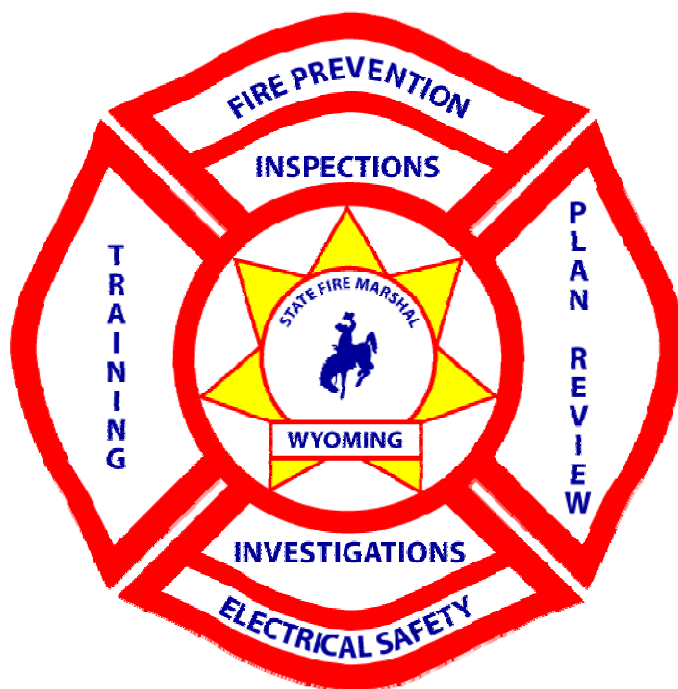


WYOMING FIREFIGHTERS CERTIFICATION SYSTEM



WYOMING FIRE SERVICE INSTRUCTOR I STANDARD

**NFPA 1041
2007 Edition**

**WYOMING DEPARTMENT OF FIRE PREVENTION
AND ELECTRICAL SAFETY**



16 Firefighter Life Safety Initiatives

1. Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility. ***From top to bottom the culture of the fire service must change. You can change your behavior today. Lead by example and make a difference – be an agent of change.**
2. Enhance the personal and organizational accountability for health and safety throughout the fire service. *** Each fire service organization must promote safe practices; each individual must have the tools to be safe and adhere to safe practices at ALL TIMES.**
3. Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities. *** Learn the concept of "Risk Management," ensure everyone understands the difference between acceptable risk and an unacceptable risk. Develop and implement a system to pre-identify unacceptable risk. GO and NO GO.**
4. All firefighters must be empowered to stop unsafe practices. *** Firefighters must be allowed to identify and report unsafe practices. Be aware of safe practices and look for unsafe ones.**
5. Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all firefighters based on the duties they are expected to perform. *** Seek state and national certifications at all levels available to your department. Support refresher training, promote teaching new methods and improve skills which are used infrequently.**
6. Develop and implement national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform. ***Departments should establish and enforce SOP's which support wellness. Adopt a "heart healthy" life style.**
7. Create a national research agenda and data collection system that relates to the initiatives.
*** Encourage your department to participate in WFIRS. Support data gathering at your department.**
8. ***Utilize available technology wherever it can produce higher levels of health and safety.**
9. Thoroughly investigate all firefighter fatalities, injuries, and near misses. ***Implement investigation without delay.**
10. *** Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.**
11. National standards for emergency response policies and procedures should be developed and championed. *** National standard for emergency response policy and procedures should be developed. At the local level – help adopt safe driving rules and enforce them – "arrive alive."**
12. National protocols for response to violent incidents should be developed and championed. *** Fire and EMS workers deserve to have policies which will reduce their exposure to all threats of violence.**
13. Firefighters and their families must have access to counseling and psychological support.
*** Firefighting is a high risk occupation, which can put firefighters and their families under extreme stress. They deserve access to mental health care.**
14. Public education must receive more resources and be championed as a critical fire and life safety program. *** Public education is a responsibility of all fire service personnel. It should not be reserved for one week in October. Make communicating the fire prevention message to the community a priority.**
15. Advocacy must be strengthened for the enforcement of fire code. *** Make sure all firefighters understand how sprinkler systems operate and the value they bring to reducing Line of Duty Death.**
16. Safety must be a primary consideration in the design of apparatus and equipment.
*** Encourage your department to make safety the highest priority in equipment and apparatus purchases – as high as design and price.**



16 Firefighter Life Safety Initiatives

The 16 initiatives, listed on the preceding page, address the 6 root causes of firefighter injuries, close calls, and Line of Duty Death.

1. Ineffective policies and procedures.
2. Ineffective decision making.
3. Lack of preparedness.
4. Ineffective leadership.
5. Lack of personal responsibility.
6. Extraordinary and unpredictable circumstances.

For more information on the

Courage to be safe So everyone goes home program

Contact the Department of Fire Prevention

Training Division

At 307-777-7288

Or

View the Courage to be Safe Drills on our website at: <http://wyofire.state.wy.us>

Wyoming Firefighters Certification Committee

The WFCC is an 11 member board, which consists of 8- members from the fire service; 1- member from the State Forestry Rural Training Officer, 1- member representing the State Fire Marshals Office, 1- member representing a college with an emergency services program. The committee members function as liaison between the fire service and the Wyoming State Fire Marshal. The committee also serves in an advisory capacity to consider needs and plans of the DFPES.

Please visit the SFMO website at

<http://wyofire.state.wy.us>

**For a current list of the members of the
Wyoming Firefighters Certification Committee**

Wyoming State Fire Marshal

Department of Fire Prevention and Electrical Safety

Please direct Wyoming Firefighter certification questions and comments to:

Certification Coordinator
DFPES-Training Division
Herschler Building 1 West
122 W. 25th Street
Cheyenne, Wyoming 82002

PH: (307) 777-7288

FAX: (307) 777-7119

Please visit our Web site at: <http://wyofire.state.wy.us>

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INTRODUCTION

The world we live in is changing so fast, and the many phases of the fire service are becoming so technical and complex that fire service training must be utilized to its maximum potential. Any overlap, fragmentation, and lack of basic structure must be eliminated. Standardization is the natural complement and necessity.

The fire service in Wyoming, through a state certification program, can meet the needs of future growth and establish uniformity through certification. We will then have more effective and efficient utilization of resources so as to provide the best possible fire protection service for all the citizens throughout the state of Wyoming.

Through these national standards and certification, firefighters and fire departments have a tool to measure specific levels of skills, abilities and knowledge. The DFPES and the Wyoming Firefighters Certification Committee believe by participating in this certification program, firefighters and fire departments will be better prepared to provide quality life safety and fire protection for their communities.

CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Wyoming Fire Service Instructor I program, departments/firefighters must fulfill the following requirements:

1. Complete department entrance requirements
2. Set up and maintain department records
3. Train on the required written and practical objectives
4. Pass a department “In House” comprehensive examination
5. Meet any other training requirements/prerequisites as defined by the DFPES
6. Pass both written and “SPOT Check” skills examination administered by the DFPES
7. Request Fire Service Instructor I certification

The DFPES acknowledges the importance of and need for entrance requirements as listed in the NFPA 1001 *Standard on Fire Fighter Professional Qualifications*. Many agencies and departments have existing policies, regulations, etc. already in place regarding these requirements. The handling of entrance requirements is a **LOCAL MATTER**, outside the authority and jurisdiction of the DFPES. The DFPES will not check, test, evaluate or determine how individual agencies meet these requirements. Some departments have found it necessary to waive any type of entrance requirements due to their own special needs. As a local decision, this is permitted. However, due to the amount of physical, mental and emotional stress inherent in this profession, the **DFPES strongly recommends careful evaluation before altering or doing away with any existing entrance requirements.**

Physical Fitness Requirements

The requirements listed in NFPA 1041, Chapter 4 are:

1. Meet the minimum educational requirements established by the authority having jurisdiction.
2. Meet the medical requirements of NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*.
3. Physical fitness requirements for entry-level personnel shall be developed and validated by the authority having jurisdiction. Physical fitness requirements shall be in compliance with applicable Equal Employment Opportunity regulations and other legal requirements.

DEPARTMENT TRAINING

Participants in the Wyoming Fire Service Instructor I program must successfully complete one of the following training courses or requirements to qualify to take the state examination. Participants must complete one of the following methods to become eligible for examination:

1. Complete the, International Fire Service Training Association (IFSTA), *Fire and Emergency Services Instructor*, 7th Edition course kit.
2. Department Based Training – Departments can create their own Fire Service Instructor I course which meets the requirements as outlined in NFPA 1041 Chapter 4. The skills and Training Record as given in this standard must be completed for each person and a completed training record must exist for each participant. Testing will be conducted at the conclusion of the course upon request from the department training officer or administrator.

The course material should be referenced to the following textbook to prepare the candidate to successfully pass the state certification examination.

Written Objectives

The written objectives for Fire Service Instructor are covered in the following text:

1. International Fire Service Training Association (IFSTA), *Fire and Emergency Services Instructor*, 7th Edition.

This textbook is available from various fire service bookstores.

A current list of textbook sources is available by calling the DFPES at (307) 777-7288 or 307-857-6820. The Wyoming Fire Service Library catalog is available at <http://wyofire.state.wy.us>.

There are numerous methods departments have used to help prepare their personnel for the written examination. Considering the high level of skill and knowledge required for Fire Service Instructor I, the DFPES recommends the candidate participate in a comprehensive class and receive instruction on both manipulative and written requirements.

Manipulative Objectives

Each candidate must be trained and evaluated in the performance of all manipulative skills objectives. Each of the manipulative skills and evolution objectives shall be completed swiftly, safely and with competence as defined below:

- **Swiftly** – Each manipulative skill objective must be completed within the allotted time.
- **Safely** – Each manipulative skill objective must be completed safely. Actions that could injure individual or damage equipment are unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** – Each manipulative skill objective is performed in accordance with the Wyoming Standard. This includes performing the proper steps in sequence.

Competence will be measured in accordance with the DFPES manipulative skill objectives.

Department Training Records

Each candidate shall have a training record on file with the department, which indicates whether he/she has trained on all manipulative skill objectives. This record shall be signed off or initialed by a department training officer. Training records must indicate the date, instructor, and total number of hours trained for each manipulative skill objective. Departments shall use the form provided in Appendix B, Page 17 (In-House Training Record).

Department “In House” Comprehensive Examination

At the completion of the department’s manipulative skills training, the department is **required** to hold an “in-house” comprehensive examination for the level being trained. For the Fire Instructor I level this would be a minimum of a 15 minute presentation. This test is to ensure that skill mastery has been obtained from the beginning to the end of the training process, and to prepare participants for the state examination. Training officers may utilize other personnel to assist in administering the exam; however, all personnel assisting with the testing should be certified at the level they are “in-house” testing.

In-House test instructions for the examination are located in Appendix B. It is recommended candidates be given two attempts at any skill. **If they fail on the second try, then they have failed the evaluation and are required to go through additional training by the department trainer.** No training, teaching, or coaching is allowed during the test. After the evaluation, using the test to teach and train is recommended.

If skill weaknesses are evident, the department shall conduct additional training and hold a new department “in-house” comprehensive examination. Only those candidates who successfully pass the department’s skills and “in-house” comprehensive test will be allowed to participate in the state certification exam. Department training records must show all candidates have successfully passed the “in-house” comprehensive examination.

CERTIFICATION EXAMINATIONS

After completion of the training process, the Fire Chief/Head of Department can request testing for the department. Using the “Request Examination” form in Appendix C. The Fire Chief/Head of Department may request a written examination and manipulative test for certification. A testing fee *may* be charged at the time of certification. A separate application must be sent to the DFPES for each attempt. Request forms must reach the DFPES no later than **30 days prior** to the examination date. The entire examination process must be completed within **2 years** of the **first** written exam date.

Written Examinations

The written examination is a randomly generated **60-question** test covering the written objectives of the Fire Service Instructor I standard. A minimum score of 80% is required to pass the certification examination. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

A good instructor is a sincere person with:

- a. a desire to teach.
- b. in-depth knowledge of the student.
- c. a sense of empathy.
- d. all of the above.**

Performance standards for the fire instructors are identified in:

- a. NFPA 1001
- b. **NFPA 1041**
- c. NFPA 1403
- d. NFPA 1000

“Spot Check” Skills Examination

This is a two-step examination. The first step is a department records check and the second step is a “spot check” skills examination. Certification testers appointed by the DFPES conduct the examination.

Training records are checked. If records are inadequate, corrective action must be taken before proceeding to the next step. The records must meet minimum requirements and are checked for the following:

1. Candidate has been trained in each manipulative skill for the level being evaluated.
2. A department training officer has signed off each manipulative skill.
3. The total number of hours trained on each manipulative skill.
4. Each participant has passed a department “in-house” comprehensive examination.

The “SPOT Check” skills examination is a minimum 15-minute presentation graded on a 100% pass/fail basis. During this presentation the manipulative skill objectives (skill # 2, 3, 4, 5, 6, 7) shall be demonstrated simultaneously while giving the presentation. These skills shall be completed swiftly, safely, and with competence as defined below:

- **Swiftly** – The presentation must be a minimum of 15-minutes.
- **Safely** – During the presentation, all activities shall be conducted in a safe manner. When using equipment or audiovisual aids, conduct that could injure and individual or damage equipment is unacceptable. Equipment should be checked prior to skills testing or training to see that it is safe and functional.
- **Competence** – The manipulative skill objectives shall be performed during the 15-minute presentation in accordance with the Wyoming Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the DFPES manipulative skills objectives.

Candidates are required to give a minimum of a 15-minute presentation following the Checklist on page 8. Candidates are given two attempts if necessary to perform the 15-minute presentation. If they fail on the second try, then they have failed the examination. Candidates must wait **30 days** before the third and final attempt. Candidates taking third attempts will give one additional presentation. **No training, teaching, or coaching is allowed during this state test.**

Candidates who have failed the third attempt of the written examination or the manipulative skills examination have failed the certification process and must wait **1 year** from the date of the failed third attempt to re-enter state testing. The candidate will begin testing with a new 1st attempt of the written examination.

FIRE SERVICE INSTRUCTOR I CERTIFICATION

When all requirements for certification have been met, candidates are eligible to be certified. The Fire Chief/Head of Department may apply to the DFPES for certification for those candidates who have successfully completed the certification training/testing process. Request for state certification will be submitted to the DFPES using the “**Request for Certification**” form provided in Appendix D. The names are then checked against the official state records to ensure each individual listed has met all requirements.

Those candidates who have met the requirements are issued a certificate and patch. These are sent to the Fire Chief/Head of the Department for disbursement.

For more information on Wyoming Fire Service Instructor I certification contact the:

DFPES Certification Coordinator
Herschler Building 1 West
122 W. 25th Street
Cheyenne, WY 82002
307-777-7288
<http://wyofire.state.wy.us>

FIRE SERVICE INSTRUCTOR I CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- Each candidate has met requirements listed in NFPA 1041, Chapter 4 or those established by the authority having jurisdiction.

DEPARTMENT TRAINING RECORDS:

- Each participant has a training record on file with the department that shows:
 1. A learning experience in each manipulative skill objective.
 2. Dates of training.
 3. Initials of instructors.
 4. Total number of hours trained in each manipulative skill objective.
- Each participant has trained on the Fire Service Instructor I level written and manipulative skills examination.

DEPARTMENT “IN HOUSE” COMPREHENSIVE EXAMINATION:

- Each participant has successfully completed an “In House Presentation”.
- Results of presentation are documented in department training records.

CERTIFICATION EXAMINATIONS:

- Each participant has passed the DFPES written examination.
- Each participant has passed the DFPES “SPOT Check” skills examination administered by an approved Certification Tester.

FIRE SERVICE INSTRUCTOR I CERTIFICATION:

- Fire Chief/Head of Department request certification for participants using the “Request for Certification” form.

FIRE SERVICE INSTRUCTOR I MANIPULATIVE SKILL OBJECTIVES

GENERAL

The Courage to be Safe Drills can be found online at <http://wyofire.state.wy.us>

NFPA 1041, 4.2.3, 4.2.3(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 1: Prepare training records and report forms so that required reports are accurate, complete, and in accordance with procedures.

CONDITION: Given a training record, policies and procedures for reports.

TIME: 2:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Date of training recorded.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Name(s) of instructors for training session.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Participant attending instruction.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Topic taught during training session.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Hours of instruction.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Record test or evaluation scores of participants if applicable.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONAL DEVELOPMENT

NFPA 1041, 4.2.2, 4.3.2, 4.3.2(b), 4.3.3 , Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 2: Assemble, review and adapt a lesson plan/instructional material so that elements of the lesson plan, learning environment and all resources that need adaptation are identified.

CONDITION: Given the materials for a specific topic, an audience and a learning environment.

TIME: 30:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Review lesson plan with the training organization.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify additional sources of information, i.e. library, Internet, or SOP's.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Adapt learned information during presentation as needed for target audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONAL DELIVERY

NFPA 1041, 4.4.2, 4.4.2(b), 4.4.6, 4.4.6(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 3: **Organize the classroom/learning environment so that lighting, distractions, climate control, noise control, seating, audiovisual equipment and teaching aids are ready for presentation.**

CONDITION: Given a facility (classroom), an assignment (lesson plan), audiovisual equipment, teaching aids, and method or techniques for instruction.

TIME: Minimum of 15:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Arrange classroom based on type of instruction methodology.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Know how to control lighting for classroom.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Eliminate noise and distractions, i.e. turn off loudspeakers, etc.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Determine how audiovisual equipment work, on/off switch.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Know how to change light bulbs, adjust tracking, and focus AV equipment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1041, 4.4.3, 4.4.3(b), 4.4.4, 4.4.5, 4.4.5(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 4: Present and adjust as required, a prepared lesson so that the method(s) indicated in the lesson plan is used and the stated objectives or learning outcomes are achieved.

CONDITION: Given a prepared lesson plan that specifies the presentation method(s) and learning objectives and desire outcomes.

TIME: Minimum of 15:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. State lesson objective to class.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Speak clearly and distinctly, using correct grammar.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Make eye contact with students in classroom.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Avoid distracting mannerisms that will disrupt learning environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Pause for questions from students.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Address questions from students.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Follow lesson plan.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Adjust presentation as required due to the learning styles of the students or disruptive behavior.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Summarize lesson objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1041, 4.4.7, 4.4.7(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 5: Utilize audiovisual materials so that the intended objectives are clearly presented, transitions between media and other media and presentation are smooth.

CONDITION: Given a lesson plan, a prepared topical media and equipment.

TIME: Minimum of 15:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Use media at appropriate point in lesson.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Demonstrate proper use of tools, props, and equipment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Demonstrate proper use of projectable/nonprojectable media.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Avoid leaving media on when not in use.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Smooth transition between media and other parts of the presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION AND TESTING

NFPA 1041, 4.5.2, 4.5.2(b), 4.5.3, 4.5.3(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 6: **Administer and grade an oral, written, and performance tests so that the testing is conducted according to procedures and the security of the material is maintained.**

CONDITION: Given a lesson plan, evaluation instrument, an answer sheet or skills checklist, answer key, procedures for administering a test, procedures for test security.

TIME: Minimum of 15:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Students understand the type of test to be administered.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Instructions are given in a clear and consistent manner.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Questions from the student about the test are answered before testing occurs.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Classroom environment is arranged for testing.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Test is administered in accordance to testing policies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Testing material is maintained and secured during use.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Tests are evaluated based on a skills checklist or answer key.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Maintain test results in secure manner.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Report any unusual circumstances and document them based on policy.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1041, 4.5.4, 4.5.4(b), 4.5.5, 4.5.5(b), Courage to be Safe Drill, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Skill 7: Report and provide evaluation feedback to students for an oral, written, and performance tests so that the results are accurately recorded, the forms are forwarded and testing is conducted according to procedures and the security of the material is maintained.

CONDITION: Given a lesson plan, evaluation instrument, skills checklist, answer key, procedures for administering a test, procedures for test security.

TIME: Minimum of 15:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Feedback to students is timely and specific.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Tests are evaluated based on a skills checklist or answer key.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Results and feedback are given to each student following policies on releasing test results.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Assist student in correcting performance behavior based on test results.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Maintain test results in secure manner.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX A
TRAINING RECORD**

FIRE SERVICE INSTRUCTOR I – TRAINING RECORD /ASSIGNMENT COMPLETION SHEET

NAME: _____ SSN: _____ - _____ - _____ DEPARTMENT: _____

SECTION	TRAINING RECORD			IN-HOUSE REVIEW			DEMONSTRATE
	DATE	INST	HRS	DATE	INST	P/F	
Pre-Requisite							
General							1. Meet the JPRs defined in 4.2 through 4.5 of this standard.
Program Management							2. Given a specific topic, assemble course materials.
							3. Prepare training records and report forms.
Instructional Development							4. Review instructional materials.
							5. Adapt a prepared lesson plan.
Instructional Delivery							6. Organize the classroom/learning environment for teaching.
							7. Present prepared lessons.
							8. Adjust presentation, given a lesson plan & changing circumstances.
							9. Adjust to differences in learning styles, abilities & behaviors.
							10. Operated audiovisual equipment & demonstrate devices.
Evaluation & Testing							11. Utilize audiovisual materials.
							12. Administer oral, written, & performance tests.
							13. Grade student oral, written, or performance tests/
							14. Report test results.
						15. Provide evaluation feedback to students.	

**APPENDIX B
PRESENTATION
CHECKLIST**

FIRE SERVICE INSTRUCTOR I PRESENTATION CHECKLIST

Skill: Demonstrate the ability to present a lesson plan.

CONDITION: Given a lesson plan target audience, classroom audiovisual equipment, non – projectable media, evaluation material and a training record.

TIME: Minimum of 20:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Prepare a classroom for presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Determine that audiovisual equipment is ready.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Present lesson plan to audience as outlined.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Use 3 types AV equipment during presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Transition between AV and lesson plan.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Administer an evaluation during presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Provide feedback to students of evaluation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Record training session on training record.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Completed skill in allotted time (minimum of 20 minutes).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX C
IN-HOUSE PROCTOR
INSTRUCTIONS**

Tester Instructions for “In-House” Comprehensive Examination

As the training officers for your department you are authorized by DFPES to conduct the 100% skills test for this level of certification. You must be certified to the level you are testing, i.e., if you're FFII you can test FFI and FFII, Awareness and HM Operations.

***PRIOR TO CONDUCTING TEST, REVIEW TRAINING RECORDS**

It is important that before doing this “In-House” exam that the candidate has completed training in all areas for the level being tested.

***SAFETY OFFICER SELECTED AND BRIEFED**

Select a Safety Officer to assist you during the test. This person, if possible, should not be taking the same test that is being given. The Safety Officer will not assist with the testing process. The Safety Officer is there to protect the CANDIDATES from injury during the testing process. The Safety Officer shall be in a position to observe all students and ensure their safety at all times during the testing procedure.

By using the following instructions you will be able to evaluate the skill being tested and determine the candidate's readiness for the State “Spot Check” exam.

1. Keep in mind this is a **test** and there should be **no coaching or training** during the testing process. If a candidate fails to perform a skill, it will count as a first attempt failure and they will be given a second attempt. If they fail a second time they need to be retrained on that skill and tested again. Only **qualified** candidates that have passed with **100%** should be allowed to take the State SPOT CHECK exam.
2. Before beginning the testing process meet with all candidates and review the testing process. Explain that this is a **test** and that the same process being used for the “In-House” will be used during the state exam.
3. Designate a secure location for the candidates to remain in while the “In-House” exam is conducted. This location should be away from the area where the exam is being conducted.
4. If possible, separate your testing stations so candidates cannot observe each other during the test.
5. To evaluate a candidate's performance, use the following as a guide.
 - a. the skill is completed in the allotted time,
 - b. competence is shown by completing all performance criteria,
 - c. safety is shown while completing the skill.

At each test station the tester will read the **SKILL** to be demonstrated, the **CONDITIONS** to be met and the **TIME** limit to complete each skill. This information is contained in the skill section of each standards packet. Do this with each student as they come to each testing station. Ask for any questions. As each skill is tested and completed sign it off in the section provided on the candidates training record. By conducting the “In-House” test in this manner, you will prepare your candidates to successfully pass the state “spot check” exam. This will also assure training records are current and that only those who are truly prepared take the state certification examination.

APPENDIX D
CERTIFICATION FORMS

Wyoming Department of Fire Prevention & Electrical Safety

EXAMINATION REQUEST / CERTIFICATION REQUEST FORM

Please complete all information on BOTH sides of this form and return to the DFPES at least **30 days prior** to the requested examination date. A separate request **MUST** be made for each level of certification exam desired and for each exam date. Phone Number: 307-777-7288. FAX: 307-777-7119

Department Information

Department Name: _____

Examination Request for Written / Skills – Circle the appropriate level

WRITTEN Examination: FF I FF II HMA HMO ADO –Aerial ADO –Pumper Fire Officer I Fire Instructor I

MANIPULATIVE Examination: FF I FF II HMO ADO –Aerial ADO –Pumper Fire Officer I Fire Instructor I

Requested Date and Time: _____

Number taking Written Examination: _____ Number taking Manipulative exam: _____

Examination Location: _____

Street Address: _____ City/State: _____ Zip: _____

By your signature below we acknowledge that training records exist to support that each individual who will attend the exam has received a learning experience in each subject area required for testing and has met all other requirements for the level being examined for as specified in the Certification Policy and Procedures. Department requesting the above exam, will have appropriate space and safe accommodations and equipment for all written and manipulative skills.

Fire Chief/Head of Department (Signature)

Training Officer (Signature)

Fire Chief/Head of Department (typed/printed)

Training Officer (type/printed)

Department Mailing Address

Daytime Phone Number

Second contact number

Certification Request

The following department or agency requests that the Department of Fire Prevention & Electrical Safety certify the individuals listed on reverse side of this form. **NOTE: The original "Training Record" of the individuals must be sent with this form - if the "Training Record" has not been presented to the DFPES during a "Spot Check Skills" testing event. Please keep a copy of the "Training Record" for your files.**

Department Name _____

By my signature below, I attest that the individuals listed on the reverse side of this form have completed all requirements for certification as defined in the Wyoming Firefighters Policy and Procedures Manual.

Fire Chief/Head of Department (Signature)

Fire Chief/Head of Department (typed/Printed)

Department Mailing Address

Daytime Phone Number

Second contact number

Department Name: _____ Date: _____

Type or print names and SSN of participants who will be taking the examination.

APPLICANT NAME	SOCIAL SECURITY NUMBER	LEVEL REQUESTED
1. _____	_____-_____-_____	_____
2. _____	_____-_____-_____	_____
3. _____	_____-_____-_____	_____
4. _____	_____-_____-_____	_____
5. _____	_____-_____-_____	_____
6. _____	_____-_____-_____	_____
7. _____	_____-_____-_____	_____
8. _____	_____-_____-_____	_____
9. _____	_____-_____-_____	_____
10. _____	_____-_____-_____	_____
11. _____	_____-_____-_____	_____
12. _____	_____-_____-_____	_____
13. _____	_____-_____-_____	_____
14. _____	_____-_____-_____	_____
15. _____	_____-_____-_____	_____
16. _____	_____-_____-_____	_____
17. _____	_____-_____-_____	_____
18. _____	_____-_____-_____	_____
19. _____	_____-_____-_____	_____
20. _____	_____-_____-_____	_____
21. _____	_____-_____-_____	_____
22. _____	_____-_____-_____	_____
23. _____	_____-_____-_____	_____
24. _____	_____-_____-_____	_____

Send Request form to:
 Department of Fire Prevention And Electrical Safety
 122 W. 25th Street, Herschler 1 West,
 Cheyenne, WY 82002
 Attention: Certification Coordinator