

## **Guidelines for Fire Instructor I for the 7th Edition**

The IFSTA Technical Committee's goal in writing the 7th Edition was to have specific chapters that address each level of NFPA 1041. For Fire Instructor I, Chapters 1 to 8 address general knowledge and is listed in the standard as requisite knowledge or skill. Chapters 9 to 13 address the actual job performance requirements or JPRs. As you begin to review the textbook and standard, you will find that there is a large amount of material to cover in a 40-hour format. There are over 800 PowerPoint slides. You have the option to add hours. But if you need to stay in the 40-hour format, some recommendations are:

1. Limit your class to 20 or less students.
2. On the first day presentation, cut the time off at 3 minutes
3. On the second and third day presentations, cut the time off at 5 minutes
4. On the final presentations, cut the class into two different groups that present in different rooms (you will need 2 outside evaluators instead of 1)
5. Plan on four full eight to ten-hour days of lecture and discussion and test late on Friday.

Instructors will need an Instructor Manual, a Student Manual, Instructor PowerPoint, and the student presentation PowerPoints. Each student will require a Student Manual.

The Instructor Manual and Student Manual contain all of the information that you will need to practice and test the eight (8) skills. Skills 1-7 in the student manual are classified as academic skills so the instructor can grade and will be required to record the grades on the INSTRUCTOR COPY Grade Sheet located in the Student Manual. Skill 8 is the final presentation and will require evaluation by an outside evaluator.

You will need to complete Grade Sheets (5 pages located together in the Instructor Manual and/or Student Manual) for each student and submit them to the test proctor administering the certification exam.

## Suggested Fire Instructor I Schedule for 5-day Format

### **Day One**

0800-0815	Orientation
0815-0830	Meet and greet
0830-0915	Introductions
0930-1120	3-minute presentation (Instructor assignments “fun” topic)
1300-1350	Chapter 1
1400-1450	Chapter 2
1500-1645	Chapter 3

### **Day Two**

0800-1000	3 to 5 presentation (Student choose: Non-fire)
1000-1045	Chapter 4
1100-1200	Chapter 5
1300-1400	Chapter 5 continued
1400-1540	Chapter 6
1555-1700	Chapter 7

### **Day Three**

0800-1000	3 to 5 minute presentation (Student choose: Fire or EMS related)
1000-1100	Chapter 7 continued
1100-1200	Chapter 8
1300-1400	Chapter 8 continued
1415-1700	Chapter 9

### **Day Four**

0800-0930	Chapter 10
0940-1030	Chapter 11
1040-1140	Chapter 12
1245-1335	Chapter 13
1400-1700	Skills

### **Day Five**

0730-1030	10-minute presentation (Divide class into 2 groups: Topic on CD)
1045-1200	Review
1300-1330	Review/Paperwork
1400	Test (Can be given later to accommodate final presentations)

ALABAMA FIRE COLLEGE  
FIRE INSTRUCTOR I  
NFPA 1041 2007 EDITION

**INSTRUCTOR COPY: GRADE SHEET**

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Total Skill Points: \_\_\_\_\_

(Filled out by instructor)

Instructor Signature: \_\_\_\_\_

Revised: 2/2009

**Skill # 1 Training Records**

4.2.3 (10 points) Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.

Y/N

\_\_\_/\_\_\_ Form filled out completely and legible

\_\_\_/\_\_\_ Documentation is correct and report signed

Each element worth 5 points

Student receives \_\_\_\_\_ points

**Skill # 2 Evaluation and Testing**

4.5.3 (10 points) Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

Y/N

\_\_\_/\_\_\_ Any test found below the set standard is rechecked for accuracy

\_\_\_/\_\_\_ Numerical scores, pass/fail or complete/incomplete is documented

Each element worth 5 points

Student receives \_\_\_\_\_ points

**Skill # 3 Evaluation and Testing**

4.5.4 (10 points) Report test results, given a set of test answer sheets or skill checklist, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedures, and unusual circumstances are reported.

Y/N

\_\_\_/\_\_\_ Completes subject and student information

\_\_\_/\_\_\_ Proper grade is given and form signed

Each element worth 5 points

Student receives \_\_\_\_\_ points

**Skill # 4 Evaluation and Testing**

4.5.5 Provides evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on data.

Y/N

\_\_\_/\_\_\_ Student is given I. D. number and documented for security of results

\_\_\_/\_\_\_ Grades are posted and test reviewed so student can receive feedback

Each element worth 5 points

Student receives \_\_\_\_\_ points

**Skill # 5 Evaluation and Testing**

4.5.2 (10 points) Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that testing is conducted according to procedures and security of the materials is maintained.

Y/N

- /  Testing rules, number of questions and time limit is given  
 /  Reads question in a manner that does not reveal answer  
 /  Reads question in a manner that does not distract the student  
 /  Instructor displays a pleasant demeanor  
 /  Feedback is provided

Each element worth 2 points

Student receives \_\_\_\_\_ points

**Skill # 6 Evaluation and Testing**

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of agency, so that testing is conducted according to procedures and security of the materials is maintained.

Y/N

- /  Testing information is relayed to the student  
 /  Testing guidelines are relayed so that student understands what's expected  
 /  Testing rules are relayed so that the student understands what's expected  
 /  Instructor displays a pleasant demeanor  
 /  Instructor ensures student is ready

Each element worth 2 points

Student receives \_\_\_\_\_ points

**Skill # 7 Evaluation and Testing**

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that testing is conducted according to procedures and security of the materials is maintained.

Y/N

- /  Testing directions are relayed to the student  
 /  Objective is read clearly with no answers given  
 /  Student is monitored and results are documented on grade sheet  
 /  Instructor displays a pleasant demeanor  
 /  Time limit and minimum performance required is relayed to student

Each element worth 2 points

Student receives \_\_\_\_\_ points

**Skill # 8 Conducting a Presentation**

Student must complete 41 of the 58 total points on the student presentation grade sheet.

5.4.2 Conduct a class using a lesson plan that the instructor has prepared (Skill #12) and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

4.4.2 Organize the classroom, laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control, or weather, noise control, seating, audio-visual equipment, teaching aids, and safety are considered.

4.4.3 Present prepared lessons, 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.

4.4.4 Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

4.4.5 Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

4.4.6 Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

4.4.7 Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage.

Student received \_\_\_\_\_ points

\*\*Use the Alabama Fire College Fire Instructor I NFPA 1041 Student Presentation Grade Sheet located in the Student Manual for grading the final presentation and attach to this document.

# Alabama Fire College

## Fire Instructor Presentation Skill Grading Elements

Instructor: Ensure that each student has a copy and understands each of these grading elements for their presentations. Included are the things that the evaluator grading the student will look at during their presentation.

**1. Classroom setup**

-props and training aids in place ready for use, lighting, no distracters.

**2. Appearance**

-the student should look neat and clean.

**3. Speaking voice and grammar**

-the student should concentrate on speaking clearly, use fluctuation, use proper grammar and complete sentences

-show enthusiasm in your presentation.

**4. Objectives**

-should be fully covered and understood

-should be referenced during delivery and used in the summary of the course.

**5. Motivation/Preparation**

-the student should give some sort of motivation of why the course they are teaching is important to the students.

-should be done during the beginning of the presentation

-should be done enthusiastically, reinforced and applicable to the subject matter.

**6. Appropriate for level taught**

-the student should be sure they tailor their presentation to the level being taught.

-this will most likely be a basic fire fighter/EMT level student.

**7. Sequence of instruction**

-student should stay on track and in sequence with the lesson plan being sure the main points are sequential and meet objectives

**8. Instructor knowledge**

-the student will be graded on their knowledge and presentation of the subject matter.

-the student should not read a lesson plan or power point presentation.

**9. Questions**

-should be used to encourage participation

-several different types should be used.

-any questions should be answered properly or told they do not know and they will find the answer.

**10. Class control**

-student should have training aids and activities during presentation to control flow and keep conversation related to the topic.

**11. Mannerisms**

-student should be careful of not using transitional sayings (uh, um) as they can be very distracting.

-ensure the student uses proper posture, do not pace and limit use of crutches such as playing with keys in pocket, pens, remote controls, etc.

## **12. Lesson Plan**

- should be structured and delivered in a sequential manner.
- should be able to know when the student transfers from one main point to another and not lose place in lesson plan.
- training aids should be implemented at proper time and a study/information sheet provided to students if needed

## **13. Training aids**

- there should be at least two training aids to enhance the learning process
- should be used at the right time and properly.
- these can include power point, charts, turnout gear, equipment, white board, etc.

## **14. Summary**

- lesson must be summarized touching on objectives and main points.
- should also cover the application and evaluation step
- give any assignments.
- this time should not be used to field questions to make up time.

