

**FIRE SERVICE INSTRUCTOR I**

**PRACTICAL SKILLS**

**CERTIFICATION EXAMINATION PACKET**

**(NFPA Standard 1041, 2019 Edition)**

*Revised April 27, 2024*

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

**The Program Instructor or Coordinator must designate one or more qualified evaluators (certified at or above the level being evaluated) and notify AZCFSE of the name(s) and qualifications of the evaluator(s). The evaluator will be responsible for ensuring that all skill sheets are completed and signing off to verify completion.**

**Give specific information to AZCFSE prior to the beginning of this program to demonstrate how your evaluator is verifying successful completion of all skills listed in this packet prior to signing off on the forms.**

In order to successfully demonstrate completion of the Fire Instructor I practical exam process, **the following items must be completed and turned in for all candidates** (unless give different instructions by AZCFSE staff):

- **All listed Skill Sheets** must be signed by the program Evaluator and **turned in to AZCFSE for all candidates** (unless given different instructions by AZCFSE) indicating that all skills were successfully completed for the candidate.
- **Skill #1:**
  - Provide a copy of the **original (un-adapted lesson plan)**.
  - Provide a copy of the **adapted lesson plan with the adaptations noted or highlighted**.
  - Describe how the lesson plan was adapted to fit the audience **using the attached form**.
  - Provide a **completed Training Schedule**
  - Provide the completed **Request for Resources form** with skill #1.
- **Skill #3 - Testing:**
  - **Complete and turn in the attached form** for grading exams along with signed skill sheet #3.
- **Skill #6:** Candidate must score 12 points out of a possible 16 points on the presentation skill practical examination. The practical examination presentation skill must be evaluated by an evaluator designated by the program instructor and completed in the presence of the Proctor unless permission is granted by AZCFSE to conduct this skill without a Proctor present.
  - **The completed and scored Presentation Skill must be turned in to AZCFSE for all candidates.**
  - Note: Skill #4 (Classroom Organization), #5 (AV/Instructional technology tools) and #6 (Presentation) may all be completed during the Practical presentation. If Skill #4 and #5 are completed separately, keep documentation to turn in if requested.

- The Program Evaluator, Instructor, and Proctor must sign the **Skill Project Packet Signature Page** (pg.15) indicating that all skills were completed. Completion of 100% of skill sheets is required to receive certification.
- **Provide any other documentation requested by AZCFSE** to show completion of skills.
- **Keep copies of all documents** for one year or at least until all candidates are marked complete on all skills after the final AZCFSE audit.
  
- Skills may be turned in to AZCFSE by:
  - **Dropbox or other electronic copy – this is the recommended way to turn in**  
- all skill sheets and forms scanned into one document per candidate
  
  - Or Mail documents to:  
AZCFSE  
Attention: Jeff Johnston  
PO Box 132  
Avondale, AZ 85323

Incomplete packets / projects will result in the candidate being marked incomplete until all required documents are received by AZCFSE. Candidates have a maximum of one year from completion of the program to complete and turn in all requirements.

<b>Candidate:</b>	<b>Date:</b>
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<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> <b>Program Administration</b>
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**TASK:** The candidate shall assemble course materials; review instructional materials; adapt a prepared lesson plan to meet the needs of a specific target audience and learning environment; schedule training sessions;

**PERFORMANCE OUTCOME:** The candidate shall assemble course materials; adapt a prepared lesson plan; review instructional materials; schedule training sessions;

**EQUIPMENT** Given Instructional Material, material for a specific topic, Local AHJ SOP/SOG, budget policy, and other related forms the candidate shall demonstrate the ability to meet the JPR's defined.

**Conditions:** Given the materials for a specific topic, target audience and learning environment, Local AHJ SOP/SOG, budget policy, and other related forms

		P	F
<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 for a specific target audience and learning environment, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved. (See attached form to document lesson plan adaptations to be turned in with signed skill sheet, and copies of both lesson plans: original and adapted lesson plans) (4.3.3)	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b>	Create a Training Schedule in accordance with local procedures (to be attached to signed skill sheet). (4.2.4)	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.</b>	Prepare Request for Resources form (See attached form template to be attached to signed skill sheet), 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>

\_\_\_\_\_  
Evaluators Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluators Signature

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

# Lesson Plan Adaptations

## ***Instructions and information:***

*The Instructor I candidate shall adapt a lesson plan:*

Make adaptations due to:

- Learning environment
- Audience (does the lesson plan need to change to fit a specific audience – see audience limitations below)
- Capabilities of facilities (student seating, classroom size, etc.)
- Types of equipment available

You may change the method of instruction and course material to meet the student's needs, and fit a specific learning environment.

Contingencies are not acceptable adaptations (for example: having a backup projector or backup classroom) because this project requires a "specific change to the lesson plan". If the lesson plan is not being changed then it does not meet the requirements.

Do not modify the Learning Objectives since that is an instructor II level skill. There should not be major / fundamental changes to the lesson after adapting it.

Adapting the lesson plan means taking an existing lesson plan and making it fit a new use or situation.

The method of instruction may be changed to fit the teaching style of the instructor, and so that you deliver the lesson plan in the most effective way.

You can adapt a lesson plan to ensure it meets local SOPs.

If there are student limitations that require an adaptation, attempt to modify the lesson plan to meet those needs, but remember if you can't adapt it to meet the student limitation then it may not be possible to use that lesson plan.

Student limitations that might require an adaption include:

- Making it fit the education level of the audience.
- Making changes so it fits the current knowledge and skill level of the audience.

## **Instructions to complete the project:**

1. List the adaptations you make on this form (below) – be specific about what is changed. It can't be a contingency (see above) and you must explain exactly what was changed in the lesson plan and why.
2. Attach the original (un-adapted lesson plan)
3. Attach the adapted lesson plan highlighting the specific adaptations described on this form.
4. A minimum of 2 adaptations specifically to fit the audience and learning environment or that fit one of the other requirements listed above.
5. Adaptations may be done to learning activities, audiovisuals, the learning environment, and/or resources as required to meet the needs of the specific audience and environment needed for the lesson.

**Note: Instructor I level instructors should not make changes to lesson objectives as that is an instructor II level skill**

**Describe the audience and environment the lesson plan is being prepared for:**

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**List and describe adaptations here (a minimum of two adaptations, and how the adaptations help meet the needs of the target audience:**

1) \_\_\_\_\_

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2) \_\_\_\_\_

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3) \_\_\_\_\_

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**\*\*\*Original and adapted lesson plans must be attached\*\*\***

# Request for Training Resources

**Instructions:**

The candidate shall complete the following Request for Training Resources (or other similar form) and attach

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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<b>Candidate:</b>	<b>Date:</b>
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<b>STANDARD:</b> NFPA 1041, 4.4.4	<b>SKILL AREA:</b> <u>Coaching</u>
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**TASK:** The Candidate shall coach students.

**PERFORMANCE OUTCOME:** The candidate shall coach students, emphasizing and reviewing key procedures and providing encouragement

**EQUIPMENT:** Given a specific topic, a prepared lesson plan, necessary training aids, students, and an adequate teaching environment

**Conditions:** 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 in sections 4.2 through 4.5.

		<b>P</b>	<b>F</b>
<b><u>Student Application of Learning and Feedback:</u></b>			
<b>1.</b>	<u>Coach students and demonstrates understanding of basic coaching and motivational techniques. (4.4.4)</u>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b>	<u>Check for and correct any disruptive behaviour. (4.4.4)</u>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b>	<u>Encourage students with productive feedback. (4.4.4)</u>	<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>
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<b>STANDARD:</b> NFPA 1041, 4.2.3, 4.2.5, 4.2.5, 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, and 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.	Understands key procedures for administering oral, written, and performance exams, and procedures for grading each type of exam. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>
2.	Administer oral, written, and performance tests, using skill checklists and assessment techniques. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>
3.	Grade student oral, written, or performance test, given class answer sheets and appropriate answer keys so that the exams are accurately graded and properly secured. (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. (4.2.5, 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*

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

- 1. The Program Evaluator shall observe the candidate conducting all 3 types of listed exams:
  - a. Written exam
  - b. Oral exam
  - c. Practical exam
- 2. The candidate must demonstrate for the Evaluator that they understand the procedures for grading each type of exam:
- 3. Candidate shall complete the course test report form below (or another similar document), listing exam scores
- 4. The candidate shall provide feedback regarding the exam to students.
- 5. Keep documentation regarding the completion of this skill to turn in as requested

***COURSE TEST REPORT***

**Name of the Course:** \_\_\_\_\_

**Exam type (circle one):** *Written Exam, Oral Exam, Practical Exam*

Last Name	First Name	# Correct	# Possible	% Score

**Total**

Pass	
Fail	

<b>Candidate:</b>		<b>Date:</b>	
<b>STANDARD:</b> NFPA 1041, , 4.4.2		<b>SKILL AREA:</b> Program Administration	
<b>TASK:</b> The candidate shall organize the classroom, or other 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, and an assignment, 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"/>

**Comments:**

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

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

**Overall Skill Sheet Result:**

Complete:  Incomplete:

<b>Candidate:</b>	<b>Date:</b>
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<b>STANDARD:</b> NFPA 1041, 4.4.2, 4.4.5	<b>SKILL AREA:</b> Program Administration
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**TASK:** The candidate shall operate and utilize audio visual equipment, and instructional technology tools, and demonstration the uses, and maintenance, of these devices as applicable.

**PERFORMANCE OUTCOME:** The candidate shall operate and utilize audio visual equipment and demonstrate the uses of these devices

**EQUIPMENT:** Audio visual equipment, projector(s), laptop computer

**Conditions:** 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>	Operate and demonstrate familiarity with instructional technology tools and demonstration devices. (4.4.5)	<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, (4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.</b>	Understands AV cleaning and field maintenance procedures (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.</b>	Demonstrate smooth transition techniques within and between media. (4.4.5)	<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, 4.4.2, 4.4.3, 4.4.4, 4.4.5.	<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, and adjust to learning styles, abilities and behaviors;	
<b>EQUIPMENT:</b> Prepared Lesson, audio visual equipment,	
<b>Conditions:</b> 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, 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. (4.4.3, 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. (4.4.3, 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, cultures, and behaviors, and adjust presentation to changes in class environment. (4.3.2, 4.4.4, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Correct any disruptive behavior during the presentation. (4.4.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	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>				
10.	Introduce and present projectable and/or non-projectable materials at the logical point in the lesson. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>11.</b>	Relate projectable and/or non-projectable materials into the lesson material. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication:</b>					
<b>12.</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>13.</b>	*** <b>(critical skill P/F)</b> Communicates topic affectively. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14.</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>15.</b>	*** <b>(critical skill P/F)</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>16.</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*

<p><b><u>Overall Skill Sheet Result:</u></b></p> <p>*12/16 of above items are required to pass</p> <p>***critical skill required to pass</p> <p>Pass: <input type="checkbox"/>      Fail: <input type="checkbox"/></p>
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**FIRE INSTRUCTOR I – SKILL PROJECT PACKET**  
**Signature Page**

Arizona Center for Fire Service Excellence

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

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

- Evaluator attests that all skills listed in this document were successfully demonstrated by the above candidate.
- Instructor shall keep a copy of all completed and signed skill sheets and projects for one year or at least until receiving official notice from AZCFSE that all candidates are marked complete on all skills after the final audit. This audit occurs after all documents are received by AZCFSE after the testing process.

The completed packet will include:

- Skill Sheet #1, The adapted Lesson Plan, and completed Training Schedule, and Request for Resources (must be signed by Evaluator, and turned in)
- Skill Sheet #6, Presentation Skill for the candidate, scored and signed by Evaluator (must be turned in)
- This Skill Project Signature Page, signed by the Evaluator, Instructor and Proctor
- Any additional documents requested by AZCFSE to be turned in with this packet.
- Keep copy of documentation showing successful completion of all skills until notified officially by AZCFSE that all candidates are complete on all skills.

Evaluator Name \_\_\_\_\_ Evaluator Signature \_\_\_\_\_  
(Evaluator Signature verifies that the candidate was evaluated on all skills in this packet and passed successfully)

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

Proctor Name \_\_\_\_\_ Proctor Signature \_\_\_\_\_  
(See below)

**Proctor please check one box below:**

- After a review of program documentation, and observation of the presentation, the Proctor concurs with Instructor and/or Evaluator that all required projects and skills in this packet were successfully completed by this candidate.
- Proctor requests a final review of Instructor I Skills Packet by AZCFSE  
(if any skills are incomplete, check this box and note issues or problems)