

WYOMING FIREFIGHTERS CERTIFICATION SYSTEM



WYOMING FIRE INSTRUCTOR II 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 a 10 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. 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

The following certification requirements are based on the objectives listed in the National Fire Protection Association (NFPA) 1041, Chapter 5, *Standard for Fire Service Instructor Professional Qualifications*, as verified and adopted by the Wyoming Firefighters Certification Committee (WFCC).

Through these national standards and certification, firefighters and fire departments have a tool to measure specific levels of skills, abilities, and knowledge. The DFPES believes 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.

Entrance Requirements

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

1. Certified Fire Service Instructor I with the DFPES.
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 a written examination administered by the DFPES.
7. Request Fire Service Instructor II certification.

DEPARTMENT TRAINING

Candidates in the Wyoming Fire Service Instructor II program must successfully complete one of the following training courses or requirements to qualify to take the state examination. Candidates 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 II course which meets the requirements as outlined in NFPA 1041 Chapter 5. 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 candidate. Testing will be conducted by a DFPES proctor 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 II 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 II, 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 manipulative skill objectives by giving a minimum 20-minute presentation. During this presentation the manipulative skill objectives 3, 4, 5, 6, 8, 9 shall be demonstrated simultaneously while giving the presentation. These skills 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 A.

Department Training Officers

For departments to enroll in certification process, it is necessary for the department to assign training officers. It is recommended departments assign at least two personnel as training officers to coordinate and provide certification training.

Department training officers shall be State Certified at the level they are teaching. For this standard, Fire Service Instructor II, the DFPEs strongly recommends training officers/instructors for this level of certification be State Certified at the Fire Service Instructor II level or Instructor III.

Department training officers/instructors will be responsible for certification training. Their primary responsibility will be to teach, evaluate, and in-house test department personnel on the manipulative skill and evaluation requirements for each level of certification training.

Departments who **do not** have certified personnel to act as training officers for certification training should contact the DFPEs at 307-777-7288 for assistance in setting up and monitoring certification training.

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 Service Instructor II level this would be a minimum 20 minute presentation based on a lesson plan developed by the firefighter. 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 C. 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 “in-house” 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.

FIRE SERVICE INSTRUCTOR II 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.

Prior to certification at the Fire Service Instructor II level, applicants must be State Certified through the DFPES at the Fire Service Instructor I level.

For more information on Wyoming Fire Service Instructor II 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 II CERTIFICATION CHECKLIST**ENTRANCE REQUIREMENTS:**

- Each candidate has met requirements listed in NFPA 1041, Chapter 5 or those established by the authority having jurisdiction.

DEPARTMENT TRAINING RECORDS:

- Each candidate 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 candidate has trained on the Fire Service Instructor II level written and manipulative skills examination.

DEPARTMENT “IN HOUSE” COMPREHENSIVE EXAMINATION:

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

CERTIFICATION EXAMINATIONS:

- Each candidate has passed the DFPES written examination.

FIRE SERVICE INSTRUCTOR II – CERTIFICATION:

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

FIRE SERVICE INSTRUCTOR II MANIPULATIVE SKILL OBJECTIVES

GENERAL

NFPA 1041, 5.2.2, 5.2.3, 5.2.3(b), 5.2.4, 5.2.4(b)

Skill 1: Schedule an instructional session and formulate a budget to support the delivery of the session, so that the specified session is delivered according to department policy.

CONDITION: Given a training goal, agency policies for scheduling, budgets, instructional resources, staff, a facility and timeline for delivery.

TIME: 30:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Identify training need or goal.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify department policies for scheduling a facility.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Identify department budget policy for training.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Identify required resources needed to deliver course.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Identify required instructors(s) to deliver course.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Create a timeline that identifies due dates for the delivery of a course.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Complete required forms to request facility, materials, budget needs.	<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, 5.2.5, 5.2.5(b)

Skill 2: Coordinate training records so that all agency and legal requirements are met.

CONDITION: Given a training record, department policy, a training activity.

TIME: 30:00 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"/>

NFPA 1041, 5.2.6, 5.2.6(b)

Skill 3: Evaluate an instructor during a presentation.

CONDITION: Given an evaluation form, department policy, job performance requirements.

TIME: 25:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Instructor follows lesson plan/course outline.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify instructor strengths and weaknesses.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Recommend changes in instructional style.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Recommend changes in communication methods.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Provide feedback to the instructor being evaluated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Complete evaluation forms for instructor.	<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, 5.3.2, 5.3.2(b)

Skill 4: Create a lesson plan so that the job performance requirements (JPR's) for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instruction aids, and an evaluation plan.

CONDITION: Given a topic, audience characteristics, and standard lesson plan format.

TIME: 60:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Learning objectives are identified.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify student needs based on an assessment tool.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Development of instructional media.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Develop an outline.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Develop an evaluation tool.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Identify needed resources for course delivery.	<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, 5.3.3, 5.3.3(b)

Skill 5: **Modify an existing lesson plan (Use lesson plan developed in skill #4.) so that the job performance requirements (JPR's) for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instruction aids, and an evaluation plan.**

CONDITION: Given a topic, audience characteristics, and standard lesson plan format.

TIME: 60:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Learning objectives are identified.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify student needs based on an assessment tool.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Development of instructional media.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Develop an outline.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Develop an evaluation tool.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Identify needed resources for course delivery.	<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, 5.4.2, 5.4.2(b)

Skill 6: Conduct a class using a lesson plan that the instructor has prepared (Can use lesson plan from skill #4 or #5) and involves the utilization of multiple teaching methods and techniques so that the lesson objectives are achieved.

CONDITION: Given a topic, target audience, teaching material as identified in lesson plan (minimum of 3 types of audiovisual aids, one of which must be a projected type of media, i.e. overhead projector, slide projector).

TIME: 20:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Follow lesson plan as developed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. State the lesson objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Transition between different teaching methods as needed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Maintain control of classroom environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Manage student behavior as needed to control classroom conduct.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Transition between various audiovisual aids.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Safety issues addressed during presentation (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"/>

NFPA 1041, 5.4.3, 5.4.3(b)

Skill 7: Supervise other instructors and students during a high hazard training evolution so that applicable safety standards and practices are followed and instructional goals are met.

CONDITION: Given a training scenario with increased hazard exposure (i.e., live fire exercise, hazardous materials, high angle or below grade rescue evolutions).

TIME: 60:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Conduct a pre-evolution briefing with instructors and students.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify safety issues and concerns.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Identify emergency procedures in the event of an emergency.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Establish an Incident Command System to be used during the evolution.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Identify regulations and practices to be followed during training evolution.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Conduct drill.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Evaluate.	<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, 5.5.2, 5.5.2(b)

Skill 8: **Develop a student evaluation instrument so that the evaluation instrument determines if the student has achieved the learning objectives.**

CONDITION: Given a learning objective, audience characteristics, training goals and testing procedures.

TIME: 30:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	<u>Y</u> <u>N</u>	<u>Y</u> <u>N</u>
1. Identify the learning objective.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify type of evaluation method best for learning objective to be tested.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Develop evaluation tool that is objective and is bias free.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Reference evaluation tool to learning objective.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Evaluation tool is reliable and verifiable.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Follow evaluation policies during testing process.	<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, 5.5.3, 5.5.3(b)

Skill 9: **Develop Class Evaluation Form so that the students have the ability to provide feedback to the instructor.**

CONDITION: Given agency policy and evaluation goals.

TIME: 30:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Evaluation form contains: date, location of course and instructor name.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Form identifies instructor methodology.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Form identifies instructor communication skills.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Form identifies learning environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Form identifies course content.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Form identifies student materials.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Form does not require student name.	<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, 5.5.4, 5.5.4(b)

Skill 10: **Analyze a student evaluation instrument so that validity is determined and necessary changes are accomplished.**

CONDITION: Given test data, objectives and agency policies.

TIME: 30:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Grade and rank student test scores.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Determine mean score of test group.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Evaluate test scores to determine if questions skewed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Record test scores.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Report test scores to students following 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"/>

**APPENDIX A
TRAINING RECORD**

FIRE SERVICE INSTRUCTOR II – TRAINING RECORD / ASSIGNMENT COMPLETION SHEET

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

SECTION	TRAINING RECORD			IN-HOUSE REVIEW			DEMONSTRATE
	DATE	INST	HRS	DATE	INST	P/F	
General							1. Schedule an instructional session/formulate budget.
							2. Coordinate training records.
							3. Evaluate an instructor during a presentation.
Instructional Development							4. Create a lesson plan.
							5. Modify an existing lesson plan.
Instructional Delivery							6. Conduct a class using a lesson plan.
							7. Supervise other instructors/students during high hazard training evolution.
Evaluation & Testing							8. Develop a student evaluation instrument.
							9. Develop a class evaluation form.
							10. Analyze student evaluation instrument/determine validity.

APPENDIX B
PRESENTATION CHECKLIST

FIRE SERVICE INSTRUCTOR II PRESENTATION CHECKLIST

Skill: **Demonstrate the ability to present a lesson plan prepared by the firefighter/student.**

CONDITION: Given a lesson plan prepared by the firefighter/student, 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. Create a lesson plan.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Prepare classroom for presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Determine that audiovisual equipment is ready.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Present prepared lesson plan to audience as outlined.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Follow lesson plan as outlined.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Use AV equipment during presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Transition between AV and lesson plan.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Administer an evaluation during presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Provide feedback to students of evaluation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. Use course evaluation form during classroom presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
11. Evaluate an instructor during a presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
12. 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 the 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 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.
6. 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
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WRITTEN Examination: FF I FF II HMA HMO ADO –Aerial ADO –Pumper Fire Officer I
Fire Instructor I Airport FF

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

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