

Alaska Fire Standards Council

Instructor I & II

Training Record

(NFPA 1041 – 2002 Edition)

Candidate Name: _____	FSC ID#: _____
MOI Course: _____	
Location	Instructor
	Date

NFPA 1041	Description	Training Date	Instructor Initials	Comments
Instructor I				
4.2 Program Management				
4.2.1	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.			
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.			
4.3 Instructional Development				
4.3.1	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.			
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.			
4.4 Instructional Delivery				
4.4.1	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.			
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.			
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.			
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.			
4.4.6	Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.			
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.			
4.5 Evaluation and Testing				
4.5.1	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.			
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.			
4.5.4	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.			
4.5.5	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.			

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Instructor II				
5.2 Program Management				
5.2.1	The management of instructional resources, staff, facilities, and records, and reports.			
5.2.2	Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.			
5.2.3	Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.			
5.2.4	Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.			
5.2.5	Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.			
5.2.6	Evaluate instructors, given an evaluation form, department policy, and job performance requirements, 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.			
5.3 Instructional Development				
5.3.1	The development of instructional materials for specific topics.			
5.3.2	Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.			
5.3.3	Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.			
5.4 Instructional Delivery				
5.4.1	Conducting specialized and advanced classes using a lesson plan.			
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 objectives are achieved.			
5.4.3	Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.			
5.5 Evaluation and Testing				
5.5.1	The development of student evaluation instruments to support instruction and the evaluation of test results.			
5.5.2	Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group.			
5.5.3	Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.			
5.5.4	Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.			