



2-1: Assigning Instructional Sessions

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.2.2 [B1: 1-3]
CTS Guide: 2-1 / Course Plan: Instructor 2, Topics 5-1
Testing Criteria: Random / Methodology Type: Process, Product
Performance Outcome: The candidate will assign instructional sessions, given the AHJ scheduling policy, instructional resources, staff, facilities, and a delivery timeline, so that the specified sessions are delivered in accordance with AHJ policy.
Candidate Directions: Given the AHJ scheduling policy, a list of available instructional resources, staff, and facilities, and a timeline for delivery, determine staffing and resource requirements and availability, select the resources, staff, and facilities for the specified instructional session(s), and create a schedule for the session(s). Verbalize your reasoning to the evaluator as you complete each step.

Performance Measures (check appropriate box)	Pass	Fail
1. Determine staffing and resource requirements.		
2. Determine availability of resources, staff, and facilities.		
3. Select specific resources, staff, and facilities for the instructional session(s) based on requirements and availability.		
4. Create a schedule for the instructional session(s).		



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:



2-3: Perform a Needs Analysis for Training Resources

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.2.3 [B1: 1,3] JPR 5.2.4 [B1: 4]
CTS Guide: 2-2, 2-3 / Course Plan: Instructor 2, Topic 5-2, 5-3
Testing Criteria: Random / Methodology Type: Process, Product
Performance Outcome: The candidate will prioritize needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified, documented, and obtained within established timelines and budget constraints.
Candidate Directions: Given an AHJ strategic or training plan document, current resource inventory, and budget policy, perform a needs analysis for training resources, prepare supporting documentation for the recommendation, and complete the required resource acquisition records.

Performance Measures (check appropriate box)	Pass	Fail
1. Given an AHJ strategic/training plan document, determine the resources needed to meet the training goals it identifies, prioritizing needs as: a. Mandated training, b. Training required to meet organizational goals, c. Training that would benefit the organization.		
2. Review department budget processes, budgetary requirements, and equipment acquisition policies, and create a timeline for training resources acquisition that meets established deadlines and budget constraints.		
3. Prepare supporting documentation (e.g., budget justification, resource analysis summary) for the training resource recommendation.		
4. Complete required acquisition records/forms per AHJ policy.		



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: Maintain and Secure Accurate Training Records

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.2.5 [B1: 1-9]
CTS Guide: 2-4 / Course Plan: Instructor 2, Topic 5-4
Testing Criteria: Random / Methodology Type: Product, Process
Performance Outcome: The candidate will demonstrate their ability to properly manage and maintain the information the AHJ wishes to keep as part of their training records system.
Candidate Directions: Maintain and secure accurate training records so that all agency and legal requirements are met.

Performance Measures (check appropriate box)	Pass	Fail
1. Complete attendance form.		
2. Document course name.		
3. Document dates and hours of instruction		
4. Document names of instructor(s).		
5. Document method of instruction.		
6. Document test scores of students.		
7. Ensure records include the name of the person creating the record, as well as time and date of completion.		
8. Explain how confidential information within training records is secured.		
9. Explain the length of time training records are retained by the AHJ.		



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:



2-5: Evaluate an Instructor

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.2.6 [A1: 1-2] [B1: 3-5]
CTS Guide: 2-5 / Course Plan: Instructor 2, Topic 5-5
Testing Criteria: Required / Methodology Type: Psychomotor, Product
Performance Outcome: The candidate will evaluate a Level 1 Instructor, given an evaluation tool, AHJ policy, and objectives, so that the evaluation identifies areas of strength and weakness, recommends changes in instructional style and communication methods, and provides the Level 1 Instructor an opportunity to give feedback to the evaluator.
Candidate Directions: Given a prepared evaluation form, AHJ policy, and evaluation objectives, administer a performance evaluation of a Level 1 Instructor delivering a prepared lesson.

Performance Measures (check appropriate box)	Pass	Fail
1. Identify departmental policies for evaluating Level 1 Instructors.		
2. Identify evaluation method(s) for evaluating Level 1 Instructors.		
3. Observe and evaluate the teaching presentation of the Level 1 Instructor		
4. Complete the evaluation form, identifying the Level 1 Instructor's strengths and weaknesses, and document the evaluation per AHJ policy.		
5. Coach the evaluated Level 1 Instructor by recommending changes in instructional style or communication methods.		
6. Allow for feedback from the Level 1 Instructor.		



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:



3-1: Create a Lesson Plan

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.3.2 [B1: 1,3,4] [B2: 6] [B3: 2,3,5,9]
CTS Guide: 3-1 / Course Plan: Instructor 2, Topic 2-1
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will create a lesson plan, given a topic, learner characteristics, and a lesson plan format, that addresses learning objectives, a lesson outline, course materials, instructional technology tools, and an evaluation plan for the topic.
Candidate Directions: Given a topic, learner characteristics, and a lesson plan format (or AHJ-required template), create a complete lesson plan. <i>NOTE: Lesson plan development differs among instructors. The important factor is that the lesson plan is complete.</i>

Performance Measures (check appropriate box)	Pass	Fail
1. List prerequisites that students must have completed or mastered before starting this lesson.		
2. Estimate the time and order in which knowledge and skills will be taught.		
3. Conduct research on the lesson topic and list the specific resources, textbooks, and other reference materials used to enhance the lesson.		
4. Determine the Terminal and Enabling Learning Objectives, including the level of instruction students will reach by the end of the lesson.		
5. Create a lesson outline with the information to be taught. Determine the format you will use for the outline: a. Outline with only major points b. Detailed outline c. Outline featuring major points supported with explanatory information		
6. Develop at least one instructional technology tool (e.g., presentation slides, video, simulation, or other digital aid) to support the lesson.		
7. Identify lesson assignments/activities that reinforce objectives and provide students the opportunity to apply what they have learned.		
8. Write the lesson summary/conclusion to emphasize important, critical, or key information. Allow time for a review of today's lesson and a preview of the next lesson.		
9. Determine the type of evaluation instrument(s) to use to determine whether students have met the lesson objectives.		



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: Conduct a Class

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.4.2 [B1: 1-5] [B2: 3,5]
CTS Guide: 4-1 / Course Plan: Instructor 2, Topic 2-1, 3-1
Testing Criteria: Required / Methodology Type: Psychomotor
Performance Outcome: The candidate will conduct a class, using a lesson plan that utilizes multiple teaching methods and techniques, given a topic and target audience, so that the lesson is delivered safely and effectively and the objectives are achieved.
Candidate Directions: Conduct a class using a lesson plan created by a Level 2 Instructor candidate that utilizes multiple teaching methods and techniques. The lesson must include administration of a written, oral, or practical assessment to determine whether students have met the lesson objectives.

Performance Measures (check appropriate box)	Pass	Fail
1. Select two or more teaching methods (lecture, demonstration, discussion, etc.) for the subject being taught.		
2. Begin the Preparation step. a. State the terminal learning objective(s) of the lesson. b. State the student enabling objectives. c. Use an introduction that will catch the students' interest. d. Provide a brief overview of the lesson's content. e. State student expectations. f. Define or explain unfamiliar terminology.		
3. Begin the Presentation step. a. Present the lesson. b. Apply student-centered learning techniques (e.g., discussion, facilitation, or problem-solving activities) to engage students in the content. c. Provide examples to clarify and emphasize key points. d. Use appropriate transitions between key ideas. e. Incorporate technology tools or support materials. f. Evaluate the effectiveness of the technology tools or support materials used, and adjust as needed.		
4. Check for understanding throughout the lesson. a. Check for student understanding throughout the lesson presentation. b. Ask for and answer student questions throughout the lesson and at closure.		



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| 5. Complete the Evaluation/Closure step.
a. Provide closure for the lesson. Restate what you expect the students to gain from the lesson/materials.
b. Administer an assessment/test using the applicable evaluation technique to determine whether students have met the lesson objectives. | | |
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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:



4-2: Supervise a High-Hazard Training Evolution

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.4.3 [B1: 5] [B2: 5,6]
CTS Guide: 4-2 / Course Plan: Instructor 2, Topic 1-3, 3-3
Testing Criteria: Random / Methodology Type: Psychomotor
Performance Outcome: The candidate will 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.
Candidate Directions: Given a specialized training scenario involving increased hazard exposure and an Incident Action Plan (IAP), review the IAP, conduct a safety and incident management system briefing for the instructors and candidates involved, and supervise them during the training evolution, implementing the IMS/ICS structure established in the briefing and IAP.

Performance Measures (check appropriate box)	Pass	Fail
1. Identify the applicable department policies, regulations, standards, and safety practices for the scenario		
2. Identify the procedures needed to address the identified safety issues.		
3. Identify the resources (staff, equipment, facilities, apparatus, props, etc.) needed to address the identified safety issues.		
4. Review the Incident Action Plan (IAP) that: a. Addresses the identified safety issues, b. Implements an Incident Management System (IMS), c. Ensures compliance with safety rules, policies, and regulations (NIMS Compliant, Incident Command Utilized, Water Supply, Operations)		
5. Conduct a safety and incident management system briefing for instructors and candidates prior to beginning the training evolution, covering: a. Identified safety issues and hazard controls. b. IMS/ICS structure, roles, and chain of command for the evolution. c. Communication procedures and emergency signals.		
6. Supervise instructors and candidates during the training, implementing the IMS/ICS structure established in the briefing and IAP, and following all appropriate AHJ SOPs.		



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:



4-3: Evaluate the Suitability of a Training Prop & Associated Equipment

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.4.4 [B1: 1] [B2: 2,3,6] [B3: 4,5]
CTS Guide: 4-3 / Course Plan: Instructor 2, Topic 3-2
Testing Criteria: Random / Methodology Type: Process
Performance Outcome: The candidate will evaluate the suitability of an assigned training prop and associated equipment for a specific training program or evolution, and determine the requirements for its safe use, so that its use furthers the training's intent and purpose.
Candidate Directions: Given a specific training prop, applicable equipment, manufacturer specifications, and the intent and purpose of a training program or evolution, evaluate the suitability of the prop and equipment for the training and determine the requirements for its safe use. Verbalize your reasoning to the evaluator as you complete each step.

Performance Measures (check appropriate box)	Pass	Fail
1. Analyze the manufacturer's specifications to determine the prop's and equipment's capabilities, limitations, and intended use..		
2. Compare the props' and equipment's capabilities and intended use against the training program's intent and purpose.		
3. Evaluate whether the training prop and associated equipment are suitable for achieving the training program's objectives.		
4. Identify the physical needs of students and instructors for the safe use of the prop and equipment (e.g., physical capability, PPE, staffing/supervision ratios, environmental conditions).		
5. Determine the requirements for safe use of the prop and equipment for the assigned training program (e.g., required safety features, environmental/site conditions, PPE, staffing, prerequisite skills or physical conditioning).		
6. State a determination of the prop's and equipment's suitability (suitable, suitable with conditions, or not suitable) and the basis for that determination.		



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:



5-1A: Develop a Cognitive Test Evaluation Instrument

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.5.2 [B1: 1-4] [B2: 5]
CTS Guide: 5-1 / Course Plan: Instructor 2, Topic 4-1
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will develop a student cognitive test evaluation instrument, given learning objectives, learner characteristics, and training goals so that the evaluation instrument measures whether the student has achieved the learning objectives.
Candidate Directions: Given learning objectives, learner characteristics, and training goals, develop cognitive test item(s) that measure whether the student has achieved the learning objective(s), identify the correct answer for each item, create an answer key, and assemble the item(s) into a complete evaluation instrument.

Performance Measures (check appropriate box)	Pass	Fail
1. Determine the type of test item and the level of learning to be assessed, and create an appropriate cognitive test item that meets applicable usability, validity, and reliability standards.		
2. State the learning objective/outcome the item is designed to measure.		
3. Identify the correct answer on the rubric.		
4. Create an answer key.		
5. Assemble the constructed item(s) into a complete evaluation instrument, including administration instructions, item sequencing, and an overall scoring key.		



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:



5-1B: Develop a Performance Skills Evaluation Instrument

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.5.2 [B1: 1-7]
CTS Guide: 5-1 / Course Plan: Instructor 2, Topic 4-1
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will develop a student skills evaluation instrument, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.
Candidate Directions: Given learning objectives, learner characteristics, and training goals, develop a student evaluation instrument, in the form of a performance skills evaluation tool, that measures whether the student has achieved the learning objective(s).

Performance Measures (check appropriate box)	Pass	Fail
1. Identify the skills to be evaluated and list the tasks to be performed for each.		
2. State the learning objective(s) addressed by the skills identified.		
3. Develop a scoring/rating system.		
4. Develop a passing score and/or critical failures.		
5. Write instructions for the proctor in evaluating performance skills.		
6. Identify resources required for the skill being evaluated.		
7. Identify the conditions under which the evaluation will take place.		



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:



5-2: Develop a Class Evaluation Instrument

Candidate Information
Candidate Name:
SFT ID Number:
General Information
Standard: NFPA 1020 (2025), JPR 5.5.3 [B1: 1-5]
CTS Guide: 5-2 / Course Plan: Instructor 2, Topic 4-2
Testing Criteria: Required / Methodology Type: Product
Performance Outcome: The candidate will develop a class evaluation instrument, aligned with AHJ policy and evaluation goals, enabling students to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.
Candidate Directions: Given AHJ policy and evaluation goals, develop a class evaluation form that allows for student feedback on instructional methods, communication techniques, learning environment, course content, and student materials.

Performance Measures (check appropriate box)	Pass	Fail
1. Develop a class evaluation form section that allows for student feedback on instructional methods.		
2. Develop a class evaluation form section that allows for student feedback on communication techniques.		
3. Develop a class evaluation form section that allows for student feedback on the learning environment.		
4. Develop a class evaluation form section that allows for student feedback on course content.		
5. Develop a class evaluation form section that allows for student feedback on student materials.		



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: