



## **Fire Instructor 1**

- Name: \_\_\_\_\_
  - Certification expiration date \_\_\_\_\_
  - Your Department: \_\_\_\_\_ Your Supervising Officer: \_\_\_\_\_
  - Complete "Certificate Recertification Requirements report" in High Plains for the JPR print out. (Directions on how to run this report are [HERE](#).)
  - Complete a renewal bubble sheet. FDID affiliation # is 00001. Renewal for Fire Instructor I is 4. Use your home address. Don't forget to sign your name on the front page.
  - Photocopy and attach documentation of 12 hours of [continuing education in instructional techniques](#) during the three-year certification period.
  - Photocopy and attach documentation of 12 hours of instruction *per year* during the three-year certification period.
  - Bring to HCTC this [checklist](#), [the renewal report](#), [documentation of your CEUs](#) and [a completed bubble sheet](#).
- ! Renewals will not be processed until all these forms are complete and together. DO NOT HAND IN PARTIALLY COMPLETE RENEWALS. THEY WILL BE DISCARDED.

\*\*\*The 12 hours of continuing education in instructional techniques must be based on this standard.

## Chapter 4 Instructor I

### 4.1 General.

4.1.1 For certification at Fire Instructor Level I, the candidate shall meet the job performance requirements defined in Sections 4.2 through 4.5.

### 4.2 Program Management.

4.2.1 **Definition of Duty.** The management of basic resources and the records and reports essential to the instructional process.

4.2.2 Assemble course materials, given a specific topic, so that the lesson plan, all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) **Requisite Knowledge.** Components of a lesson plan; policies and procedures for the procurement of materials and equipment and resource availability.

(B) **Requisite Skills.** None required.

4.2.3 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.

(A) **Requisite Knowledge.** Types of records and reports required; policies and procedures for processing records and reports.

(B) **Requisite Skills.** Basic report writing and record completion.

### 4.3 Instructional Development.

4.3.1\* **Definition of Duty.** The review and adaptation of prepared instructional materials.

4.3.2\* 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.

(A) **Requisite Knowledge.** Recognition of student limitations, methods of instruction, types of resource materials; organizing the learning environment; policies and procedures.

(B) **Requisite Skills.** Analysis of resources, facilities, and materials.

4.3.3\* Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

(A)\* **Requisite Knowledge.** Elements of a lesson plan, selection of instructional aids and methods, origination of learning environment.

(B) **Requisite Skills.** Instructor preparation and organizational skills.

### 4.4 Instructional Delivery.

**4.4.1 Definition of Duty.** The delivery of instructional sessions utilizing prepared course materials.

**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, audiovisual equipment, teaching aids, and safety are considered.

**(A) Requisite Knowledge.** Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

**(B) Requisite Skills.** Use of instructional media and materials.

**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.

**(A) Requisite Knowledge.** The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

**(B) Requisite Skills.** Oral communication techniques, teaching methods and techniques, utilization of lesson plans in the instructional setting.

**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.

**(A) Requisite Knowledge.** Methods of dealing with changing circumstances.

**(B) Requisite Skills.** None required.

**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.

**(A)\* Requisite Knowledge.** Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, methods of dealing with disruptive and unsafe behavior.

**(B) Requisite Skills.** Basic coaching and motivational techniques, adaptation of lesson plans or materials to specific instructional situations.

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

**(A) Requisite Knowledge.** Components of audiovisual equipment.

**(B) Requisite Skills.** Use of audiovisual equipment, cleaning, and field level maintenance.

**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.

**(A) Requisite Knowledge.** Media types, limitations, and selection criteria.

**(B) Requisite Skills.** Transition techniques within and between media.

#### **4.5 Evaluation and Testing.**

**4.5.1\* Definition of Duty.** The administration and grading of student evaluation instruments.

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

**(A) Requisite Knowledge.** Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

**(B) Requisite Skills.** Use of skills checklists and oral questioning techniques.

**4.5.3** 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.

**(A) Requisite Knowledge.** Grading and maintaining confidentiality of scores.

**(B) Requisite Skills.** None required.

**4.5.4** Report test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

**(A) Requisite Knowledge.** Reporting procedures, the interpretation of test results.

**(B) Requisite Skills.** Communication skills, basic coaching.

**4.5.5\*** Provide 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 the data.

**(A) Requisite Knowledge.** Reporting procedures, the interpretation of test results.

**(B) Requisite Skills.** Communication skills, basic coaching.