

NFPA 1020: 2025 Edition, Chapter 6 Fire and Emergency Services Instructor III

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		Performance-Based Assessments	
	(graded after submission)		(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 III shall meet the requirements for Fire and Emergency Services Instructor II and the JPRs defined in Sections 6.2 through 6.5 .				
(FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)				
6.1				
6.2.2*	Administer a training record system, given AHJ policy and the type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.			
6.2.2		X		
(A) Requisite Knowledge.				

AHJ policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

[6.2.2 \(A\)](#)

X

(B) Requisite Skills.

Development of records and report generation.

[6.2.2 \(B\)](#)

X

6.2.3

Develop policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.

[6.2.3](#)

X

(A) Requisite Knowledge.

AHJ procedures, training program goals, and AHJ policy format.

[6.2.3 \(A\)](#)

X

(B) Requisite Skills.

Technical writing and decision making.

[6.2.3 \(B\)](#)

X

6.2.4

Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals.

[6.2.4](#)

X

(A) Requisite Knowledge.

AHJ policies regarding staff selection, instructional requirements, the capabilities of instructional staff, employment laws, and AHJ goals.

[6.2.4 \(A\)](#)

X

(B) Requisite Skills.

Evaluation techniques and interview methods.

[6.2.4 \(B\)](#)

X

6.2.5

Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals in accordance with AHJ policies.

6.2.5

X**(A) Requisite Knowledge.**

Evaluation methods, employment laws, AHJ policies, staff schedules, and job requirements.

6.2.5 (A)

X**(B) Requisite Skills.**

Evaluation techniques, scheduling, and technical writing.

6.2.5 (B)

X**6.2.6**

Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

6.2.6

X**(A) Requisite Knowledge.**

AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

6.2.6 (A)

X**(B) Requisite Skills.**

Resource analysis and required documentation.

6.2.6 (B)

X**6.2.7**

Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.

6.2.7

X**(A) Requisite Knowledge.**

Equipment purchasing procedures, available AHJ resources, and curriculum needs.

6.2.7 (A)

X

(B) Requisite Skills.

Preparation of procurement documents and technical writing.

[6.2.7 \(B\)](#)

X

6.2.8

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.

[6.2.8](#)

X

X

(A) Requisite Knowledge.

Statistical analysis and AHJ goals.

[6.2.8 \(A\)](#)

X

(B) Requisite Skills.

Presentation skills and report preparation following AHJ guidelines.

[6.2.8 \(B\)](#)

X

X

6.3.2

Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.

[6.3.2](#)

X

(A) Requisite Knowledge.

Needs analysis, gap analysis, instructional design process, instructional methodology, learner characteristics, instructional technologies, curriculum development, facilities, and development of evaluation instruments.

[6.3.2 \(A\)](#)

X

(B) Requisite Skills.

Conducting research and needs and gap analysis, forecasting, and organizing information.

[6.3.2 \(B\)](#)

X

6.3.3

Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are used, and the program meets time and budget constraints.

[6.3.3](#)

X

(A) Requisite Knowledge.

Instructional design, instructional methodologies, learner characteristics, principles of student-centered learning, and research methods.

[6.3.3 \(A\)](#)

X

(B) Requisite Skills.

Technical writing and selecting course reference materials.

[6.3.3 \(B\)](#)

X

6.3.4

Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.

[6.3.4](#)

X

(A) Requisite Knowledge.

Components and characteristics of outcomes and correlation of outcomes to AHJ goals.

[6.3.4 \(A\)](#)

X

(B) Requisite Skills.

Technical writing.

[6.3.4 \(B\)](#)

X

6.3.5

Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.

[6.3.5](#)

X

(A) Requisite Knowledge.

Components of objectives and correlation between outcomes and objectives.

[6.3.5 \(A\)](#)

X

(B) Requisite Skills.

Technical writing.

[6.3.5 \(B\)](#)

X

6.3.6

Construct a course content outline, given course objectives and reference sources, so that the content outline supports course objectives.

[6.3.6](#)

X

(A) Requisite Knowledge.

Correlation between course objectives, instructor lesson plans, and instructional methodology.

[6.3.6 \(A\)](#)

X

(B) Requisite Skills.

Technical writing.

[6.3.6 \(B\)](#)

X

6.5.2

Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.

[6.5.2](#)

X

(A) Requisite Knowledge.

Record-keeping systems, AHJ goals, data acquisition techniques, applicable laws, and methods of providing feedback.

[6.5.2 \(A\)](#)

X

(B) Requisite Skills.

The evaluation, development, and use of information systems.

[6.5.2 \(B\)](#)

X

[6.5.3*](#)

Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.

6.5.3		X	
(A) Requisite Knowledge.			
Evaluation techniques, AHJ constraints, and resources.			
6.5.3 (A)	X		
(B) Requisite Skills.			
Decision making and technical writing.			
6.5.3 (B)		X	
6.5.4			
Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.			
6.5.4		X	
(A) Requisite Knowledge.			
Evaluation methods and AHJ goals.			
6.5.4 (A)	X		
(B) Requisite Skills.			
Construction of evaluation instruments and technical writing.			
6.5.4 (B)		X	
6.5.5			
Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.			
6.5.5		X	
(A) Requisite Knowledge.			
AHJ policies and applicable laws, test validity and reliability, and item analysis methods.			
6.5.5 (A)	X		
(B) Requisite Skills.			
Item analysis.			

6.5.5 (B)

X