



New Hampshire Department of Safety

Division of Fire Standards and Training
& Emergency Medical Services

EMS Instructor and EMS Instructor Coordinator (I/C) Credit by Portfolio Evaluation

Overview

The portfolio assessment process is based on a well-defined set of standards that supports the overall purpose and functions of EMS education. Per NH Administrative Rule, those seeking licensure as NH EMS Instructor or NH EMS Instructor Coordinators must have completed a course of education that meets or exceeds the standards for Fire and Emergency Services Instructor at the level for which they are seeking.

Candidates who successfully demonstrate meeting the standards will be eligible for licensure. The evaluation of a portfolio does not equate to certification.

Showing Evidence of Compliance

Any provided documentation should be focused on meeting the evidence of compliance. In the form provided below, give a brief description of the document to be evaluated and how it provides evidence of meeting or exceeding the standard. Do not include information that would violate the Family Educational Rights and Privacy Act (FERPA) or other privacy laws. Portfolios should not be more than 150 pages in length.

Evidence of compliance could take many forms and there is no one right way to build your portfolio. Some examples of evidence may include:

- Course completion certificates with an outline of topic covered;
- Development activities with an outline of topics covered;
- Documented work or demonstration products;
- Research reports or publications;
- Affidavits or performance reviews with specific documentation of evidence.

If you are seeking licensing as a State EMS Instructor, the National Association of EMS Educators (NAEMSE) Instructor Course Levels 1 and 2 meet and exceed the National Fire Protection Association (NFPA) 1041 Chapter 4 Fire and Emergency Services Instructor level I standards.



Submitting Your Materials

Once you have assembled all required materials, you can submit your portfolio through our website at: <https://nhfa-ems.com/professional-educator-challenge-application/>

Administrative Information

Full Legal Name	EMS License # or NELP #
Email Address	
Level of Evaluation	
I request evaluation of my portfolio for the following license level:	
<input type="checkbox"/> NH EMS Instructor (meets or exceeds Fire and Emergency Services Instructor I) Complete only the section for Fire and Emergency Services Instructor I	
<input type="checkbox"/> NH EMS Instructor/Coordinator (I/C) (meets or exceeds Fire and Emergency Services Instructor II* and III) Complete sections for any level at which you are not already certified.	

* Fire and Emergency Services Instructor level II is a prerequisite for level III



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Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor I		
This section must be completed by any candidate who does not have an existing EMS Instructor license, NAEMSE I/C level 1 and 2, or Fire and Emergency Services Instructor I certification.		
4.2.2 Assemble course materials	Criteria for Evaluation Evidence that the candidate can effectively gather and organize all necessary materials, resources, and equipment for a lesson plan based on a specified topic.	
4.2.3 Prepare requests for resources	Criteria for Evaluation Evidence that the candidate can identify and document necessary resources to meet specific training goals, ensuring alignment with existing resources.	
4.2.4 Schedule single instructional sessions	Criteria for Evaluation Evidence that the candidate can schedule and coordinate instructional sessions, adhering to the specific procedures and resource constraints set by the Authority Having Jurisdiction (AHJ).	



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Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor I		
4.2.5 Complete training records and reports	Criteria for Evaluation Evidence that the candidate can complete and submit training records and reports in accordance with the established policies and procedures.	
4.3.2 Review instructional materials	Criteria for Evaluation Evidence that the candidate can assess and adapt instructional materials and environments based on the specific needs of the target audience and learning context.	
4.3.3 Adapt a prepared lesson plan	Criteria for Evaluation Evidence that the candidate can adapt lesson plans to accommodate diverse student needs, teaching environments, and learning objectives.	



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Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor I		
<p>4.4.2 Organize the learning environment</p>	<p>Criteria for Evaluation Evidence that the candidate can manage the learning environment to optimize student engagement and safety.</p>	
<p>4.4.3 Present and adjust prepared lessons</p>	<p>Criteria for Evaluation Evidence that the candidate can modify and present lessons according to a specified lesson plan, ensuring adherence to safety standards and achievement of learning objectives.</p>	
<p>4.4.4 Adjust to differences in learner characteristics, abilities, cultures, and behaviors</p>	<p>Criteria for Evaluation Evidence that the candidate can adapt teaching methods to accommodate diverse learner needs and manage disruptive behaviors to maintain a safe and positive learning environment.</p>	



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Fire and Emergency Services Instructor I		
4.4.5 Operate instructional technology tools and demonstration devices	Criteria for Evaluation Evidence that the candidate can operate and integrate various instructional technologies and demonstration devices to facilitate learning, ensure equipment functionality, and manage seamless transitions during presentations.	
4.5.2 Administer oral, written, and performance tests	Criteria for Evaluation Evidence that the candidate can administer assessments fairly and securely, ensuring compliance with evaluation procedures and anti-discrimination policies.	
4.5.3 Grade student oral, written, or performance tests	Criteria for Evaluation Evidence that the candidate can accurately and securely grade oral, written, or performance assessments using grading rubrics, skills checklists, or other means.	



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Fire and Emergency Services Instructor I		
4.5.4 Report test results	Criteria for Evaluation Evidence that the candidate can record, summarize, and report test results in accordance with established policies and procedures, while also identifying and communicating any unusual circumstances.	
4.5.5 Provide evaluation feedback to students	Criteria for Evaluation Evidence that the candidate can provide detailed, constructive feedback based on evaluation data that helps students understand their performance and areas for improvement in a clear and actionable manner.	



Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor II		
This section must be completed by candidates who are seeking licensing as an EMS Instructor Coordinator and who have met the requirements for State EMS Instructor.		
5.2.2 Assign instructional sessions	Criteria for Evaluation Evidence that the candidate can allocate and manage instructional sessions according to Authority Having Jurisdiction (AHJ) policy, utilizing available resources, staff, and facilities efficiently within the specified timeline.	
5.2.3 Recommend budget needs	Criteria for Evaluation Evidence that the candidate can analyze training needs, understand AHJ budget policies, manage resources, and prepare detailed budget recommendations to meet the training goals.	
5.2.4 Gather training resources	Criteria for Evaluation Evidence that the candidate can efficiently gather necessary training resources within the constraints of time, budget, and organizational policy.	



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Fire and Emergency Services Instructor II		
5.2.5 Manage training record-keeping	Criteria for Evaluation Evidence that the candidate can manage and maintain training records in accordance with AHJ policies and legal requirements, ensuring compliance with professional and legal standards.	
5.2.6 Evaluate instructors	Criteria for Evaluation Evidence that the candidate can conduct detailed instructor evaluations, utilizing established tools and policies to pinpoint strengths and weaknesses, propose adjustments in teaching and communication, and engage in constructive dialogue with the instructors being evaluated.	
5.3.2 Create a lesson plan	Criteria for Evaluation Evidence that the candidate can develop a detailed lesson plan incorporating learner characteristics, clear learning objectives, appropriate instructional materials, and effective evaluation methods to ensure comprehensive coverage of the given topic.	



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Fire and Emergency Services Instructor II		
5.4.2 Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques	Criteria for Evaluation Evidence that the candidate can design and execute a lesson plan incorporating diverse teaching strategies to achieve learning objectives effectively and safely for the specified audience.	
5.4.3 Supervise other instructors and students during training	Criteria for Evaluation Evidence that the candidate can oversee and direct instructors and students in specialized training environments, ensuring adherence to safety standards and achievement of learning objectives.	
5.5.2 Develop student evaluation instruments	Criteria for Evaluation Evidence that the candidate can create evaluation tools tailored to the learning objectives, learner characteristics, and training goals, ensuring these tools accurately assess student achievement of the specified objectives.	



Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor II		
5.5.3 Develop a class evaluation instrument	Criteria for Evaluation Evidence that the candidate can create evaluation tools that reflect the goals and policies of the AHJ, ensuring that student feedback comprehensively covers the effectiveness of instructional methods, communication techniques, learning environment, course content, and provided materials.	



Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor III		
<p>6.2.2* Administer a training record system</p>	<p>Criteria for Evaluation Evidence that the candidate can manage and oversee a training record system that aligns with Authority Having Jurisdiction (AHJ) policy, is legally compliant, and allows for concise and accessible documentation of training activities.</p>	
<p>6.2.3 Develop recommendations for policies to support the training program</p>	<p>Criteria for Evaluation Evidence that the candidate can create strategic policy recommendations that align with AHJ procedures and training program objectives, showcasing technical writing proficiency and decision-making skills.</p>	
<p>6.2.4 Select instructional staff</p>	<p>Criteria for Evaluation Evidence that the candidate can select instructional staff by aligning with AHJ policies, meeting instructional requirements, and contributing to the achievement of AHJ and instructional goals.</p>	



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Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor III		
6.2.5 Construct a performance-based instructor evaluation plan	Criteria for Evaluation Evidence that the candidate can create a detailed and systematic instructor evaluation plan that aligns with the policies and requirements of the AHJ, ensuring regular and consistent assessment of instructors.	
6.2.6 Formulate budget needs	Criteria for Evaluation Evidence that the candidate can link training objectives with budgetary constraints and resource availability, ensuring alignment with the AHJ financial guidelines.	
6.2.7 Write equipment purchasing specifications	Criteria for Evaluation Evidence that the candidate can integrate curriculum requirements and training objectives with authoritative guidelines to specify and procure the appropriate instructional equipment.	



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Fire and Emergency Services Instructor III		
<p>6.2.8 Present evaluation findings, conclusions, and recommendations to AHJ administrator</p>	<p>Criteria for Evaluation Evidence that the candidate can present evaluation findings, conclusions, and recommendations effectively to the AHJ administrator, showcasing that these are unbiased, supported by data, and align with the AHJ's goals, policies, and procedures.</p>	
<p>6.3.2 Conduct an AHJ needs analysis</p>	<p>Criteria for Evaluation Evidence that the candidate can analyze the needs of the AHJ, understand their goals, and propose educational solutions to address identified gaps or needs.</p>	
<p>6.3.3 Design programs or curricula</p>	<p>Criteria for Evaluation Evidence that the candidate can design comprehensive programs or curricula based on detailed needs analysis and the goals of the AHJ, ensuring alignment with learner characteristics and constraints of time and budget.</p>	



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Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor III		
6.3.4 Write program and course outcomes	Criteria for Evaluation Evidence that the candidate can synthesize needs analysis data into clear, concise, and measurable program and course outcomes that align with the AHJ goals.	
6.3.5 Write course objectives	Criteria for Evaluation Evidence that the candidate can formulate course objectives that are unambiguous, succinct, measurable, and task-specific, aligned with the intended course outcomes.	
6.3.6 Construct a course content outline	Criteria for Evaluation Evidence that the candidate can create a detailed course content outline that aligns with the specified course objectives, using appropriate reference sources, demonstrating a clear correlation between course objectives, lesson plans, and instructional methods.	



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Fire and Emergency Services Instructor III		
<p>6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results</p>	<p>Criteria for Evaluation Evidence that the candidate can create or significantly improve a system that efficiently handles the acquisition, storage, and dissemination of evaluation results in alignment with the AHJ goals and policies, and compliant with legal requirements.</p>	
<p>6.5.3* Develop a course evaluation plan</p>	<p>Criteria for Evaluation Evidence that the candidate can create a course evaluation plan that aligns with specific course objectives and adheres to AHJ policies, ensuring that learning outcomes are effectively measured, and regulatory requirements are met.</p>	
<p>6.5.4 Develop a program evaluation plan</p>	<p>Criteria for Evaluation Evidence that the candidate can create a structured plan for assessing various aspects of an educational program, including instructor performance, course content, program objectives, and facilities, with the incorporation of feedback from students to pinpoint areas for enhancement.</p>	



Standard	Criteria for Meeting the Standard	Documentation
Fire and Emergency Services Instructor III		
6.5.5 Analyze student evaluation instruments	Criteria for Evaluation Evidence that the candidate can critically analyze student evaluation tools and test data in accordance with policies and applicable laws, ensuring the assessments' validity and reliability, and implementing necessary adjustments.	