

**Washington State Patrol
Fire Protection Bureau
NFPA 1041 2002 edition, Instructor II**

**Recommended Guide for the Completion of
State Certification Evaluation Sheets
For Instructor II NFPA 1041, 2002 Edition**

This guide is designed to assist instructors and evaluators in determining the proper completion of the practical component of the state certification examination for Instructor II.

5-2.2 Schedule Instructional Sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

The candidate should prepare a time line for delivery of the instructional sessions which includes scheduling of instructional resources, staff, and facilities so that the sessions are delivered according to department policy. If a department policy is not available a model policy should be furnished by the instructor.

The candidate should submit a written training schedule with a time line. The time line should be done according to department policy or a model policy provided by the instructor.

The candidate should prepare written documentation that lists the required materials, equipment, personnel, and other resources required and (if appropriate) an explanation of how the resources will be acquired.

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5-2.3 Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

The candidate should formulate the budget needs for a specific training course given training goals, an agency budget policy (or model policy provided by instructor) and current department resources.

The resources required to meet the training goals are to be identified and documented in writing by the candidate.

The candidate should submit a written needs analysis which may include:

- methodology (evaluation of accident reports, group discussion, interview department personnel, etc.)
- findings (determine the current training needs according to evaluations and interviews, etc.)
- resolution (what will be required to rectify the problem i.e. conduct a training session according to standards, create a lesson plan and course outline, etc.) and

- evaluation (what evaluation will be done after the course – analyze course evaluations, department reports, subsequent interviews to determine needs for future training, etc.)

The candidate should complete a budget for the course which may include equipment costs, training facility costs, evaluator fees, student handouts and/or skill sheets, instructor fees, materials, supplies, tuition, and any other cost associated with the delivery of the designated training.

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5-2.4 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

The candidate should demonstrate the ability to acquire training resources according to an identified need. The candidate should demonstrate how the resources are to be obtained within the established time lines, budget constraints, and according to department or model policy.

This candidate should furnish a document that details the training resources required. The time frame necessary to acquire the established resources should be documented. The resources should be acquired within the established budget. To meet step 4 the candidate may describe in writing the departments bid process which will demonstrate the knowledge and ability to stay within budget guidelines.

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5-2.5 Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

The candidate should demonstrate the ability to coordinate training record keeping given training forms, department or model policy, and a training activity so that all agency and legal requirements are met.

The candidate should complete training activity forms (i.e. rosters that show number of hours, dates, course title, instructor name, training activity codes, training standard, training activity descriptions, student names, scores for written and practical, instructor signature, date, etc.)

The candidate should describe in writing the training record keeping process according to agency and legal requirements.

For step 3 the candidate should provide completed documentation that demonstrates understanding of how to complete rosters, evaluations sheets and document student test results.

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5-2.6 Evaluate instructors, given an evaluation form, department policy, and job performance requirements, 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.

The candidate should observe an instructor and demonstrate the ability to evaluate the instructor and recommend changes in instructional style and communication methods. The candidate should also allow the instructor to provide feedback to the candidate/evaluator.

The candidate should serve as an evaluator while observing an instructor and complete an instructor evaluation form (the instructor 1 state evaluation sheets may be used for this step).

The candidate/evaluator should document the strengths and weaknesses of the instructor on the form. The candidate/evaluator should make recommendations for instructional changes in the “comments” section. The candidate/evaluator should ask the instructor to document his/her feedback on the evaluation form (if the instructor desires) and make sure both parties sign the document.

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5-3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

The candidate should create a lesson plan, given a topic, audience characteristics, and a standard 4 step lesson plan format, so the job performance requirements for the topic are achieved. The plan should include learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

The candidate will be rated on the use of the 4 step lesson plan format. The candidate should list the job performance requirements for the course taught. Learning objectives should be documented. The lesson outline, course material description and instructional aids description should be complete and meet the needs of the lesson plan. The candidate should furnish a plan to evaluate that the JPR's have been accomplished which may include the requirements for a written exam, practical exam, course evaluation and instructor evaluation.

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5-3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

The candidate should modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so the job performance requirements for the topic are achieved. The plan the candidate is given to modify should include learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

The candidate will be rated on the use of the 4 step lesson plan format in the modification of the lesson.

The candidate should evaluate the lesson plan given and modify the list of job performance requirements for the course taught if necessary. Learning objectives should be modified to meet the adjustments in job performance requirements if necessary. The lesson outline, course material description and instructional aids description should be modified if necessary to meet the needs of the modified lesson plan. The candidate should furnish modifications to the evaluation plan to include the changes in requirements for a written exam, practical exam, course evaluation and instructor evaluation. The modifications may be in pencil or pen in the margins of the document and should be neat and readable by the evaluator.

The intent of this standard is for the candidate to make appropriate and necessary modifications to an existing lesson plan and evaluation instruments. The suggested modifications should be reasonable and appropriate to the topic and audience. The evaluator will use discretionary judgement in determining if the modifications are appropriate.

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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, given a topic and a target audience, so that the lesson objectives are achieved.

The candidate should conduct a class given a topic and audience using a 4 step lesson plan the instructor has prepared. The instructor candidate should demonstrate his ability to follow the 4 step lesson plan and to use multiple teaching techniques which assist in ensuring the lesson plan objectives are achieved. The candidate may use the lesson plan created in 5-3.2.

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5-4.3 Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

The candidate should supervise other instructors and students in high hazard training (i.e. live fire, hazardous materials, above and below graded rescue, and evolutions with power tools). The candidate should be given a training scenario by the instructor with increased hazard exposure and should assure applicable safety standards and practices are followed and instructional goals are met.

The candidate will be rated on his/her ability to supervise instructors and students appropriately during scenario involving high hazard training. The candidate will ensure all applicable safety standards are met. The candidate will ensure incident command practices are followed. The candidate will be rated on his/her ability to meet instructional goals of training.

**For safety requirements for live fire training see "NFPA 1403 Standard on Live Fire Training Evolutions in Structures"*

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5-5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group.

The candidate will develop a **written examination and a practical examination** based on learning objectives, audience characteristics, and training goals furnished by the instructor. The evaluation instruments should be structured so that the instructor can determine if the student has achieved the learning objectives.

The written and practical examinations developed by the candidate should be designed to evaluate the performance of the student in an objective, reliable and verifiable manner. The written and practical examinations should be bias free to any audience or group.

The candidate should set scoring criteria for practical and written examination and include clear instructions for taking the written or practical exam. The candidate should provide a test item analysis for the evaluator.

See pages 200-216 of IFSTA Instructor 6th edition

Performance test example – p. 202

Written test samples – p. 204-209

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5-5.3 Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

The candidate will develop **course** evaluation instruments according to agency policy and evaluation goals. The course evaluation instrument should be designed so that students of the candidate can give feedback regarding the course to the candidate. The feedback on the evaluation form for the course should include student evaluation of:

- instructional methods
- communication techniques
- learning environment
- course content
- student materials

A space for comments/recommendations for improvements should be provided.

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5-5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

The candidate will demonstrate the ability to evaluate written and practical examinations according to agency policies. The candidate will complete a written analysis of the written and practical exam. The candidate will use the information obtained from the test analysis to determine the validity of the exam and to make any necessary changes to the written test or practical. The candidate will submit the changed materials to the evaluator.

In the analysis of the written examination the candidate should record the number of students that responded to correct and incorrect distractors.

The candidate should then determine which if any of the questions need review. The candidate is expected to review these questions for errors and revise if necessary.

If the question covered a topic not covered in class the candidate is expected to review his curriculum and modify accordingly. If there is a typographical error it should be corrected. If the question is not clear and concise the candidate should reword it. If the distractors are inappropriate or misleading the candidate should correct them. The candidate should take student comments about the examination into consideration when reviewing test items (step 2).

The candidate is expected to review the practical examination to look for safety items, possible omissions, clarity of instruction (did the candidates and evaluators understand what they were supposed to do), was the practical detailed enough, were the candidates able to perform the objective in a timely manner, did it make sense and relate to the performance objective, etc.

The candidate should also review course evaluations to determine if facility was appropriate, equipment needs adequate, class was of sufficient size for instruction to be effective, class time was adequate, if additional training is necessary, etc. The objective is to thoroughly evaluate the course to determine needs for improvement.

If any changes are required the candidate is expected to make corrections and submit them to the evaluator.