



2-3: Schedule an Instructional Session

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.3.4 [B1: 1-4]
CTS Guide: 2-3 / Course Plan: Instructor 1, Topic 5-3
Testing Criteria: Random / Methodology Type: Product
Performance Outcome: The candidate will demonstrate their ability to identify the resources needed to schedule a training session according to the AHJ's policies and procedures.
Candidate Directions: Schedule a training session using resources provided by a training department or agency.

Performance Measures (check appropriate box)	Pass	Fail
1. Complete necessary scheduling and resource request forms as per AHJ's policies and procedures.		
2. Schedule reflects a training date/timeline that meets AHJ's required scheduling timeframe.		
3. Schedule lists the minimum enrollment required for the training session.		
4. Schedule lists the minimum staffing required for the training session.		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



2-4: Complete Training Records & Reports

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.3.5 [B1: 1-2]
CTS Guide: 2-4 / Course Plan: Instructor 1 Topics 5-4
Testing Criteria: Random / Methodology Type: Product
Performance Outcome: The candidate will complete the required training record(s) and report from assessment source documents in accordance with AHJ procedure.
Candidate Directions: Given attendance sheets, skills checklists, test results, and AHJ policies and procedures, complete the required training record(s) and report in accordance with AHJ procedure.

Performance Measures (check appropriate box)	Pass	Fail
1. Using attendance sheets, skills checklists, and test results, complete the required training record(s).		
2. Using the same source documents, complete a training report for submission in accordance with AHJ policy and procedure.		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



3-2: Analyze, Adapt, and Assemble a Lesson Plan

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.4.2 [B1: 1] JPR 4.4.3 [B1: 2-3] JPR 4.3.3 [B1: 4-5] [B2: 5] JPR 4.3.2
CTS Guide: 2-1, 2-2, 3-1, 3-2 / Course Plan: Instructor 1 Topics 2-1, 2-2, 5-1, and 5-2
Testing Criteria: Required / Methodology Type: Psychomotor, Process, and Product
Performance Outcome: The candidate will analyze and adapt a prepared lesson plan to meet student needs, identify and request the resources needed for delivery, and assemble materials for lesson delivery.
Candidate Directions: Given a prepared lesson plan from the AHJ, review, analyze, and adapt it, verbalizing your findings to the evaluator as you review. Verbally request needed resources from the evaluator, acting as your supervisor/AHJ designee, complete a resource request form, and assemble materials for delivery.

Performance Measures (check appropriate box)	Pass	Fail
1. Review and analyze the prepared lesson plan, learning environment, and resources, including all available resources, facilities, and materials, and identify items that need to be adapted for students.		
2. Adapt the lesson plan so that the needs of students and lesson objectives will be met.		
3. Confirm the adapted lesson plan is complete and well-organized.		
4. Verbally communicate the resource needs (training goals and current resources) to the appropriate supervisor/AHJ designee.		
5. Complete a written resource request form identifying the materials, equipment, and resources needed to deliver the lesson.		
6. Assemble and prepare materials for lesson delivery.		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



4-1: Organizing the Learning Environment

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.5.2 [B1: 6-7]
CTS Guide: 4-1 / Course Plan: Instructor 1 Topic 3-1
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: The candidate will organize and prepare the learning environment so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.
Candidate Directions: Set up a learning environment (classroom, lab, or outdoor site).

Performance Measures (check appropriate box)	Pass	Fail
1. Address lighting for the learning environment.		
2. Address distractions in the learning environment.		
3. Address climate control or weather considerations.		
4. Address noise control in the learning environment.		
5. Address seating arrangements for students.		
6. Arrange and organize audiovisual equipment for use in the learning environment.		
7. Arrange and organize teaching aids/demonstration devices for use in the learning environment.		
8. Address safety considerations in the learning environment.		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



4-2: Inspect Training Prop and Equipment

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.5.3 [B1: 2] [B2: 3] [B3: 4] [B4: 5]
CTS Guide: 4-2 / Course Plan: Instructor 1, Topic 3-2
Testing Criteria: Random / Methodology Type: Psychomotor, Process
Performance Outcome: The candidate will explain the training prop's purpose and operating procedures, inspect the prop and equipment to confirm safety features function properly and equipment is safe and usable, and remove any unsafe items from service per AHJ procedure.
Candidate Directions: Given a specific training prop, associated equipment, and AHJ policy, verbalize the prop's purpose and operating procedures to the evaluator, then inspect the prop and equipment for safe use. The evaluator will include at least one item with an introduced or existing deficiency to be identified and removed from service.

Performance Measures (check appropriate box)	Pass	Fail
1. Identify the assigned training prop and verbalize to the evaluator its purpose and the manufacturer's/AHJ's procedures for proper operation. a. Identify the purpose of the training prop. b. Identify the procedures for proper operation of the training prop.		
2. Examine the training prop for safe and serviceable condition. a. Inspect the structural integrity and general condition of the prop (e.g., no visible damage, corrosion, or excessive wear). b. Confirm all required safety features and devices are present on the prop. c. Confirm the prop is set up/configured per manufacturer and/or AHJ specifications.		
3. Test the emergency and/or safety features of the training prop to confirm each operates as intended (e.g., emergency shutoffs, relief valves, kill switches, control valves).		
4. Examine the associated equipment used with the prop (tools, PPE, hose, etc.) to determine whether each item is in a safe and usable condition.		
5. Identify the training prop or piece of equipment that does not meet the proper condition(s) for safe use, and declare it out-of-service in accordance with AHJ procedure. a. Mark/tag the prop or equipment as "out-of-service." b. Remove the prop or equipment from the training environment/evolution.		



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| c. Notify the appropriate supervisor/AHJ representative and document the deficiency. | | |
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Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-3A: Deliver a Prepared Cognitive Lesson

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.5.4 [B1: 2] [B2: 3-4] [B3: 4] [B4: 3-4] / JPR 4.5.5 [B3: 4] / JPR 4.5.6 [B1: 4] [B2: 4] [B3: 4] [B4: 1,7] [B5: 1,7] / JPR 4.6.2 [B1: 6]
CTS Guide: 4-3, 4-4, 4-5, 5-1 / Course Plan: Instructor 1 Topic 2-1, 3-3, 3-4, 3-5, 4-1
Testing Criteria: Required / Methodology Type: Psychomotor, Product
Performance Outcome: The candidate will deliver a prepared cognitive lesson using the methods outlined in the adapted lesson plan to achieve the stated terminal learning objectives and student learning outcomes.
Candidate Directions: Give a prepared practical (cognitive) lesson. The assigned lesson topic and materials will incorporate at least one instructional technology tool and one demonstration device requiring operation.

Performance Measures (check appropriate box)	Pass	Fail
1. Confirm any audiovisual equipment and demonstration devices are clean and maintained at the field level.		
2. Communication Clarity: a. Voice is clear, appropriately pitched, and well-controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms.		
3. Begin the Preparation step in the Four-Step Method of Instruction. a. Candidate introduces themselves to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce subject matter d. Introduce Terminal Learning Objective (must include condition, behavior and standard) e. Introduce Enabling Learning Objectives f. Explain how material(s) will be used. g. Establish rapport with class participants.		
4. Begin the Presentation step of the Four-Step Method of Instruction. a. Use audiovisual equipment and at least one demonstration device, as defined in the lesson plan, to aid in meeting learning objectives. b. Use a minimum of two forms of an audiovisual training aid. Video is limited to a maximum of two minutes c. Deliver the lesson outline d. Use the lesson plan in an instructional setting		



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e. If applicable, transition smoothly within and between different types of instruction (audiovisual, activities, demonstration, discussion, etc.). f. Guide students toward meeting lesson objectives. g. Adjust teaching methods, equipment, or materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. h. Adapt lesson delivery to changing circumstances (e.g., equipment malfunction, time constraints, unexpected interruptions). i. Ensure class continuity is maintained. j. Summarize the key points or objectives of the presentation.		
5. Begin the Application step of the Four-Step Method of Instruction. a. Ensure that class participants are allowed to apply concepts through discussions and activities, exercises, or demonstrations, individually or as groups. b. Provide basic coaching and motivational techniques throughout instruction.		
6. Complete the Evaluation/Closure step of the Four-Step Method of Instruction. a. Ensure students have learned the Terminal Learning Objectives of the lesson. b. Administer a written, oral, or practical assessment using the applicable evaluation instrument or skills checklist to determine whether students have achieved the lesson objectives. c. Draw closure from the students by asking them questions, asking them to summarize steps, do another example, apply information in a new situation, or draw conclusions.		
7. Following the lesson, clean and perform field-level maintenance on the instructional technology tools and/or demonstration devices used, in accordance with manufacturer/AHJ procedures.		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-3B: Deliver a Prepared Psychomotor Lesson

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.5.4 [B1: 1] [B2: 2-3] [B3: 3] [B4: 2-3] /JPR 4.5.5 [B1: 4] [B2: 3] [B3: 3] /JPR 4.5.6 [B1: 3] [B2: 3] [B4: 6] [B5: 6] /JPR 4.6.2 [B1: 5]
CTS Guide: 4-3, 4-4, 4-5, 5-1 / Course Plan: Instructor 1 Topic 2-1, 3-3, 3-4, 3-5, 4-1
Testing Criteria: Required / Methodology Type: Psychomotor, Product
Performance Outcome: The candidate will present a prepared psychomotor lesson using the methods outlined in the adapted lesson plan and skills sheet to achieve the stated terminal learning objectives and student learning outcomes.
Candidate Directions: Give a prepared practical (psychomotor) lesson. NOTE: The evaluation will include at least one role-played disruptive participant requiring correction.

Performance Measures (check appropriate box)	Pass	Fail
1. Communication Clarity: a. Voice is clear, appropriately pitched, and well-controlled when communicating. b. Speech is reasonably free of language errors. c. Style is reasonably free of distracting behaviors or mannerisms.		
2. Begin the Preparation step in the Four-Step Method of Instruction. a. Candidate introduces themselves to class participants. b. Address location of amenities (restrooms, water fountains, etc.) and address any safety issues (i.e., the location of fire exits and other places of safety). c. Introduce subject matter d. Introduce Terminal Learning Objective (must include condition, behavior, and standard). e. Introduce Enabling Learning Objectives. f. Explain why the skill is important, how it relates to other skills, how many people are required to perform it, and when it should be performed. g. Establish rapport with class participants.		
3. Begin the Presentation step of the Four-Step Method of Instruction. a. Use training aids and devices as needed to aid in meeting terminal learning objectives. b. Present new concepts according to the prepared skills sheet. c. Use personal protective equipment and observe all safety precautions as needed d. Demonstrate skill in real time, describing each step.		



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Fire and Emergency Services Instructor 1

e. Adjust teaching methods, equipment, or materials to differences in class participants' learner characteristics, abilities, cultures, and behavior. f. Adapt lesson delivery to changing circumstances (e.g., equipment malfunction, time constraints, unexpected interruptions). g. Appropriately address and correct disruptive behaviors. h. Ensure class continuity is maintained.		
4. Begin the Application step of the Four-Step Method of Instruction. a. Provide students an opportunity to perform under supervision. b. Coach students. Check and correct any errors.		
5. Complete the Evaluation/Closure step of the Four-Step Method of Instruction. a. Ensure students have learned the steps listed in the skills sheet. b. Administer a practical examination using the applicable skills checklist to determine whether students have achieved the lesson objectives.		
6. Following the lesson, clean and perform field-level maintenance on the training aids/devices used, in accordance with manufacturer/AHJ procedures		

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



4-6: Monitor Training Participants

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.5.7 [B1: 1] [B2: 2] [B3: 4] [B4: 5] [B5: 6]
CTS Guide: 4-6 / Course Plan: Instructor 1, Topic 3-6
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: The candidate will monitor training participants throughout a training evolution to recognize signs and symptoms of fatigue and distress and take appropriate action, in accordance with AHJ policy, to prevent injury.
Candidate Directions: Given a training evolution and AHJ policy, monitor the training environment and participants throughout the evolution. The evaluation will include: (1) at least one role-played participant exhibiting signs or symptoms of fatigue or distress requiring implementation of AHJ rehabilitation procedures, and (2) at least one situation requiring activation of AHJ emergency procedures to prevent injury.

Performance Measures (check appropriate box)	Pass	Fail
1. Prior to beginning the training evolution, evaluate environmental conditions that could affect participant safety (e.g., temp., humidity, weather, workload intensity).		
2. Position and manage the class throughout the evolution to maintain oversight of all training participants.		
3. Continuously monitor training participants to recognize signs and symptoms of fatigue and distress, including: a. Physical signs (e.g., excessive sweating, unsteady gait, skin color changes, labored breathing). b. Behavioral or cognitive signs (e.g., confusion, irritability, decreased coordination, verbal complaints).		
4. Apply AHJ safety policies and procedures throughout the training evolution (e.g., buddy system, hydration/rest breaks, PPE requirements, weather monitoring).		
5. Upon recognizing signs or symptoms of fatigue or distress in a participant, implement AHJ rehabilitation policies and procedures. a. Remove the affected participant from the evolution. b. Rehab the participant in accordance with AHJ policy (e.g., rest, rehydration, monitoring).		
6. Upon recognizing a situation requiring immediate action to prevent injury, activate AHJ emergency procedures.		



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| a. Stop the evolution as necessary. | | |
| b. Notify appropriate personnel and activate the AHJ's emergency action plan. | | |

Evaluation Results

The candidate must complete all steps (100%) to receive a passing score.

Overall Evaluation: Pass / Fail (circle one)

Student Signature / Date:

Evaluator Signature / Date:

Print Evaluator Name:

Comments:



5-4: Report Test Results and Provide Feedback

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 4.6.4 [B1: 2,3,6] /JPR 4.6.5 [B1: 1] [B2: 2,4,5,6]
CTS Guide: 5-3, 5-4 / Course Plan: Instructor 1 Topics 4-3, 4-4
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: The candidate will measure a student's performance against the applicable evaluation criteria to identify areas of strength and deficiency, report the student's test results, and provide feedback and coaching based on that measurement, in accordance with AHJ policy.
Candidate Directions: Given a student's completed evaluation data (e.g., skills checklist, written test results) and the applicable evaluation criteria, meet with the student one-on-one as soon as possible after testing. Measure the student's performance against the standard, report the test results to the student, and provide individual feedback and coaching.

Performance Measures (check appropriate box)	Pass	Fail
1. Review the student's evaluation data and measure their performance against the applicable evaluation criteria/standard to identify specific areas of strength and deficiency.		
2. Speak in a clear, articulated voice.		
3. Inform student of their test result.		
4. Discuss the source of student errors identified through the performance measurement above.		
5. Allow for student feedback.		
6. Coach candidate on how to improve to meet training/assessment objectives (additional reading, additional practice, tutoring, etc.).		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments:



5-5: Provide Student-Instructor Lesson Feedback

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: OSFM [B1: 1] [B2: 2] [B3: 3]
CTS Guide: 5-5 / Course Plan: Instructor 1 Topic 4-5
Testing Criteria: Required / Methodology Type: Psychomotor, Product
Performance Outcome: The candidate will observe a student-instructor teaching demonstration, complete an evaluation form identifying strengths and weaknesses, and review the findings with the student-instructor.
Candidate Directions: Give feedback to Level 1 Instructor students on their student-instructor demonstration.

Performance Measures (check appropriate box)	Pass	Fail
1. Observe a teaching demonstration		
2. Complete an evaluation form with constructive feedback		
3. Review findings with the student-Instructor: a. Discuss strengths and/or weaknesses with the content or delivery b. Review any errors with the content or delivery c. Confirm objectives were satisfied d. Allow for student feedback.		



Evaluation Results
The candidate must complete all steps (100%) to receive a passing score.
Overall Evaluation: Pass / Fail (circle one)
Student Signature / Date:
Evaluator Signature / Date:
Print Evaluator Name:
Comments: