NFPA 1020: 2025 Edition, Chapter 4 Fire and Emergency Services Instructor I

Below please find what has been previously approved by the Committee on Accreditation (COA) for this level of certification. This example does not take into consideration “Document Review”, “Portfolio”, or “Other testing methods.”

If your agency selects completing their online Assessment Methodology Matrix (AMM) utilizing these test methods, our Technical Analysts may place your application under a COA meeting consent agenda bypassing the usual COA review.

The spaces identified below with an “X” must be replaced with the appropriate cognitive test item numbers (e.g. Questions 1,4,6,7,9, etc.) or the score sheet numbers under Product, Psychomotor/Process methods as score sheet numbers (e.g.- SS 101, 202, and 304, etc.).

	Knowledge-Based Assessments (graded after submission)		**Performance-Based Assessments** (graded in real-time as they are performed)	
Section	**Cognitive** (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	**Product** (e.g., document or develop a budget, proposal, lesson plan)	**Psychomotor** (Primarily an observable physical task. e.g., don, doff)	**Process** (Primarily a mental or verbalized task. e.g., inspect)
4.3.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.				
4.3.2			**X**	
(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.				
4.3.2 (A)	**X**			
(B) Requisite Skills. None required. **Please place an NA in the Cognitive box below.**				

4.3.2 (B)	NA		
4.3.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.			
4.3.3			X
(A) Requisite Knowledge. Resource management and sources of instructional resources and equipment.			
4.3.3 (A)	X		
(B) Requisite Skills. Oral and written communication and forms completion.			
4.3.3 (B)		X	X
4.3.4* Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.			
4.3.4		X	
(A) Requisite Knowledge. AHJ scheduling procedures and resource management.			
4.3.4 (A)	X		
(B) Requisite Skills. Training schedule completion.			
4.3.4 (B)		X	
4.3.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.			
4.3.5		X	
(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.			

4.3.5(A)	X		
(B) Requisite Skills. Report writing and record completion.			
4.3.5 (B)		X	
4.4.2* Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.			
4.4.2		X*	X*
(A) Requisite Knowledge. Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.			
4.4.2 (A)	X		
(B) Requisite Skills. Analysis of resources, facilities, and materials.			
4.4.2 (B)		X*	X*
4.4.3* 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.			
4.4.3		X*	X*
(A)* Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.			
4.4.3 (A)	X		
(B) Requisite Skills. Instructor preparation and organization techniques.			
4.4.3 (B)		X*	X*
4.5.2			

Organize the 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 addressed.			
4.5.2			X
(A) Requisite Knowledge. Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.			
4.5.2 (A)	X		
(B) Requisite Skills. Use of instructional media and teaching aids.			
4.5.2 (B)			X
4.5.3 Inspect the training prop and associated equipment, given a specific training prop, applicable equipment, and AHJ policy, so that all safety features of the prop are present and operate as intended, equipment is in a safe and useable condition, and unsafe props and equipment are removed from service in accordance with AHJ procedures.			
4.5.3			X
(A) Requisite Knowledge. The purpose of a specific training prop, procedures for operation of a training prop, safety features for a training prop, method to test the safety features of a training prop, proper condition(s) for a specific tool or piece of equipment to be used in a training evolution, AHJ procedures to declare a training prop or piece of equipment out-of-service and unsuitable for use in a training evolution, and the AHJ procedures to remove the training prop or equipment from the training environment or evolution.			
4.5.3 (A)	X		
(B) Requisite Skills. Examine a training prop, test the emergency or safety features of a training prop, examine a piece of equipment to determine if it is safe for use, mark a training prop or piece of equipment as out-of-service.			
4.5.3 (B)			X
4.5.4			

Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan is used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.			
4.5.4			X
(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.			
4.5.4 (A)	X		
(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.			
4.5.4 (B)			X
4.5.5* Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.			
4.5.5			X
(A)* Requisite Knowledge. Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.			
4.5.5 (A)	X		
(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.			
4.5.5 (B)			X
4.5.6			

Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.			
4.5.6			X
(A) Requisite Knowledge. Instructional technology tools, demonstration devices, and selection criteria.			
4.5.6 (A)	X		
(B) Requisite Skills. Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.			
4.5.6 (B)			X
4.5.7* Monitor training participants to safeguard participants, given a training evolution, so that signs and symptoms of fatigue and distress are recognized and that appropriate actions are taken to prevent injury.			
4.5.7			X
(A) Requisite Knowledge. Signs and symptoms of fatigue and distress, knowledge of environmental conditions, AHJ safety policies and procedures, AHJ rehabilitation policies and procedures, and AHJ emergency procedures.			
4.5.7 (A)	X		
(B) Requisite Skills. Evaluation of environmental conditions, class management, implementation of AHJ safety policies, implementation of AHJ rehabilitation policies, activation of AHJ emergency procedures.			
4.5.7 (B)			X
4.6.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.			
4.6.2			X
(A) Requisite Knowledge.			

Test administration, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.			
4.6.2 (A)	X		
(B) Requisite Skills. Use of skills checklists and assessment techniques.			
4.6.2 (B)			X
4.6.3 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.			
4.6.3		X	X
(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.			
4.6.3 (A)	X		
(B) Requisite Skills. None required. **Please place an NA in the Cognitive box below.**			
4.6.3 (B)	NA		
4.6.4 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.			
4.6.4		X	X
(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.			
4.6.4 (A)	X		
(B) Requisite Skills. Communication skills and basic coaching.			
4.6.4 (B)		X	X

4.6.5* 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; and objective, clear, and relevant; also include suggestions based on the data.			
4.6.5			X
(A) Requisite Knowledge. Reporting procedures, the interpretation of test results, and the causes of performance failure.			
4.6.5 (A)	X		
(B) Requisite Skills. Performance measurement, communication skills, and basic coaching.			
4.6.5 (B)			X