CERTIFICATION CURRICULUM MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

2014 Edition

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Texas Commission on Fire Protection
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CHAPTER EIGHT

FIRE INSTRUCTOR I

CURRICULUM OUTLINE

SECTION	SUBJECT	RECOMMENDED HOURS
801-4.1	General	1
801-4.2	Program Management	7
801-4.3	Instructional Development	16
801-4.4	Instructional Delivery	16
801-4.5	Evaluation and Testing	8
	TOTAL RECOMMENDED HOURS	**48**

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REFERENCE LIST FOR THE
FIRE INSTRUCTOR I CURRICULUM

Fire and Emergency Services Instructor (8th ed.). (2012). Stillwater, OK: International Fire Service Training Association, Oklahoma State University.

Fire Service Instructor: Principles and Practice (2nd ed.). (2014). Burlington, MA: Jones and Bartlett Learning.

NFPA 1041: Standard for Fire Service Instructor Professional Qualifications (2012 ed.). Quincy, MA: National Fire Protection Association. NFPA Publications.

NFPA 1401: Recommended Practice for Fire Service Training Reports and Records (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

NFPA 1403: Standard on Live Fire Training Evolutions (2012 ed.). Quincy, MA: NFPA Publications. National Fire Protection Association.

Standards Manual for Fire Protection Personnel. Austin, TX: Texas Commission on Fire Protection.

Course Instructor Information

Fire Instructor I, II and III

Overview
The Fire Instructor curricula are designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2013 edition.

The Fire Instructor curricula make up Chapter 8 of the TCFP Curriculum Manual.

Certification Level	TCFP Section Number	NFPA 1041 Chapter
Fire Instructor I	801	4
Fire Instructor II	802	5
Fire Instructor III	803	6

Layout
The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 801-4.4.5 identifies the section in Instructor I that corresponds to NFPA section 4.4.5.

When a section references information from "Annex A Explanatory Material" in the NFPA Standard, it is identified by adding an "A" to the section number. For example, 802-A.5.4.3 identifies the section in Instructor II that corresponds to NFPA Annex A information for NFPA section 5.4.3.

TCFP Standards Manual
It is critical that you review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following three chapters. Definitions of key terms are located in Chapter 439; Minimum standards for Fire Instructor certification are located in Chapter 425; Requirements for training facilities, including instructor requirements are located in Chapter 427. These chapters do not address every issue that could impact this curriculum; therefore, you are encouraged to become familiar with the TCFP Standards Manual.

Components of the Curricula

Each section of a curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

View within the Curriculum		Explanation
801-4.2.5	Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.	**Section Number and NFPA JPR**
	Requisite Knowledge: Types of records and reports required; and policies and procedures for processing records and reports.	**Requisite Knowledge Statement**
	(1) Types of records and reports required	**First part of Requisite Knowledge**
	Typical training records should include the following (NFPA 1401 3.3.4) (a) A daily training record (b) A company record (c) An individual training record (d) Special and summary records	**Associated learning components**
	(2) Policies and procedures for processing records and reports	**Second part of Requisite Knowledge**
	(a) Federal, state and local requirements (b) Agency requirements (c) Training or facility provider requirements	**Associated learning components**

Skills
NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

NFPA Definitions of Certification Levels
Instructor I: A fire service instructor who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning and safety are maximized; and meet the record-keeping requirements of authority having jurisdiction.

Instructor II: A fire service instructor who, in addition to meeting Instructor I qualifications, has demonstrated the knowledge and ability to develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments; schedule training sessions based on overall training plan of authority having jurisdiction; and supervise and coordinate the activities of other instructors.

Instructor III: A fire service instructor who, in addition to meeting Instructor II qualifications, has demonstrated the knowledge and ability to develop comprehensive training curriculum and programs for use by single or multiple organizations; conduct organization needs analysis; design record keeping and scheduling systems; and develop training goals and implementation strategies.

INSTRUCTOR I

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FIRE INSTRUCTOR I

A Fire Instructor I is a fire service instructor who has demonstrated the knowledge and ability to:

- deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments;
- adapt lesson plans to the unique requirements of the students and authority having jurisdiction (AHJ);
- organize the learning environment so that learning is maximized;
- meet the record-keeping requirements of the AHJ.

801-4.1   General

801-4.1.1   The Fire Service Instructor I shall meet the JPRs defined in Sections 801-4.2 through 801-4.5 and meet any other certification requirements.

801-4.2   Program Management

801-4.2.1   **Definition of Duty.** The management of basic resources and the records and reports essential to the instructional process.

801-4.2.2   Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed o deliver the lesson are obtained.

Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

1) Components of a lesson plan
   a) Lesson presentation preparation
   b) Lesson title or topic
   c) Time frame
   d) Level of instruction
   e) Behavioral objectives
   f) Materials needed
   g) Prerequisites
   h) Instructor notes
   i) References/resources

2) Policies and procedures for the procurement of materials and equipment, and resource availability
   a) Identify materials and equipment necessary
   b) Determine availability
   c) Acquire or reserve
   d) Alternate resource planning (backup plan)
   e) Return materials and equipment

Requisite Skills. None required.

801-4.2.3   Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

Requisite Knowledge. Resource management, sources of instructional resources and equipment.

1) Resource management
   a) Facilities
   b) Apparatus
   c) Equipment
   d) Supplies

2) Sources of instructional resources and equipment
   a) Government reports
   b) Videos
   c) Texts
   d) Related websites

Requisite Skills. Oral and written communication, forms completion.

801-4.2.4   Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

Requisite Knowledge. Departmental scheduling procedures and resource management.

1) Departmental scheduling procedures (AHJ)

2) Resource management
   a) Scheduling facilities
   b) Scheduling apparatus

      c) Scheduling equipment
      d) Scheduling supplies

Requisite Skills. Training schedule completion.

801-4.2.5   Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

1) Types of records and reports required
    a) A daily training record
    b) A company record
    c) An individual training record
    d) Special and summary records

2) Policies and procedures for processing records and reports
    a) Federal, state and local requirements
    b) Agency requirements
    c) Training or facility provider requirements

Requisite Skills. Basic report writing and record completion.

801-4.3   Instructional Development

801-4.3.1   **Definition of Duty.** The review and adaptation of prepared instructional materials.

801-A.4.3.1   The Instructor I should **not** alter the content or the lesson objectives in this process.

801-4.3.2   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.

801-A.4.3.2   The Instructor I, prior to the start of the course, should be able to evaluate local conditions, evaluate facilities for appropriateness, meet local standard operating procedures (SOPs), and evaluate limitations of students.

Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

1) Recognition of student limitations
   a) Language
   b) Learning disability
   c) Learning style
   d) Environment
   e) Cultural and ethnicity
   f) Physical
   g) Motivation
   h) Demographics
   i) Literacy levels
   j) Life experiences
   k) Educational background

2) Methods of instruction
   a) Identify appropriate delivery method for audience
       i) Demonstration
       ii) Illustration
       iii) Lecture
       iv) Discussion
       v) Individualized instruction

3) Types of resource materials
   a) Paper-based (books, handouts)
   b) Electronic (internet, computer-based, audiovisual)
   c) Subject matter experts (SMEs)
   d) Equipment/tools of the trade
   e) Facilities
   f) Props

4) Organizing the learning environment
   a) Seating
   b) Lighting
   c) Climate (indoors/outdoors)
   d) Safety
   e) Audiovisual (all inclusive)
   f) Restrooms/break area
   g) Noise/distractions

5) Policies and procedures
   a) Federal, state and local requirements

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    b) Agency requirements
    c) Training or facility provider requirements

    Requisite Skills. Analysis of resources, facilities, and materials.

801-4.3.3   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.

801-A.4.3.3 The Instructor I should be able to modify the method of instruction and course materials to meet the needs of the student and accommodate the instructor's style. This includes adaptations necessary due to the learning environment, audience, capability of facilities, and types of equipment.

    Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

    1) Elements of a lesson plan, from NFPA 1041 A.4.3.3(A)
        a) Job title or topic
        b) Level of instruction
        c) Behavioral objectives, performance objectives, or learning outcomes
        d) Instructional materials needed
        e) References/resources
        f) Preparation step (motivation)
        g) Presentation step
        h) Application step
        i) Lesson summary
        j) Evaluation step
        k) Assignment

    2) Selection of instructional aids and methods, from NFPA 1041 A.4.3.3(A)
        a) Demonstration
        b) Illustration
        c) Lecture
        d) Individualized instruction

    3) Organization of learning environment
        a) Review lesson materials
        b) Review training objectives
        c) Determine capability of facilities and/or equipment
        d) Select appropriate learning environment

4) Elements of the communication process, from NFPA 1041 A.4.3.3(A)
   a) Encoding
   b) Transmitting
   c) Receiving
   d) Decoding

Requisite Skills. Instructor preparation and organizational skills.

801-4.4   *Instructional Delivery*

801-4.4.1   **Definition of Duty.** The delivery of instructional sessions utilizing prepared course materials.

801-4.4.2   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.

Requisite Knowledge. Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

1) Classroom management and safety
   a) Security measures
   b) Evacuation/safety plan
   c) Safety devices in place/available
   d) Climate controls
   e) Proper lighting

2) Advantages and limitations of audiovisual equipment and teaching aids
   a) Non-projected media
   b) Projected media
   c) Simulators
   d) Computer technology
   e) Audio equipment

3) Classroom arrangement
   a) Seating/table arrangement
   b) Classroom/training area access
   c) Minimize distractions
   d) Media placement

4) Methods and techniques of instruction

    a) Demonstration
    b) Illustration
    c) Lecture
    d) Individualized instruction

Requisite Skills. Use of instructional media and teaching aids.

801-4.4.3   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, applicable safety standards and practices are followed, and risks are addressed.

    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; 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.

    1) The laws and principles of learning
        a) Thorndike's Laws of Learning
            i)   Readiness
            ii)   Exercise
            iii)   Effect
            iv)   Disuse
            v)   Association
            vi)   Recency
            vii)   Primacy
            viii)   Intensity

    2) Methods and techniques of instruction
        a) Demonstration
        b) Illustration
        c) Lecture
        d) Individualized instruction
        e) Oral questioning
            i)   Overhead
            ii)   Rhetorical
            iii)   Relayed
            iv)   Directed

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3) Lesson plan components and elements of the communication process, from NFPA 1041 A.4.3.3(A)
   a) Lesson title or topic
   b) Level of instruction
   c) Behavioral objectives, performance objectives, or learning outcomes
   d) Instructional materials needed
   e) References/resources
   f) Preparation step (motivation)
   g) Presentation step
   h) Application step
   i) Lesson summary
   j) Evaluation step
   k) Assignment

4) The elements of the communication process
   a) Sender
   b) Message
   c) Instructional medium
   d) Receiver
   e) Feedback
   f) Environment

5) Lesson plan terminology and definitions
   a) Lesson plan
   b) Lesson title or topic
   c) Level of instruction
   d) Behavioral objectives, performance objectives, or learning outcomes
   e) Instructional materials (aids, tools and equipment, materials and supplies)
   f) References
   g) Resources
   h) Preparation step (motivation of learner)
   i) Presentation step
   j) Application step
   k) Lesson summary
   l) Evaluation step
   m) Assignment

6) The impact of cultural differences on instructional delivery
   a) Student backgrounds
      i) Cultural
      ii) Ethnic

    b) Values
    c) Behaviors
    d) Attitudes

7) Safety rules, regulations and practices
    a) Applicable NFPA standards (i.e., 1403, etc.)
    b) TCFP rules
    c) Federal and state regulations
    d) Departmental policies and procedures
    e) Equipment manufacturers' recommendations

8) Identification of training hazards
    a) Slips, trips and falls
    b) Environmental
    c) Thermal
    d) Sharp objects
    e) Mechanical
    f) Chemical
    g) Apparatus, machinery or equipment operations

9) Elements and limitations of distance learning
    a) Students and instructors are in separate locations
    b) Interactive media used for communications and instruction
        i) Internet/intranet
        ii) Interactive television
        iii) Mail/e-mail
    c) Instructor difficulties
        i) No immediate feedback
        ii) Limited interaction
    d) Student difficulties
        i) Motivation
        ii) Time allocation
        iii) Technical difficulties

10) Distance learning delivery methods, from NFPA 1041 A.4.4.3(A)
    a) Online learning
    b) Blended e-learning
    c) Web-based instruction
    d) Computer-based training
    e) Interactive television
    f) Podcasts

11) The instructor's role in distance learning
    a) Functions as a facilitator

Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.

801-4.4.4   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.

Requisite Knowledge. Methods of dealing with changing circumstances.

1) Methods of dealing with changing circumstances
   a) The Instructor I should be able to adjust to such changing circumstances as the following:
      i)   Equipment failure
      ii)   Weather
      iii)   Audio and visual distractions
      iv)   Safety
      v)   Limited resources
      vi)   Presentation location
      vii)   Interruptions (e.g. emergency response)
   b) The Instructor I should **not** alter the content or the lesson objectives in this process.

Requisite Skills. None required.

801-4.4.5   Adjust to differences in learning styles, abilities, cultures and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

801-A.4.4.5 Examples of disruptive behavior include, but are not limited to, harassment, abuse, discrimination, disruption of training, horseplay, and a lack of respect for others.

Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

1) Factors that could influence the learning process, from NFPA 1041 A.4.4.5(A)
   a) Attitude
   b) Experience
   c) Knowledge

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       d) Education
       e) Personality
       f) Physical condition (fatigue, illness, etc.)
       g) Unsafe behavior
       h) Motivation
       i) Competing demands for time

2) Motivation techniques
       a) Define motivation
       b) Maslow's Hierarchy of Needs
          i) Physiological
          ii) Security
          iii) Social
          iv) Self-esteem
          v) Self-actualization
       c) Herzberg's Job Enrichment Model
          i) Dissatisfiers (Hygiene Factors)
             (1) Relationships
             (2) Supervision quality
             (3) Policies and administration
             (4) Working conditions
             (5) Personal life
          ii) Satisfiers (Motivator Factors)
             (1) Achievement
             (2) Recognition
             (3) Work
             (4) Responsibility
             (5) Advancement

3) Learning styles
       a) Auditory
       b) Kinesthetic
       c) Visual
       d) Tactile

4) Types of learning disabilities and methods for dealing with them
       a) Slow learner
       b) Memory
       c) Auditory/visual perception
       d) Oral language
       e) Speaking, listening, writing difficulties
       f) Word recognition/comprehension
       g) Math deficient
       h) Methods to handle may include:

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           i)   Counseling
           ii)   Coaching
           iii)   Peer assistance
           iv)   Mentoring

5) Methods of dealing with disruptive and unsafe behavior
   a) Non-intentionally disruptive learner
      i)   Shy or timid
      ii)   Quiet or bored
      iii)   Uninterested
      iv)   "Intellectual" (knowledgeable, resource for the class)
      v)   "Explorer" (highly motivated to learn, challenges instructor)
   b) Intentionally disruptive learner
      i)   Talkative and aggressive
      ii)   Show off
      iii)   Fast learner (may become bored or challenge the instructor)
      iv)   "Prisoner" (required attendance)
      v)   "Vacationer" (not interested in learning, but in having a good time elsewhere at someone else's expense)
      vi)   "Pseudo intellectual" (tries to impress others … know it all)
   c) Unsafe behaviors
      i)   Improper use of equipment
      ii)   Not following safety procedures/standards
      iii)   Horseplay
   d) Methods to handle may include:
      i)   Coaching
      ii)   Use of motivational techniques
      iii)   Discipline
      iv)   Adaptation of lesson plan or materials

Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

801-4.4.6   Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

Requisite Knowledge. Components of audiovisual equipment.

1) Components of audiovisual equipment
   a) Visual aids may include, but are not limited to the following:
      i)   Non-projected visuals
         (1)   Pictures

       (2)   Drawings
       (3)   Charts
       (4)   Graphs
       (5)   Maps
       (6)   Posters
       (7)   Flipcharts
       (8)   Cutaways
       (9)   Models
     (10)   Handouts
     (11)   Actual objects

    ii)   Projected visuals
       (1)   Slides
       (2)   Transparencies
       (3)   Document cameras

    iii)   Digital image projection
       (1)   Presentation software (e.g., PowerPoint)

b) Audio aids may include, but are not limited to the following:
    i)   Audio tapes
    ii)   Audio CDs
    iii)   MP3s
    iv)   Microphones
    v)   Speakers
    vi)   Amplifiers

c) Audiovisual aids may include, but are not limited to the following:
    i)   Videotapes
    ii)   DVDs
    iii)   Presentation software (e.g., PowerPoint)
    iv)   CDs
    v)   Simulation software

d) Other equipment may include, but is not limited to the following:
    i)   Dry erase board
    ii)   Chalk board
    iii)   Electronic copy board
    iv)   Pointing devices
    v)   Timekeeping devices
    vi)   Screens

e) Set up, usage and storage of audiovisual equipment according to manufacturer's recommendations may include, but is not limited to the following:
    i)   Cleaning lenses, focus/image adjustment (Keystone), power supply, lighting
    ii)   Volume levels
    iii)   Change bulbs
    iv)   Package for storage/transport

v)   Changing filters
vi)   Changing batteries
vii)   Spare batteries
viii) Component interface (cables/drivers)
ix)   Cleaning supplies
x)   Chalk/markers/erasers
xi)   Screens

Requisite Skills. Use of audiovisual equipment, cleaning, and field level maintenance.

801-4.4.7   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.

Transitions are the connections between training segments and/or media. They should be:
- Smooth
- Clear
- Concise
- Understandable
- Compatible

Requisite Knowledge. Media types, limitations, and selection criteria.

1) Media types, limitations, and selection criteria
   a) Visual media
      i)   Limitations
      ii)   Selection criteria
   b) Audio media
      i)   Limitations
      ii)   Selection criteria
   c) Audiovisual media
      i)   Limitations
      ii)   Selection criteria
   d) Other media types
      i)   Limitations
      ii)   Selection criteria

Requisite Skills. Transition techniques within and between media.

801-4.5   *Evaluation and Testing*

801-4.5.1   **Definition of Duty.** The administration and grading of student evaluation instruments.

801-A.4.5.1   This duty primarily deals with student evaluation; however, the Instructor I could be required to conduct program evaluations according to policies and procedures.

801-4.5.2   Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures and the security of the materials is maintained.

Requisite Knowledge. Test administration, agency policies, 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.

1) Test administration
   a) Oral
      i)   Environmental preparation
      ii)   Eliminating bias
      iii) Reducing test anxiety
      iv)   Security
      v)   Procedures
      vi)   Test materials
   b) Written
      i)   Environmental preparation
      ii)   Eliminating bias
      iii) Reducing test anxiety
      iv)   Security
      v)   Procedures
      vi)   Test materials
   c) Performance
      i)   Environmental preparation
      ii)   Eliminating bias
      iii) Reducing test anxiety
      iv)   Security
      v)   Procedures
      vi)   Safety
      vii) Equipment and supplies
      viii) Test materials

2) Agency policies

      a) Oral testing
      b) Written testing
      c) Performance testing
      d) Record keeping

3) Laws and policies pertaining to discrimination during training and testing
      a) Federal
      b) State
      c) Local

4) Methods for eliminating testing bias
      a) Identify bias
      b) Report bias (AHJ)
      c) Avoid bias

5) Laws affecting records and disclosure of training information
      a) Federal
          i) Family Educational Rights and Privacy Act (FERPA)
          ii) Occupational Safety and Health Administration (OSHA)
      b) State
          i) Texas Commission on Fire Protection (TCFP)
          ii) Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE)
          iii) Texas Department of State Health Services (DSHS)
      c) Local
          i) AHJ (e.g., civil service, public health authority, local ordinance)

6) Purposes of evaluation and testing
      a) Determine if objectives are met
      b) Feedback
          i) To students
          ii) To instructors
      c) Student motivation
      d) Instructor effectiveness

7) Performance skills evaluation
      a) Verifies Job Performance Requirements (JPRs)

Requisite Skills. Use of skills checklists and oral questioning techniques.

801-4.5.3   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.

Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

1) Grading methods
   a) Manual grading
      i)   Verify correct answer key
      ii) Tabulate results
   b) Optical mark readers
      i)   Familiarization with grading equipment
      ii) Verify correct answer key
      iii) Tabulate results
   c) Computer based
      i)   Familiarization with grading equipment
      ii) Verify correct answer key
      iii) Tabulate results
   d) Consistency
      i)   Elimination of bias
      ii) Fairness
      iii) Uniform application of grading criteria
   e) Security
      i)   Evaluation instrument (e.g., exam, skill sheet)
      ii) Answer key

2) Methods for eliminating bias during grading
   a) Identify bias
   b) Report bias (AHJ)
   c) Avoid bias

3) Confidentiality of scores
   a) Individual
   b) Group

Requisite Skills. None required.

801-4.5.4   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.

Requisite Knowledge. Reporting procedures and the interpretation of test results.

1) Reporting procedures
    a) Recording results
        i) Written
        ii) Electronic
    b) Reporting results
        i) Unusual circumstances noted
        ii) Forward results according to local procedure

2) The interpretation of test results
    a) Follows grading guidelines
    b) Determines pass/fail
    c) Determines need for retest
    d) Notes trends

Requisite Skills. Communication skills and basic coaching.

801-4.5.5   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.

801-A.4.5.5   The Instructor I is expected to be able to assess student test results and identify areas requiring additional study and communicate this information to the student.

Requisite Knowledge. Reporting procedures and the interpretation of test results.

1) Reporting procedures
    a) Explain grading criteria
    b) Report results to examinee(s) in a timely manner
    c) Individual score
    d) Range of scores
    e) Number of passing scores

2) The interpretation of test results
    a) Provide evaluation feedback
        i) Timely
        ii) Objective
        iii) Clear
        iv) Specific

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        v)   Relevant
    b) Recognize outstanding performance
    c) Make suggestions for improvement as needed

Requisite Skills. Communication skills and basic coaching.