

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

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	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)
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
(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)			
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
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

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

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

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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
(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

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

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

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

(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

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

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		
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(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	
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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
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(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		
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(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
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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
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(A) Requisite Knowledge.
 Safety rules, regulations, and practices; the incident management system; and leadership techniques.

5.4.3 (A)	X		
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(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

(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

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.

5.5.5 (A)

X

(B) Requisite Skills.

Evaluation item construction and assembly of evaluation instruments.

5.5.5 (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

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

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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

NFPA 1020: 2025 Edition, Chapter 7 Live Fire Instructor

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The Live Fire Instructor shall meet the requirements of Firefighter II as defined in NFPA 1010 or Interior Structural Fire Brigade Member as defined in NFPA 1081, the requirements of Fire and Emergency Services Instructor I as defined in Chapter 4, and the job performance requirements defined in 7.2 through 7.3.

A Live Fire Instructor shall demonstrate competency in knowledge and skills in applicable subjects, methods, and equipment being taught and the objectives contained in NFPA 1403 and identified for the live fire evolutions in accordance with AHJ policies and procedures.

(FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)

7.1				
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 the manufacturers’ instructions.			

7.2.1			X
(A) Requisite Knowledge.			
Manufacturers' instructions.			
7.2.1 (A)	X		
(B) Requisite Skills.			
Visual inspection using an inspection checklist.			
7.2.1 (B)		X	X
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.			
7.3.1			X
(A) Requisite Knowledge.			
Fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.			
7.3.1 (A)	X		
(B) Requisite Skills.			
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
(A) Requisite Knowledge.			
Group dynamics, instructor positioning, egress routes, and fire dynamics, including fuel load, fire growth, flow path, flashover, rollover, and backdraft.			
7.3.2 (A)	X		

(B) Requisite Skills.

Supervisory skills and 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

(A) Requisite Knowledge.

Incident management system and AHJ personnel accountability procedures.

7.3.3 (A)

X

(B) Requisite Skills.

Use of AHJ's accountability system and ability to recognize inadequacies in its use.

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

(A) Requisite Knowledge.

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

7.3.4 (A)

X

(B) Requisite Skills.

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

7.3.4 (B)

X

NFPA 1020: 2025 Edition, Chapter 8 Live Fire Instructor in Charge

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 Live Fire Instructor in Charge shall meet the requirements of Fire Emergency Services Instructor II as defined in Chapter 5, the requirements of Live Fire Instructor as defined in Chapter 7, and the job performance requirements defined in 8.2 through 8.4.

The Live Fire Instructor in Charge shall demonstrate competency in knowledge and skills in applicable subjects, methods, and equipment being taught, and in the objectives contained in NFPA 1403 and identified for the live fire evolutions in accordance with AHJ policies and procedures.

(FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)

8.1			
8.2.1	<p>Prepare a preburn 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.</p>		

8.2.1		X	
(A) Requisite Knowledge.			
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			
8.2.1 (A)	X		
(B) Requisite Skills.			
Learning objective development, technical writing, and preburn plan development.			
8.2.1 (B)		X	
8.2.2			
Conduct a preburn 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.			
8.2.2			X
(A) Requisite Knowledge.			
Facility requirements and structure or prop considerations.			
8.2.2 (A)	X		
(B) Requisite Skills.			
Observation, inspection, and evaluation.			
8.2.2 (B)			X
8.2.3			
Calculate the minimum water supply required for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop, so that the required minimum water supply is determined.			
8.2.3			X
(A) Requisite Knowledge.			
NFPA 1403 and fire flow calculations.			
8.2.3 (A)	X		
(B) Requisite Skills.			

Calculation of water supply requirements and development of water supply documentation.			
8.2.3 (B)			X
8.2.4			
Calculate the minimum water flow application rate for a live fire evolution in compliance with Section 4.12 of NFPA 1403, given a structure or prop, so that the required minimum water flow application rate is determined.			
8.2.4			X
(A) Requisite Knowledge.			
NFPA 1403, fire flow calculations, capacity of hose lines, and fireground hydraulics.			
8.2.4 (A)	X		
(B) Requisite Skills.			
Calculation of minimum water flow application rate.			
8.2.4 (B)			X
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 the safety officer(s), ignition officer, and crew/functional lead(s) are designated and rotated through duty assignments; the instructor(s) implements participant accountability; proper instructor/student ratios are maintained; the instructor(s) monitors and supervises all participants during evolutions; and awareness of changing conditions that impact training is maintained.			
8.3.1			X
(A) Requisite Knowledge.			
NFPA 1403, accountability procedures, supervisory techniques, and resource management.			
8.3.1 (A)	X		
(B) Requisite Skills.			
Coaching and observation techniques.			
8.3.1 (B)			X
8.3.2			

Conduct a preburn briefing session, given the preburn 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

X

(A) Requisite Knowledge.

Preburn plan, safety rules, emergency procedures, and AHJ policy and procedures.

8.3.2 (A)

X

(B) Requisite Skills.

Presentation and class management.

8.3.2 (B)

X

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

X

X

(A) Requisite Knowledge.

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

8.3.3 (A)

X

(B) Requisite Skills.

Evaluation of environmental conditions, class management, report completion, and 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

(A) Requisite Knowledge.

Preburn plan, learning objectives, supervisory techniques, and AHJ policy and procedures.

8.4.1 (A)	X		
(B) Requisite Skills.			
Presentation, evaluation, and class management.			
8.4.1 (B)			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
(A) Requisite Knowledge.			
AHJ policies, facility requirements, safety practices.			
8.4.2 (A)	X		
(B) Requisite Skills.			
Observation and inspection.			
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	
(A) Requisite Knowledge.			
NFPA 1403 and AHJ policy on records.			
8.4.3 (A)	X		
(B) Requisite Skills.			
Technical writing and records completion.			
8.4.3 (B)		X	