NFPA 1020: 2025 Edition, Chapter 5 Fire and Emergency Services Instructor II

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)
The Fire and Emergency Services Instructor II shall meet the requirements for Fire and Emergency Services Instructor I and the JPRs defined in Sections 5.2 through 5.5. (FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)				
5.1				
5.2.2 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.				
5.2.2		**X***	**X***	
(A) Requisite Knowledge.				

AHJ policy, scheduling processes, supervision techniques, and resource management.			
5.2.2 (A)	X		
(B) Requisite Skills. Select resources, staff, and facilities for specified instructional sessions.			
5.2.2 (B)		X*	X*
5.2.3 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.			
5.2.3		X	
(A) Requisite Knowledge. AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.			
5.2.3 (A)	X		
(B) Requisite Skills. Resource analysis and preparation of supporting documentation.			
5.2.3 (B)		X	
5.2.4 Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.			
5.2.4		X*	X*
(A)* Requisite Knowledge. AHJ policies, purchasing procedures, and budget.			
5.2.4 (A)	X		
(B) Requisite Skills. Records completion.			
5.2.4 (B)		X	
5.2.5			

Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.			
5.2.5		X*	X*
(A) Requisite Knowledge. Record-keeping processes, AHJ policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and systems used for record-keeping.			
5.2.5 (A)	X		
(B) Requisite Skills. Records management.			
5.2.5 (B)		X*	X*
5.2.6 Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.			
5.2.6			X
(A) Requisite Knowledge. Personnel evaluation methods, supervision techniques, AHJ policy, and effective instructional methods and techniques.			
5.2.6 (A)	X		
(B) Requisite Skills. Coaching, observation techniques, and completion of evaluation records.			
5.2.6 (B)			X
5.3.2* Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan are addressed.			
5.3.2		X	
(A) Requisite Knowledge.			

Elements of a lesson plan, components of learning objectives, instructional methodology, student-centered learning, methods for eliminating bias, types and application of instructional technology tools and techniques, copyright law, and references and materials.			
5.3.2 (A)	X		
(B) Requisite Skills. Conduct research, develop behavioral objectives, assess student needs, and develop instructional technology tools; lesson outline techniques, evaluation techniques, and resource needs analysis.			
5.3.2 (B)		X	
5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that uses multiple teaching methods and techniques, given a topic and a target audience, so that the lesson is delivered in a safe and effective manner and the objectives are achieved.			
5.4.2			X
(A) Requisite Knowledge. Student-centered learning methods, discussion methods, facilitation methods, problem-solving techniques, methods for eliminating bias, types and application of instructional technology tools, and evaluation tools and techniques.			
5.4.2 (A)	X		
(B)* Requisite Skills. Facilitate instructional session, apply student-centered learning, evaluate instructional delivery, and use and evaluate instructional technology tools, evaluation techniques, and resources.			
5.4.2 (B)			X
5.4.3* Supervise other instructors and students during training, given a specialized training scenario, so that applicable safety standards and practices are followed and instructional goals are met.			
5.4.3			X
(A) Requisite Knowledge. Safety rules, regulations, and practices; the incident management system; and leadership techniques.			
5.4.3 (A)	X		

(B) Requisite Skills. Conduct a safety briefing, ability to communicate, and implement an incident management system.			
5.4.3 (B)			X
5.4.4* Evaluate the suitability of a training prop and associated equipment, given a specific training prop and applicable equipment, so that its use furthers the intent and purpose of the training.			
5.4.4		X*	X*
(A) Requisite Knowledge. The intent and purpose of a training program or evolution, the proper use of specific props or equipment, manufacturer's specifications for props, the physical needs of the student and instructors for the safe use of specific training props or equipment.			
5.4.4 (A)	X		
(B) Requisite Skills The ability to analyze specifications, evaluate a prop for suitability, and determine requirements for its safe use.			
5.4.4 (B)		X*	X*
5.5.2 Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.			
5.5.2		X	
(A) Requisite Knowledge. Evaluation methods, evaluation instrument development, and assessment of validity and reliability.			
5.5.2 (A)	X		
(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.			
5.5.2 (B)		X	
5.5.3*			

Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.			
5.5.3		X	
(A) Requisite Knowledge. Training evaluation methods.			
5.5.3 (A)	X		
(B) Requisite Skills. Development of training evaluation instruments.			
5.5.3 (B)		X	