

# **FIRE INSTRUCTOR III JOB PERFORMANCE REQUIREMENT SKILLS EVALUATION PACKET**



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## **NFPA 1041 2012 Standard**

**Colorado Division of Fire Prevention & Control  
690 Kipling, Suite 2000  
Denver, Colorado 80215  
Phone: (303) 239-4600**

**Revised: January 1, 2016**

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January 1, 2016

Colorado Fire Instructor III Candidate:

The expectations of these individuals are to have typed documents that address the issues and are packaged in a three-ring binder or bound in some aspect. We do not expect to see tobacco or coffee stained documents submitted to our office, but documents that the potential Fire Instructor III can take pride in submitting.

Attached you will find a checklist of the **minimum** supporting documentation that we expect to see accompanying a Fire Instructor III Skill Packet. Please note that depending on the scenario that the candidate chooses to submit, the JPR may require additional supporting documentation beyond what is outlined on the checklist. By no means are the items on this checklist all-inclusive. At any time a candidate may go above and beyond the checklist (as some of the candidates have done in the past).

It is important for each of you to understand that just because your department head or designee for your department signs off on the skills sheets does not mean that it is an automatic approval from the Division.

If you have any questions you are welcome to contact our office and we will be glad to talk to you about the Fire Instructor III Skill Packet process. This is our attempt to outline our expectations of what we are looking for when your packets are reviewed.

Please make sure you eliminate all information in compliance with the Privacy Act and HIPAA guidelines. This packet may be reviewed outside of the office by members of the Fire Instructor III committee.

Thank you,

Fire Instructor III Committee

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# FIRE & EMERGENCY SERVICES INSTRUCTOR III SKILLS PACKET REQUIREMENTS

## The following documents must be enclosed in your packet:

- ▶ Copy of current Fire Instructor II certificate
- ▶ Copy of current Hazardous Materials Operations certificate
- ▶ Completed Fire Instructor III JPR Skills Evaluation Packet, signed by Department Head/designee and candidate
- ▶ Descriptive narrative for each JPR with supporting documents, policies, and procedures that support the narrative and explanation of the processes in use by the department/organization and used by the applicant.

## JPR Requirements:

**JPR F.I. III-1:** *“Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide report(s) or examples of how the training records system is utilized within the organization; recertification, ISO reporting, training deficiencies, etc.
  - Any plans, schedules, or forms utilized during training sessions, created or utilized by the applicant.
  - Cite any standards or references used in the creation of the policy.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-2:** *“Develop recommendations for policies to support the training program, given agency policies, procedures, and training goals, so that the training and agency goals are achieved”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
    - Describe method used to create or revise policy to meet the performance outcome.
    - Cite any standards or references used in the creation of the policy.
- (CONTINUED ON NEXT PAGE)
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- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-3:** *“Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide department/organizational training goals or criteria.
  - Describe method utilized for selecting and placement of instructional staff.
  - Include rosters and lists of personnel and qualifications to fulfill the assignments.
  - Cite any standards or references used in the creation of the policy.

- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-4:** *“Construct a performance-based instructor evaluation plan, given agency policies and procedures, and job requirements, so that instructors are evaluated at regular intervals, following agency policies.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of the Instructor Evaluation Plan.
  - Criteria and policies used to administer the plan.

- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-5:** *“Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide detail on selection process and criteria or need for equipment.
  - Include specifications, budget requests and guidelines.

- Supporting documents:
    - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
    - NFPA standards or other recognized resources.
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**JPR F.I. III-6:** *“Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide method used to create summary of analysis and copy of the report.
  - Cite reference material.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-7:** *“Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide method used to conduct research, evaluation of data and analysis results.
  - Include specifications, budget requests and guidelines.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-8:** *“Design programs or curricula, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job-related, the design is performance-based, adult learning principles are utilized, and the program meets time and budget constraints.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
    - Provide a copy of the curricula that was developed based on needs analysis and department/organizational need.
    - Proposed schedule and budget costs or strategy to implement.
    - Cite reference material.
  - Supporting documents:
    - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
    - NFPA standards or other recognized resources.
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**JPR F.I. III-9:** *“Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of the curricula that was modified based on needs analysis and department/organizational need.
  - Proposed schedule and budget strategy
  - Cite reference material.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-10:** *“Write program and course goals, given job performance requirements and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of the written program/course goal statements.
  - Provide needs analysis used to create the statements.
  - Cite reference material.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-11:** *“Write course objectives, given job performance requirements, so that objectives are clear, concise, measurable, and reflect specific tasks.” **and** “Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current practices.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
    - Provide a copy of the written program/course objectives.
    - Provide job performance objectives.
    - Provide course outline.
    - Cite reference material.
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**JPR F.I. III-12:** *“Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide an overview or copy of the record keeping system.
  - Provide department policy or draft policy used to meet the JPR task steps.
  - Cite reference material.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-13:** *“Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of the course evaluation system.
  - Provide department policy or draft policy used to meet the JPR task steps.
  - Cite reference material.
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline (SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-14:** *“Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
    - Provide a copy of the program evaluation plan.
    - Provide department policy or draft policy used to meet the JPR task steps.
    - Provide a completed sample document – real or fictional.
    - Cite reference material.
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**JPR F.I. III-15:** *“Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of the course evaluation system.
  - Provide department policy or draft policy used to meet the JPR task steps.
  - Cite reference material.
  
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.

**JPR F.I. III-16:** *“Analyze student evaluation instruments, given test data, so that validity is determined and necessary changes are made.”*

- A detailed narrative outlining the tasks/methods used by the candidate to accomplish the performance outcome, utilizing the task steps, including:
  - Provide a copy of data derived from student evaluation instrument(s).
  - Provide a copy of data analysis conducted by Instructor III candidate.
  - Provide department policy or draft policy used to meet the JPR task steps.  
Cite reference material.
  
- Supporting documents:
  - Applicable policies and procedures, Standard Operating Procedures/ Standard Operating Guideline SOP/SOG). *If no department policy exists, please state the references/resources upon which the decisions/actions were based, or create a draft policy that could be submitted to the Chief of the department/organization.*
  - NFPA standards or other recognized resources.





# **CERTIFICATION REQUIREMENTS** **FOR THE FIRE & EMERGENCY SERVICES INSTRUCTOR III**

## **PURPOSE AND VISION FOR THE FIRE & EMERGENCY SERVICES INSTRUCTOR III:**

The skill level Fire Instructor III as determined by the Colorado Division of Fire Prevention & Control is focused on the emergency services personnel who is or wants to be certified as Fire Instructor III.

It is with this purpose that the Fire Instructor III is established within this standard. This is the minimum level established by the Colorado Division of Fire Prevention & Control and based on NFPA 1041, 2012 edition.

In order to certify in the Colorado Fire Instructor III program, emergency services personnel must fulfill the following requirements:

1. Submit the completed Skills Packet. (Must be submitted prior to receiving the written examination.)  
**In order for the Skills Packet to be considered complete it must have all supporting documentation such as letters, polices, training documentation, etc., when it is submitted to the Division for review.**
2. Colorado certified at the Fire Instructor II level.
3. Achieve a score of eighty percent (80%) or above on the written examination.

## **APPROVED TRAINING COURSES**

There is no set training course for Fire Instructor III. The written and practical skill examination is based on the 2012 edition of NFPA 1041.

## **PROCESS FOR RECEIVING FIRE & EMERGENCY SERVICES INSTRUCTOR III CERTIFICATION**

Participants in the Colorado Fire & Emergency Services Instructor III program must successfully complete the Fire Instructor III requirements. Documentation is required to provide proof that all requirements and skills are met, as outlined by the NFPA 2012 edition of NFPA 1041 adopted by the Colorado Division of Fire Prevention & Control.

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**Note:** *These Certification Requirements are a condensed version of the Colorado Division of Fire Prevention & Control Firefighter Voluntary Certification Program Rules. Complete copies of the certification rules are available from the Colorado Division of Fire Prevention & Control.*

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# WRITTEN EXAMINATION FOR FIRE & EMERGENCY SERVICES INSTRUCTOR III

The written examination is a randomly generated 50-question test covering the Fire Instructor III standard. The examination questions are referenced from the following list of books.

## REFERENCE LIST FOR THE FIRE & EMERGENCY SERVICES INSTRUCTOR III TEST BANK

1. NFPA, Standard for Fire Officer Professional Qualifications, NFPA 1041, 2012

### **SAMPLE WRITTEN EXAMINATION QUESTIONS:**

1. An Instructor III responsibility is to ensure that the instructional team members realize that their **primary** role is to:
  - A. set organizational policies.
  - B. elicit feedback from learners and colleagues.**
  - C. plan, develop, and conduct training sessions.
  - D. ensure that learner participation is encouraged.
2. Scheduling critical training is achievable by:
  - A. performing a needs analysis.
  - B. concentrating on minimal acceptable standards.**
  - C. requiring fewer personnel to perform more duties.
  - D. conducting more public service programs.

### **SCORING OF TEST AND RETEST PROCEDURE**

All tests are conducted through computer based testing.

Each written question counts for one point on the written examination. The final score is determined by deducting the number of incorrect and blank answers from the total number of questions on the examination. All knowledge examinations administered by the Colorado Division of Fire Prevention and Control shall require an eighty percent (80%) minimum passing score.

Applicants who receive less than a passing score on the written examinations will be required to retake the entire examination. A minimum thirty (30) day waiting period is required between examination attempts.

A practical is valid for one year from the date of the examination. Within one year of successful completion of the practical examination, all other requirements for certification must be met. If the applicant does not become certified, the practical examination is no longer valid, and the applicant must start the process over.

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**Note:** *These Certification Requirements are a condensed version of the Colorado Division of Fire Prevention and Control Firefighter Voluntary Certification Program Rules. A complete copy of the certification rules is available from the Colorado Division of Fire Prevention and Control.*

## **SAFETY ON THE FIRE/TRAINING GROUNDS**

OSHA 1910.156, 1910.120, 1910.134, 1910.1030 and NFPA 1500, 1403, 1404, 1410, 1451, and 1470 all address safety on the training grounds. The Colorado Division of Fire Prevention and Control wants each and every department head to know that they are responsible for the safety of the candidates. Copies of these practical skill sheets are attached.

## **PRACTICAL SKILLS TESTING FOR FIRE INSTRUCTOR II**

The practical skills test for Fire Instructor II is based on the 2012 edition of the NFPA 1041. One hundred percent of the practical skills for Fire Instructor II must be completed. All skills sheets must be completed and the skill sheets signed by the department head or designee. Copies of these practical sheets are attached.

## **FIRE INSTRUCTOR III CERTIFICATION**

When all requirements for certification have been met, applicants are eligible to be certified. The Colorado Division of Fire Prevention and Control may then certify the candidate for Fire Instructor II.

**The following candidate has successfully met all required performance skills for the Fire Instructor II**

**NFPA 1041 2012 edition:**

*Please make sure you eliminate all information in compliance with the Privacy Act and HIPAA guidelines. This packet may be reviewed outside of the DFPC office by members of the Fire Instructor II committee.*

**Please remember to schedule the practical in the online RMS system prior to submitting this Skills Packet and include the practical ID number below.**

*Practical ID Number:* \_\_\_\_\_

**CANDIDATE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**DEPARTMENT HEAD/DESIGNEE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



## FIRE INSTRUCTOR III

### JPR: FI-III-1

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

<b>STANDARD: 6.2.2</b> <b>NFPA 1041, 2012</b> <b>General Requirements</b>	<b>Task:</b> : Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.	
<b>PERFORMANCE OUTCOME:</b>	<p>The candidate will develop training forms and generate reports.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<b>EQUIPMENT REQUIRED:</b>		
<b>CONDITIONS:</b> Given department policy, training record database, and type of training activity, the candidate shall:		
No.	Task Steps	✓
1.	Administer or maintain a training record system.	
2.	Document and record all training activity within the system.	
3.	Adhere to agency and legal requirements.	
4.	Maintain records in an easily accessible manner.	
5.	Maintain concise records.	
6.	Use or create proper forms and reports.	

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**Evaluator (Print & Sign)**

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



# FIRE INSTRUCTOR III

## JPR: FI-III-2

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

<p><b>STANDARD: 6.2.3</b>  <b>NFPA 1041, 2012</b>  <b>General Requirements</b></p>	<p><b>Task :</b> Develop recommendations for policies to support the training program, given agency policies, procedures, and training goals, so that the training and agency goals are achieved.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will make policy recommendations designed to promote the agency's training program and coincide with agency policy and training goals.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given department policies, procedures, and training goals, the candidate shall:</p>		
No.	Task Steps	✓
1.	Make recommendations for policies to support training program.	
2.	Achieve agency and training goals with written recommendations.	
3.	Promote established training goals.	
4.	Make recommendations in proper format.	
5.	Use an appropriate technical writing style.	
6.	Adhere to agency policies and procedures.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-3

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

<p><b>STANDARD: 6.2.4</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> : Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will choose instructional staff to teach various courses so that this selection achieves instructional goals.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given department staff selection policies, instructional requirements, staff capabilities and qualifications, the candidate shall:</p>		
No.	Task Steps	✓
1.	Review and consider capabilities of instructional staff.	
2.	Review and consider qualifications of instructional staff.	
3.	Consider what capabilities are required to teach given course(s).	
4.	Choose appropriate instructional staff.	
5.	Adhere to department policy.	
6.	Meet department and instructional goals.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-4

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

<b>STANDARD: 6.2.5</b>  <b>NFPA 1041, 2012</b>  <b>General Requirements</b>	<b>Task:</b> : Construct a performance-based instructor evaluation plan, given agency policies and procedures, and job requirements, so that instructors are evaluated at regular intervals, following agency policies.	
<b>PERFORMANCE OUTCOME:</b>	<p>The candidate will develop a performance-based instructor evaluation plan using established job requirements and department evaluation policy and procedure.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<b>EQUIPMENT REQUIRED:</b>		
<b>CONDITIONS:</b> Given department evaluation policy and procedure, the candidate shall:		
No.	Task Steps	✓
1.	Construct an "Instructor Evaluation Plan."	
2.	Develop a plan that is based upon instructor performance.	
3.	Use job requirements to evaluate performance.	
4.	Adhere to department policy and procedure.	
5.	Create a plan that includes evaluations at regular intervals.	
6.	Use appropriate evaluation methods in the plan.	

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**Evaluator (Print & Sign)**

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





## FIRE INSTRUCTOR III

### JPR: FI-III-5

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

<b>STANDARD: 6.2.6</b> <b>NFPA 1041, 2012</b> <b>General Requirements</b>	<b>Task:</b> : Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.	
<b>PERFORMANCE OUTCOME:</b>	<p>The candidate will write specifications for equipment purchasing so that the equipment is appropriate and supports the curriculum.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<b>EQUIPMENT REQUIRED:</b>		
<b>CONDITIONS:</b> Given curriculum information, training goals, and department guidelines, the candidate shall:		
No.	Task Steps	✓
1.	Write equipment procurement specifications.	
2.	Adhere to department policing and purchasing guidelines.	
3.	Write equipment procurement specifications that support curriculum.	
4.	Purchase equipment that complies with agency and training goals.	
5.	Use appropriate evaluation techniques and procurement forms.	
6.	Consider existing department resources and curriculum needs.	

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**Evaluator (Print & Sign)**

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



## FIRE INSTRUCTOR III

### JPR: FI-III-6

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

<p><b>STANDARD: 6.2.7</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> : Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will evaluate a teaching program and present findings, conclusion, and recommendation in a report to the agency administrator. Presentation shall be supported by data, shall not be biased, and shall reflect department goals, policies, and procedures.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given data, target audience, department goals, policies and procedures, the candidate shall:</p>		
No.	Task Steps	✓
1.	Thoroughly evaluate the specified program.	
2.	Use data summaries and target audience in evaluating program.	
3.	Present findings in a report to the department administrator.	
4.	Adhere to statistical evaluation procedures.	
5.	Adhere to training goals and agency policy and procedure.	
6.	Present unbiased recommendations supported by data.	

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**Evaluator (Print & Sign)**

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



## FIRE INSTRUCTOR III

### JPR: FI-III-7

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

<p><b>STANDARD: 6.3.2</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p> <p>The candidate will conduct a training needs analysis for department; conducting research, committee meetings, needs and task analysis, organizing information into functional groupings, and interpreting data.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>		
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given agency goals, the candidate shall:</p>		
No.	Task Steps	✓
1.	Conduct a training needs analysis for the department.	
2.	Consider department goals and policies in creating the needs analysis.	
3.	Consider job performance requirements for the department.	
4.	Review existing instructional aids, media, and curriculum.	
5.	Consider characteristics of adult learners.	
6.	Clearly identify instructional/training needs of the department.	
7.	Recommend solution(s) for identified needs in task step 6	

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**Evaluator (Print & Sign)**

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



## FIRE INSTRUCTOR III

### JPR: FI-III-8

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

<p><b>STANDARD: 6.3.3</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Design programs or curricula, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job-related, the design is performance-based, adult learning principles are utilized, and the program meets time and budget constraints.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will use previously designed needs analysis to design a program or curricula that fulfills department goals, provides knowledge and skills that are job related, is performance based, uses adult learning principles, and meets time and budget constraints.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given previous training needs analysis and department goals, the candidate shall:</p>		
No.	Task Steps	✓
1.	Design a program or curricula for the department.	
2.	Utilize training needs analysis in development of program.	
3.	Design a program or curricula that serves agency goals.	
4.	Develop a program that teaches job-related knowledge and skills.	
5.	Design program that is performance based and uses adult learning principles.	
6.	Design a program that meets time and budget constraints.	

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**Evaluator (Print & Sign)**

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**Date:**



# FIRE INSTRUCTOR III

## JPR: FI-III-9

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

<p><b>STANDARD: 6.3.4</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p> <p style="padding-left: 40px;">The candidate will modify an existing curriculum so that curriculum meets requirements of the department and learning objectives are achieved.</p> <p style="padding-left: 40px;"><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>		
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given existing curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, the candidate shall:</p>		
No.	Task Steps	✓
1.	Modify an existing curriculum.	
2.	Ensure department requirements are met by the modified curriculum.	
3.	Ensure learning objectives are achieved.	
4.	Utilize existing instructional resources.	
5.	Ensure curriculum is appropriate for target audience.	
6.	Ensure curriculum is performance based.	

**Evaluator (Print & Sign)** \_\_\_\_\_

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



## FIRE INSTRUCTOR III

### JPR: FI-III-11

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

<p><b>STANDARD: 6.3.6, 6.3.7</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Write course objectives, given job performance requirements, so that objectives are clear, concise, measureable, and reflect specific tasks.</p> <p><b>Task:</b> Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current practices.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will use job performance requirements to write course objectives. Objectives must be clear, concise, measureable, and reflect specific tasks. The candidate will create a course content outline that supports the department structure and reflects current practices.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given job performance requirements, the candidate shall:</p>		
No.	Task Steps	✓
1.	Write course objectives.	
2.	Use job performance requirements in developing course objectives.	
3.	Write objectives that are clear, concise, measureable, and reflect specific tasks.	
4.	Correlate job performance requirements with course objectives.	
5.	Construct a course content outline.	
6.	Develop outline based upon course objectives.	
7.	Utilize appropriate reference materials.	
8.	Create an outline that supports functional groupings and department structure.	
9.	Correlate course objectives with lesson plans.	
10.	Utilize effective lesson plans and instructional methods.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-10

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

<b>STANDARD: 6.3.5</b>  <b>NFPA 1041, 2012</b>  <b>General Requirements</b>	<b>Task:</b> Write program and course goals, given job performance requirements and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.	
<b>PERFORMANCE OUTCOME:</b>	<p>The candidate will use job performance requirements to write program goal statements. Goals must be clear, concise, measureable, and adhere to department goals.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<b>EQUIPMENT REQUIRED:</b>		
<b>CONDITIONS:</b> Given job performance requirements and previous needs analysis information, the candidate shall:		
No.	Task Steps	✓
1.	Write program and course goal statements.	
2.	Utilize job performance requirements in writing goals.	
3.	Adhere to department goals.	
4.	Write clear and concise goal statements.	
5.	Write measureable goal statements.	
6.	Use needs analysis information in creating goals.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-12

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

<p><b>STANDARD: 6.5.2</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will develop a record keeping system for the acquisition, storage, and dissemination of evaluation results, so that the department goals are supported and those impacted by the information receive feedback consistent with department policies and applicable laws.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given department goals and policies, the candidate shall:</p>		
No.	Task Steps	✓
1.	Develop a record keeping system for evaluation results.	
2.	Develop a system that allows for acquisition of evaluation results.	
3.	Develop a system that provides for storage of evaluation results.	
4.	Develop a system that provides for dissemination of evaluation results.	
5.	Develop a system that supports department goals	
6.	Develop a system that complies with applicable laws.	

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**Evaluator (Print & Sign)**

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**Date:**





## FIRE INSTRUCTOR III

### JPR: FI-III-13

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

<p><b>STANDARD: 6.5.3</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will develop a course evaluation plan that measures objectives and ensures department policies are followed.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given course objectives and department policies, the candidate shall:</p>		
No.	Task Steps	✓
1.	Develop a course evaluation plan according to department policies.	
2.	Identify a means for measuring objectives.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-14

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

<p><b>STANDARD: 6.5.4</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given department policies and procedures, the candidate shall:</p>		
No.	Task Steps	✓
1.	Create a program evaluation plan.	
2.	Create a plan that evaluates instructors.	
3.	Create a plan that evaluates course components.	
4.	Create a plan that evaluates facilities.	
5.	Create a plan that allows student input for course improvement.	
6.	Create a plan that complies with agency policies and procedures.	

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**Evaluator (Print & Sign)**

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**Date:**



# FIRE INSTRUCTOR III

## JPR: FI-III-15

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

<p><b>STANDARD: 6.5.4</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given department policies and procedures, the candidate shall:</p>		
No.	Task Steps	✓
1.	Create a program evaluation plan according to department policies.	
2.	Identify a means for measuring program effectiveness.	
3.	Identify a means to obtain student input.	

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**Evaluator (Print & Sign)**

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**Date:**



## FIRE INSTRUCTOR III

### JPR: FI-III-16

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

<p><b>STANDARD: 6.5.5</b></p> <p><b>NFPA 1041, 2012</b></p> <p><b>General Requirements</b></p>	<p><b>Task:</b> Analyze student evaluation instruments, given test data, so that validity is determined and necessary changes are made.</p>	
<p><b>PERFORMANCE OUTCOME:</b></p>	<p>The candidate will Analyze student evaluation instruments so that validity is determined and necessary changes are made.</p> <p><b>Safety: A safety violation is grounds for automatic failure. All proctors present shall review the safety violation.</b></p>	
<p><b>EQUIPMENT REQUIRED:</b></p>		
<p><b>CONDITIONS:</b> Given course objectives and department policies, the candidate shall:</p>		
No.	Task Steps	✓
1.	Conduct an analysis of student test data.	
2.	Analyze and report on the validity of components (questions) on the assessment.	
3.	Prepare a written report on validity of the assessment.	
4.	Modify the assessment instrument (if needed) to ensure validity.	

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**Evaluator (Print & Sign)**

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**Date:**