

# NFPA 1041: 2019 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)
4.2.2 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.				
<a href="#">4.2.2</a>				X
(A) <b>Requisite Knowledge.</b> Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.				
<a href="#">4.2.2</a> (A)	X			
(B) <b>Requisite Skills.</b> None required- <b>Please place a NA in the Cognitive box below.</b>				
<a href="#">4.2.2</a> (B)	NA			

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.			
<a href="#">4.2.3</a>		<b>X</b>	
<b>(A) Requisite Knowledge.</b> Resource management, sources of instructional resources and equipment.			
<a href="#">4.2.3</a> <a href="#">(A)</a>	<b>X</b>		
<b>(B) Requisite Skills.</b> Oral and written communication, forms completion.			
<a href="#">4.2.3</a> <a href="#">(B)</a>		<b>X</b>	<b>X</b>
4.2.4 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.			
<a href="#">4.2.4</a>		<b>X</b>	
<b>(A) Requisite Knowledge.</b> AHJ scheduling procedures and resource management.			
<a href="#">4.2.4</a> <a href="#">(A)</a>	<b>X</b>		
<b>(B) Requisite Skills.</b> Training schedule completion			
<a href="#">4.2.4</a> <a href="#">(B)</a>		<b>X</b>	
4.2.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.			
<a href="#">4.2.5</a>		<b>X</b>	
<b>(A) Requisite Knowledge.</b> Types of records and reports required, and policies and procedures for processing records and reports.			
<a href="#">4.2.5(A)</a>	<b>X</b>		
<b>(B) Requisite Skills.</b> Report writing and record completion.			
<a href="#">4.2.5(B)</a>		<b>X</b>	

4.3.2 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.			
4.3.2			X
(A) <b>Requisite Knowledge.</b> Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.			
4.3.2 (A)	X		
(B) <b>Requisite Skills.</b> Analysis of resources, facilities, and materials.			
4.3.2 (B)			X
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.			
4.3.3		X	X
(A) * <b>Requisite Knowledge.</b> Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.			
4.3.3 (A)	X		
(B) <b>Requisite Skills.</b> Instructor preparation and organization techniques.			
4.3.3(B)			X
4.4.2 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.			
4.4.2			X
(A) <b>Requisite Knowledge.</b> Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.			
4.4.2 (A)	X		

<b>(B) Requisite Skills.</b> Use of instructional media and teaching aids.			
<a href="#">4.4.2</a> (B)			<b>X</b>
4.4.3 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 are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.			
<a href="#">4.4.3</a>			<b>X</b>
<b>(A) * Requisite Knowledge.</b> 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.			
<a href="#">4.4.3</a> (A)	<b>X</b>		
<b>(B) Requisite Skills.</b> Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.			
<a href="#">4.4.3</a> (B)			<b>X</b>
4.4.4 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.			
<a href="#">4.4.4</a>			<b>X</b>
<b>(A) * Requisite Knowledge.</b> Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior			
<a href="#">4.4.4</a> (A)	<b>X</b>		
<b>(B) Requisite Skills.</b> Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.			
<a href="#">4.4.4</a> (B)			<b>X</b>

4.4.5 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.			
4.4.5			X
(A) <b>Requisite Knowledge.</b> Instructional technology tools, demonstration devices, and selection criteria.			
4.4.5 (A)	X		
(B) <b>Requisite Skills.</b> Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.			
4.4.5 (B)			X
4.5.2 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.			
4.5.2			X
(A) <b>Requisite Knowledge.</b> 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.			
4.5.2 (A)	X		
(B) <b>Requisite Skills.</b> Use of skills checklists and assessment techniques.			
4.5.2 (B)		X	X
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.			
4.5.3		X	X
(A) <b>Requisite Knowledge.</b> Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.			
4.5.3 (A)	X		

**(B) Requisite Skills.** None required. **Please place a NA in the Cognitive box below.**

[4.5.3](#)  
[\(B\)](#)

NA

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.

[4.5.4](#)

**X**

**X**

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

[4.5.4](#)  
[\(A\)](#)

**X**

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

[4.5.4](#)  
[\(B\)](#)

**X**

**X**

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; and objective, clear, and relevant; also include suggestions based on the data.

[4.5.5](#)

**X**

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

[4.5.5](#)  
[\(A\)](#)

**X**

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

[4.5.5](#)  
[\(B\)](#)

**X**

**X**

# NFPA 1041: 2019 Edition, Chapter 4 Fire and Emergency Services Instructor II

	<b>Knowledge-Based Assessments</b>		<b>Performance-Based Assessments</b>	
	(graded after submission)		(graded in real-time as they are performed)	
<b>Section</b>	<b>Cognitive</b>  (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	<b>Product</b>  (e.g., document or develop a budget, proposal, lesson plan)	<b>Psychomotor</b>  (Primarily an observable physical task. e.g., don, doff)	<b>Process</b>  (Primarily a mental or verbalized task. e.g., inspect)
<b>Program Management</b>				
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.				
<a href="#">5.2.2</a>				<b>X</b>
5.2.2(A) <b>Requisite Knowledge.</b>				
AHJ policy, scheduling processes, supervision techniques, and resource management.				
<a href="#">5.2.2 (A)</a>	<b>X</b>			
5.2.2(B) <b>Requisite Skills.</b>				
Select resources, staff, and facilities for specified instructional sessions.				
<a href="#">5.2.2 (B)</a>				<b>X</b>
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.				
<a href="#">5.2.3</a>		<b>X</b>		<b>X</b>
5.2.3(A) <b>Requisite Knowledge.</b>				
AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.				
<a href="#">5.2.3 (A)</a>	<b>X</b>			

5.2.3(B) <b>Requisite Skills.</b> Resource analysis and preparation of supporting documentation.			
5.2.3(B)		X	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
5.2.4(A) * <b>Requisite Knowledge.</b> AHJ policies, purchasing procedures, and budget.			
5.2.4(A)			
5.2.4(B) <b>Requisite Skills.</b> 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
5.2.5(A) <b>Requisite Knowledge.</b> 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		
5.2.5(B) <b>Requisite Skills.</b> 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	X
5.2.6(A) <b>Requisite Knowledge.</b>			

Personnel evaluation methods, supervision techniques, AHJ policy, and effective instructional methods and techniques.

[5.2.6 \(A\)](#)

**X**

**5.2.6(B) Requisite Skills.**

Coaching, observation techniques, and completion of evaluation records.

[5.2.6 \(B\)](#)

**X**

**X**

**Instructional Development**

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, an evaluation plan, and learning objectives for the topic are addressed.

[5.3.2](#)

**X**

**5.3.2(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**

**5.3.2(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**

**Instructional Delivery**

5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of 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**

**5.4.2(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

**5.4.2(B) \* Requisite Skills.**

Facilitate instructional session, apply student-centered learning, evaluate instructional delivery; 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

**5.4.3(A) Requisite Knowledge.**

Safety rules, regulations, and practices; the incident management system; and leadership techniques.

[5.4.3 \(A\)](#) X

**5.4.3(B) Requisite Skills.**

Conduct a safety briefing, ability to communicate, and implement an incident management system.

[5.4.3 \(B\)](#) X

**Evaluation and Testing.**

**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

**5.5.2(A) Requisite Knowledge.**

Evaluation methods, evaluation instrument development, and assessment of validity and reliability.

[5.5.2 \(A\)](#) X

**5.5.2(B) Requisite Skills.**

Evaluation item construction and assembly of evaluation instruments.

5.5.2 (B)		<b>X</b>	
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		<b>X</b>	
5.5.3(A) <b>Requisite Knowledge.</b> Training evaluation methods.			
5.5.3 (A)	<b>X</b>		
5.5.3(B) <b>Requisite Skills.</b> Development of training evaluation instruments.			
5.5.3 (B)		<b>X</b>	

# NFPA 1041: 2019 Edition, Chapter 6 Fire and Emergency Service Instructor III

	<b>Knowledge-Based Assessments</b> (graded after submission)		<b>Performance-Based Assessments</b> (graded in real-time as they are performed)	
<b>Section</b>	<b>Cognitive</b> (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	<b>Product</b> (e.g., document or develop a budget, proposal, lesson plan)	<b>Psychomotor</b> (Primarily an observable physical task. e.g., don, doff)	<b>Process</b> (Primarily a mental or verbalized task. e.g., inspect)
6.2.2 Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.				
<a href="#">6.2.2</a>		<b>X</b>		
6.2.2(A) <b>Requisite Knowledge.</b>  AHJ policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.				
<a href="#">6.2.2 (A)</a>	<b>X</b>			
6.2.2(B) <b>Requisite Skills.</b>  Development of records and report generation.				
<a href="#">6.2.2 (B)</a>		<b>X</b>		
6.2.3 Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.				
<a href="#">6.2.3</a>		<b>X</b>		
6.2.3(A) <b>Requisite Knowledge.</b>  AHJ procedures and training program goals, and format for AHJ policies.				
<a href="#">6.2.3 (A)</a>	<b>X</b>			
6.2.3(B) <b>Requisite Skills.</b>				

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
6.2.4(A) <b>Requisite Knowledge.</b> AHJ policies regarding staff selection, instructional requirements, the capabilities of instructional staff, employment laws, and AHJ goals.			
6.2.4 (A)	X		
6.2.4(B) <b>Requisite Skills.</b> 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, following AHJ policies.			
6.2.5		X	
6.2.5(A) <b>Requisite Knowledge.</b> Evaluation methods, employment laws, AHJ policies, staff schedules, and job requirements.			
6.2.5 (A)	X		
6.2.5(B) <b>Requisite Skills.</b> Evaluation techniques, scheduling, 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	
6.2.6(A) <b>Requisite Knowledge.</b>			

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

[6.2.6 \(A\)](#) X

**6.2.6(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

**6.2.7(A) Requisite Knowledge.**

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

[6.2.7 \(A\)](#) X

**6.2.7(B) Requisite Skills.**

Preparation of procurement documents, 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

**6.2.8(A) Requisite Knowledge.**

Statistical analysis and AHJ goals.

[6.2.8 \(A\)](#) X

**6.2.8(B) Requisite Skills.**

Presentation skills and report preparation following AHJ guidelines.

[6.2.8 \(B\)](#) X X

## Instructional Development

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

### 6.3.2(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

### 6.3.2(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 utilized, and the program meets time and budget constraints.

6.3.3

X

### 6.3.3(A) Requisite Knowledge.

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

6.3.3 (A)

X

### 6.3.3(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

### 6.3.4(A) Requisite Knowledge.

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

[6.3.4 \(A\)](#)

**X**

**6.3.4(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**

**6.3.5(A) Requisite Knowledge.**

Components of objectives and correlation between outcomes and objectives.

[6.3.5 \(A\)](#)

**X**

**6.3.5(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**

**6.3.6(A) Requisite Knowledge.**

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

[6.3.6 \(A\)](#)

**X**

**6.3.6(B) Requisite Skills.**

Technical writing.

[6.3.6 \(B\)](#)

**X**

**Instructional Delivery.**

6.4 No JPRs at the Instructor III Level.

6.4	NA		
<b>Evaluation and Testing.</b>			
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	
6.5.2(A) <b>Requisite Knowledge.</b>			
Record-keeping systems, AHJ goals, data acquisition techniques, applicable laws, and methods of providing feedback.			
6.5.2 (A)	X		
6.5.2(B) <b>Requisite Skills.</b>			
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	
6.5.3(A) <b>Requisite Knowledge.</b>			
Evaluation techniques, AHJ constraints, and resources.			
6.5.3 (A)	X		
6.5.3(B) <b>Requisite Skills.</b>			
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	

**6.5.4(A) Requisite Knowledge.**

Evaluation methods and AHJ goals.

[6.5.4 \(A\)](#)

**X**

**6.5.4(B) Requisite Skills.**

Construction of evaluation instruments, 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**

**6.5.5(A) Requisite Knowledge.**

AHJ policies and applicable laws, test validity and reliability, and item analysis methods.

[6.5.5 \(A\)](#)

**X**

**6.5.5(B) Requisite Skills.**

Item analysis.

[6.5.5 \(B\)](#)

**X**

# NFPA 1041: 2019 Edition, Chapter 7 Live Fire Instructor

	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)
<b>Pre-Live Fire Evolution</b>				
7.2.1 Inspect live fire participants' PPE and SCBA, given participants and PPE and SCBA, so that equipment is determined to be serviceable and worn in accordance with manufacturer's instructions.				
<a href="#">7.2.1</a>				<b>X</b>
7.2.1(A) <b>Requisite Knowledge.</b> Manufacturers' instructions.				
<a href="#">7.2.1 (A)</a>	<b>X</b>			
7.2.1(B) <b>Requisite Skills.</b>				
Visual inspection, using an inspection checklist.				
<a href="#">7.2.1 (B)</a>		<b>X</b>		<b>X</b>
<b>Live Fire Evolution</b>				
7.3.1 Predict stages of fire growth in a compartment, flow path, flashover, rollover, and backdraft, given a live fire evolution, so that a safe environment is maintained.				
<a href="#">7.3.1</a>				<b>X</b>
7.3.1(A) <b>Requisite Knowledge.</b>				
Fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.				
<a href="#">7.3.1 (A)</a>	<b>X</b>			
7.3.1(B) <b>Requisite Skills.</b>				

Configure fuel loads to meet the objectives of the live fire evolution, recognize changing conditions of the live fire environment.

7.3.1 (B)

X

X

7.3.2 Supervise a group during a live fire evolution, given a live fire structure or prop and a group of participants, so that instructional objectives are met, crew integrity is maintained, the instructor maintains a position to supervise the crew, fire conditions are monitored, and emergency actions are taken as necessary.

7.3.2

X

7.3.2(A) **Requisite Knowledge.**

Group dynamics, instructor positioning, egress routes, fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.

7.3.2 (A)

X

7.3.2(B) **Requisite Skills.**

Supervisory skills, fire suppression operations.

7.3.2 (B)

X

7.3.3 Conduct a personnel accountability report (PAR) upon entering and exiting a live fire structure or prop, given a group of participants in a live fire evolution, so that all participants are accounted for and safety is ensured and maintained.

7.3.3

X

7.3.3(A) **Requisite Knowledge.**

Knowledge of incident management system, AHJ personnel accountability procedures.

7.3.3 (A)

X

7.3.3(B) **Requisite Skills.**

Use of AHJ's accountability system, ability to recognize inadequacies in the use of the accountability system.

7.3.3 (B)

X

7.3.4 Monitor live fire participants to safeguard participants, given a live fire evolution, so that signs and symptoms of fatigue and distress are recognized and action is taken to prevent injury.

7.3.4

**X**

**7.3.4(A) Requisite Knowledge.**

Signs and symptoms of fatigue and distress, knowledge of environmental conditions, AHJ safety, rehabilitation, and emergency procedures.

7.3.4 (A)

**X**

**7.3.4(B) Requisite Skills.**

Evaluation of environmental conditions, class management, activation of AHJ emergency procedures.

7.3.4 (B)

**X**

# NFPA 1041: 2019 Edition, Chapter 8 Live Fire Instructor in Charge

	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)
<b>Pre-Live Fire Evolution</b>				
8.2.1 Prepare a pre-burn plan in compliance with NFPA 1403, given the AHJ policy and procedures for live fire training evolutions, the facility policies applicable to evolutions, learning objectives, and all conditions affecting the evolution, so that learning objectives are developed, the plan meets all AHJ requirements, existing conditions are identified, and the plan meets the developed learning objectives.				
<a href="#">8.2.1</a>		<b>X</b>		
8.2.1(A) <b>Requisite Knowledge.</b>  NFPA 1403, components of learning objectives, AHJ and facility policies and procedures, hazards associated with live fire training, fuel packages, burn room size, ventilation strategies, time between sequential burn evolutions, evidence-based practices for fire control, and training procedures.				
<a href="#">8.2.1 (A)</a>	<b>X</b>			
8.2.1(B) <b>Requisite Skills.</b>  Learning objective development, technical writing, pre-burn plan development.				
<a href="#">8.2.1 (B)</a>		<b>X</b>		
8.2.2 Conduct a pre-burn inspection of the structure or prop, given a structure or prop for live fire training, so that structural damage is identified, structural preparation is determined, and safety concerns are identified and addressed prior to the live fire evolution.				
<a href="#">8.2.2</a>			<b>X</b>	
8.2.2(A) <b>Requisite Knowledge.</b>  Facility requirements, structure or prop considerations.				

<a href="#">8.2.2 (A)</a>	<b>X</b>		
<b>8.2.2(B) Requisite Skills.</b>			
Observation techniques, inspection and evaluation skills.			
<a href="#">8.2.2 (B)</a>			<b>X</b>
<b>8.2.3 Calculate the minimum water supply required for a live fire evolution in compliance with NFPA 1403, Section 4.12, given a structure or prop so that the required minimum water supply is determined.</b>			
<a href="#">8.2.3</a>		<b>X</b>	
<b>8.2.3(A) Requisite Knowledge.</b>			
NFPA 1403, fire flow calculations.			
<a href="#">8.2.3 (A)</a>	<b>X</b>		
<b>8.2.3(B) Requisite Skills.</b>			
Calculation of water supply requirements, development of water supply documentation			
<a href="#">8.2.3 (B)</a>		<b>X</b>	
<b>8.2.4 Calculate the minimum water flow application rate for a live fire evolution in compliance with NFPA 1403, Section 4.12, given a structure or prop so that the required minimum water flow application rate is determined.</b>			
<a href="#">8.2.4</a>		<b>X</b>	
<b>8.2.4(A) Requisite Knowledge.</b>			
NFPA 1403, fire flow calculations, capacity of hose lines, fireground hydraulics.			
<a href="#">8.2.4 (A)</a>	<b>X</b>		
<b>8.2.4(B) Requisite Skills.</b>			
Calculation of minimum water flow application rate.			
<a href="#">8.2.4 (B)</a>		<b>X</b>	
<b>Live Fire Evolution</b>			
<b>8.3.1 Identify and assign instructional tasks and duties in compliance with NFPA 1403, given staffing assignments, learning objectives, and instructor capabilities, so that safety officer(s), ignition officer, and</b>			

crew/functional lead(s) are designated and rotated through duty assignments, instructor(s) implement participant accountability, proper instructor/student ratios are maintained, instructor(s) monitor and supervise all participants during evolutions, and awareness of changing conditions that impact training is maintained.

8.3.1			<b>X</b>
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**8.3.1(A) Requisite Knowledge.**  
 NFPA 1403, accountability procedures, supervisory techniques, and resource management.

8.3.1 (A)	<b>X</b>		
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**8.3.1(B) Requisite Skills.**  
 Coaching and observation techniques.

8.3.1 (B)			<b>X</b>
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**8.3.2** Conduct a pre-burn briefing session, given the pre-burn plan, so that all facets of the evolution(s) are identified, training objectives are covered, a walk-through of the structure or prop with all participants is performed and established safeguards and emergency procedures are identified.

8.3.2			<b>X</b>
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**8.3.2(A) Requisite Knowledge.**  
 Pre-burn plan, safety rules, emergency procedures, and AHJ policy and procedures.

8.3.2 (A)	<b>X</b>		
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**8.3.2(B) Requisite Skills.**  
 Presentation and class management skills.

8.3.2 (B)			<b>X</b>
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**8.3.3** Maintain the training environment to safeguard participants, given participants in a live fire training evolution, so that signs and symptoms of fatigue and distress are recognized, action is taken to prevent injuries, and actions are documented.

8.3.3		<b>X</b>	<b>X</b>
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**8.3.3(A) Requisite Knowledge.**

Signs and symptoms of fatigue and distress, knowledge of environmental conditions; AHJ's safety, rehabilitation, and emergency procedures.

[8.3.3 \(A\)](#) X

**8.3.3(B) Requisite Skills**

Evaluation of environmental conditions, class management, report completion, activation of the AHJ's emergency procedures.

[8.3.3 \(B\)](#) X X

8.4.1 Conduct a post-burn briefing session, given the learning objectives of the evolution, so that feedback on each learning objective is provided to each participant, and any needed corrective actions are identified.

[8.4.1](#) X

**8.4.1(A) Requisite Knowledge.**

Pre-burn plan, learning objectives, supervisory techniques and AHJ policy and procedures.

[8.4.1 \(A\)](#) X

**8.4.1(B) Requisite Skills.**

Presentation skills, evaluation skills, class management skills.

[8.4.1 \(B\)](#) X X

8.4.2 Conduct a post-burn inspection of the structure or prop, given a structure or prop for live fire training, so that structural damage is identified, safety concerns are identified, and necessary corrective actions are taken.

[8.4.2](#) X

**8.4.2(A) Requisite Knowledge.**

AHJ policies, facility requirements, safety practices.

[8.4.2 \(A\)](#) X

**8.4.2(B) Requisite Skills.**

Observation techniques, inspection skills.

[8.4.2 \(B\)](#) X

8.4.3 Complete records and reports in accordance with NFPA 1403, given a live fire evolution, so that all required reports are completed.

8.4.3

**X**

8.4.3(A) **Requisite Knowledge.**

NFPA 1403, AHJ policy on records.

8.4.3 (A)

**X**

8.4.3(B) **Requisite Skills.**

Technical writing and records completion.

8.4.3 (B)

**X**