: Good
    - 2 points: Fair
    - 1 point: Poor
    - 0 points: No effort

**Evaluator:** add up the total score for all assignments in the Skill Project Packet and put the score on page 11 of this document. Only include the score from items in the Skill Project Packet, but do not include the score from skill sheet #7 (Presentation Skill). Attach skill sheet #7 with this packet.

## Sample Training Record

**Standard:** NFPA 1041, 2012 Edition, 4.2.5 (B)

Note: The candidate must complete this training record, or a similar document.

Course/Subject Title: \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Training Location: \_\_\_\_\_ Training Date: \_\_\_\_\_

Equipment/Training Aids Used: \_\_\_\_\_

Describe the Training Given: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Evaluator Signature*

\_\_\_\_\_  
*Instructor Signature*

## Request for Training Resources

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Training Dates: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Resource(s) needed:</b></p> <hr/> <hr/> <hr/>
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<p><b>Explanation for needed resource:</b></p> <hr/> <hr/> <hr/> <hr/>
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Note: The candidate must complete this request for resources, or similar document.

**Standard:** NFPA 1041, 2012 Edition, 4.2.5 (B)

<b>TRAINING ROSTER</b>			
<b>DATE:</b> <input style="width: 200px; height: 20px;" type="text"/>	<b>TIME:</b> <input style="width: 100px; height: 20px;" type="text"/>	<b>CODE</b> <input style="width: 80px; height: 20px;" type="text"/>	<b>HRS</b> <input style="width: 80px; height: 20px;" type="text"/>
<b>INSTRUCTOR:</b> <input style="width: 700px; height: 20px;" type="text"/>			
<b>TOPIC:</b> <input style="width: 760px; height: 20px;" type="text"/>			
<b>EQUIP/:TRAINING AIDS</b> <input style="width: 610px; height: 20px;" type="text"/>			
<b>REFERENCES:</b>			

<b>PARTICIPANT NAME</b>	<b>DATE</b>	<b>SIGNATURE</b>	<b>COMMENTS</b>

Note: The candidate must complete this training roster, or similar document.



***COURSE TEST REPORT***

**Course:**

Last Name	First Name	# Correct	# Possible	% Score

**Total**

Pass	
Fail	

Document any unusual circumstances regarding test scores or administration below.

Note: The candidate must complete this test report, or similar document.