

# Fire Instructor 1

SKILL SHEETS



The following skills sheets are meant to be printed double-sided. This allows the candidate to view the instructions and description without viewing the steps.



IDAHO  
**FIRE SERVICE TRAINING**

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# IDAHO FIRE SERVICE TRAINING

## Fire Instructor 1

### Training records & report forms

#### Skill Sheet 1

<b>Standard:</b> 4.2.5, 4.2.5 (B) NFPA 1041, 2012 Edition		<b>Task:</b> Complete training records and report forms.			
<b>Performance outcome:</b> The candidate will prepare training records or report forms so that required details are accurate and submitted in accordance with procedures.					
<b>Conditions:</b> Given policies and procedures, forms, and conditions, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review policies and procedures for reporting results and processing records and reports				
2.	Alphabetize student documents				
3.	Transfer student information onto correct form				
4.	Transfer information legibly and accurately complete all training documentation				
5.	Use basic report writing techniques				
6.	Complete records and report any unusual circumstances				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

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Candidate's signature

I acknowledge not passing this skill station.



## Fire Instructor 1

### Assemble course materials

#### Skill Sheet 2

<b>Standard:</b> 4.2.2 NFPA 1041, 2012 Edition		<b>Task:</b> Assemble and review instructional materials.			
<b>Performance outcome:</b> The candidate will assemble course materials so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are outlined.					
<b>Conditions:</b> Given a specific topic, target audience, and learning environment, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Assemble projectable and non-projectable instructional supplies				
2.	Evaluate equipment and local conditions to identify the need for additional resources				
3.	Evaluate facility for suitability				
4.	Identify limitations to lesson delivery and make appropriate adjustments				
5.	Route, file, and/or forward report in accordance with policy and local agency criteria				
<b>Did candidate perform the skill swiftly, safely, and with competence?</b>					

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

### Adapt a lesson plan

#### Skill Sheet 3

<b>Standard:</b> 4.3.2, 4.3.2 (B), 4.3.3, 4.3.3(B) NFPA 1041, 2012 Edition		<b>Task:</b> Review and adapt a prepared lesson plan.			
<b>Performance outcome:</b> The candidate will adapt a prepared lesson plan so that elements of the lesson plan, learning environment, resources that need adaptation are identified, and the needs of the student and the objectives of the lesson plan are achieved.					
<b>Conditions:</b> Given course materials and a specific topic, target audience, environment, and an assignment, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review instructional materials, prepared lesson plan, resources for topic, target audience, and learning environment				
2.	Analyze classroom, laboratory, or outdoor learning environment with considerations given for lighting, distractions, climate, weather, noise, seating, audiovisual equipment, teaching aids, and student safety				
3.	Adapt lesson based on capabilities of the facility.				
4.	Adapt lesson based on resources available.				
5.	Adjust to differences in learning styles.				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

### Classroom organization

#### Skill Sheet 4

<b>Standard:</b> 4.4.2, 4.4.2 (B) NFPA 1041, 2012 Edition		<b>Task:</b> Organize the classroom, laboratory, or outdoor learning environment.			
<b>Performance outcome:</b> The candidate will organize the learning environment so that lighting, distractions, climate control or weather conditions, noise, seating, audiovisual equipment, teaching aids, and safety are considered.					
<b>Conditions:</b> Given a facility and an instructional assignment, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Address lighting considerations				
2.	Consider internal and external distractions				
3.	Make considerations concerning climate control or weather conditions				
4.	Arrange seating appropriate for the location				
	Evaluator will select one of the following seating arrangement styles:  A: Fan                      B: Classroom                      C: Auditorium  D: Conference      E: Chevron Style                      F: Horseshoe  G: Circled Chair				
5.	Place audiovisual equipment in optimal location				
6.	Collect, inspect, and arrange teaching aids				
7.	Communicate safety responsibilities and/or considerations to the evaluator				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



# Fire Instructor 1

## Presentation

### Skill Sheet 5

<b>Standard:</b> 4.4.3, 4.4.3 (B) NFPA 1041, 2012 Edition		<b>Task:</b> Present a prepared lesson plan.			
<b>Performance outcome:</b> The candidate will present a prepared lesson plan 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. Candidate will present for a minimum of 20 minutes; presentation will not exceed 25 minutes.					
<b>Conditions:</b> Given a prepared lesson plan that specifies the presentation method(s), the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Introduce themselves to the student				
2.	Introduce subject matter				
3.	Explains why material is important and how it will be useful to the student				
4.	Explains objectives				
5.	Present new skill, concepts, and/or procedures according to the prepared lesson plan				
6.	Directs students towards meeting objectives				
7.	Demonstrates new skills competently (if applicable)				
8.	Achieve learning outcomes				
9.	Maintains class continuity				
10.	Delivers lesson in an efficient and effective manner				
11.	Voice is clear, effectively pitched, and well-modulated and reasonably free of language errors				
12.	Style is reasonably free of mannerisms materially detracting to teaching effort				
13.	Complete presentation within allotted time frame (20-25 min)				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Candidate's signature



# IDAHO FIRE SERVICE TRAINING

## Fire Instructor 1

### Adjust to differences in learning

#### Skill Sheet 6

<b>Standard:</b> 4.4.4, 4.4.5, 4.4.5(B) NFPA 1041, 2012 Edition		<b>Task:</b> Adjust to differences in learning style.			
<b>Performance outcome:</b> The candidate will adjust to differences in learning style, ability, and behaviors so lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.					
<b>Conditions:</b> Given an instructional environment and a scenario, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Adjust to differences in learning style, ability, or behavior				
2.	Adjust to changes in the classroom environment				
3.	Use basic coaching and motivational techniques				
4.	Correct disruptive behaviors				
5.	Provide students an opportunity to work under supervision				
6.	Provide a safe learning environment				
7.	Adaption of lesson plan or materials to specific instructional situations				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

### Operate audiovisual equipment

#### Skill Sheet 7

<b>Standard:</b> 4.4.6, 4.4.6(B) NFPA 1041, 2012 Edition		<b>Task:</b> Operate audiovisual equipment or demonstration devices.			
<b>Performance outcome:</b> The candidate will operate audiovisual equipment or demonstration devices so that the equipment functions properly.					
<b>Conditions:</b> Given a learning environment and equipment, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Pre-inspect audiovisual equipment or demonstration devices				
2.	Correctly setup audiovisual equipment or demonstrations devices				
3.	Demonstrate familiarity with equipment controls and aspects of projection				
4.	Correctly use the type of audiovisual equipment material and demonstration device provided				
5.	Demonstrate trouble shooting techniques				
6.	Clean and return media devices to storage				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

Utilize audiovisual materials

### Skill Sheet 8

<b>Standard:</b> 4.4.7, 4.4.7(B) NFPA 1041, 2012 Edition	<b>Task:</b> Utilize audiovisual materials.				
<b>Performance outcome:</b> The candidate will demonstrate the use of audiovisual materials so the intended objectives are clearly presented, transition between media and other parts of the presentation are smooth, and the media is returned to storage.					
<b>Conditions:</b> Given prepared topical material, audiovisual equipment, and a scenario, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review content and organization of projectable/non-projectable instruction				
2.	Present projectable/non-projectable materials clearly and at the logical point in the lesson				
4.	Demonstrate smooth transition between media and other parts of presentation				
5.	Clean and return media to storage				
<b>Did candidate perform the skill swiftly, safely, and with competence?</b>					

Evaluator/candidate comments:

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Evaluator's signature

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I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

Administer a test

### Skill Sheet 9

<b>Standard:</b> 4.5.2, 4.5.2(B), 4.5.3, 4.5.4, 4.5.4(B) NFPA 1041, 2012 Edition	<b>Task:</b> Administer oral, written, or performance tests.
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**Performance outcome:** The candidate will accurately administer oral, written, or performance tests so that the testing is conducted according to procedures and the security of the material is maintained.

**Conditions:** Given a policies and procedures, a lesson plan, evaluation instruments, and the evaluation procedures, the candidate shall demonstrate the ability to:

NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Orally quiz key points				
2.	Conduct testing according to procedures				
3.	Accurately score test using skills checklists or appropriate written test answer key				
4.	Maintain security of test scores and exams				
5.	Report and record testing scores				
6.	Report any unusual testing circumstances to the proper authority				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature



## Fire Instructor 1

Provide feedback

### Skill Sheet 10

<b>Standard:</b> 4.5.5, 4.5.5(B) NFPA 1041, 2012 Edition		<b>Task:</b> Provide evaluation feedback to student(s).			
<b>Performance outcome:</b> The candidate will provide evaluation feedback so that the information is timely; specific enough for the student to make efforts to modify behavior; objectives are clear and relevant; also include suggestions based on the data.					
<b>Conditions:</b> Given evaluation data and a task, the candidate shall demonstrate the ability to:					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Emphasize and review key procedures, sequences, and concepts				
2.	Coach student(s). Check for the correct any errors				
3.	Diagnose student readiness for evaluation step				
4.	Evaluate student performance				
5.	Identify action to be taken to correct deficiencies				
6.	Encourage student(s) with productive feedback				
	<b>Did candidate perform the skill swiftly, safely, and with competence?</b>				

Evaluator/candidate comments:

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Evaluator's signature

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Retest evaluator's signature

I acknowledge not passing this skill station.

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Candidate's signature