MONTANA FIRE INSTRUCTOR II PROFESSIONAL QUALIFICATIONS
Certification Test Documentation Booklet

AUTHORITATIVE REFERENCE SOURCES FOR THIS EDITION:
NFPA 1041 - 2012 EDITION FIRE SERVICE INSTRUCTOR PROFESSIONAL QUALIFICATIONS STANDARDS

MSUES Fire Services Training School
750 6th Street Southwest - Suite 205
Great Falls, MT 59404-3297
Phone: 406.761.7885
Fax: 406.268.3735
Website: http://www.montana.edu/wwwfire

This certification process is accredited by:

International Fire Accreditation Congress (IFSAC)
and
National Board on Professional Qualifications (NPQs)
Candidate's Name

Candidate's Address

Candidate's Evening & Weekend Phone  ___________ Day Phone____________

Name of Fire Service Organization (FSO) of which you are a member.

Address of the FSO of which you are a member.

Please print the name of the chief of your FSO.

Daytime phone number for your chief ________________________________

Fire Instructor 1 valid through: ______/____/____

TEST INSTRUCTIONS  (PLEASE READ CAREFULLY!)

Current Certification at the Fire Instructor 1 Level is a pre-requisite for the Instructor 2 Candidate. The Instructor 2 Candidate has a 12 month period to complete this test. This period begins with the first, and ends with the last date a skill was demonstrated and recorded.

The chief of your Fire Service Organization must sign off in the signature block under "Fitness Requirements" before any testing begins. A FSTS authorized test administrator or FSTS staff member must sign off each block and enter the date tested. Every block must be signed and dated.

Notification: When testing is planned or scheduled, contact your local FSTS Field Trainer and give notice of the dates, times, and location of the testing. Occasionally, the FSTS Field Trainer is required to observe local testing to ensure compliance with accreditation and certification rules.

The authoritative reference sources for this test are:

It is not required that the test elements be demonstrated in the order that they appear.

This Test Booklet remains in effect until the Fire Services Training School Advisory Council adopts a revised Instructor Standard. This Test Booklet must be completed within a 12 month period.

This test does not measure the level of skill and knowledge of the fire service instructor in the subject matter to be taught.
Safety - The Candidate is responsible for the safety of trainees during this test. The Candidate shall ensure that safety behaviors are modeled. Candidates will be disqualified from the testing process for failing to maintain a safe training environment.

Fitness Requirements - The signature of the chief of the FSO is evidence to FSTS that the Candidate has met local requirements with regard to good physical and mental condition and has a background indicating good moral character. The local chief should ensure that the candidate has an appropriate background and physical and mental condition prior to beginning this test.

Chief’s Signature ________________________ Date ______________________

Facilities and Equipment Compliance:
The signature of the chief of the Fire Service Organization is evidence to FSTS that the facilities and equipment used for testing are in compliance with applicable NFPA Standards.

Chief’s Signature ________________________ Date ______________________

If you have questions, contact FSTS at 406.761.7885 or 800-556-8858, during office hours, or any of the following representatives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Burlingame</td>
<td>406.249.0745</td>
<td>Columbia Falls</td>
</tr>
<tr>
<td>Doug Lobaugh</td>
<td>406.750.6046</td>
<td>Great Falls</td>
</tr>
<tr>
<td>Jerry Prete</td>
<td>406.461.2274</td>
<td>Miles City</td>
</tr>
<tr>
<td>Craig Jeppson</td>
<td>406.498-5444</td>
<td>Missoula</td>
</tr>
<tr>
<td>Dave Mason</td>
<td>406.461-0570</td>
<td>Helena</td>
</tr>
<tr>
<td>Brandon Brunelle</td>
<td>406.230.2472</td>
<td>Glasgow</td>
</tr>
</tbody>
</table>

FSTS Address:
Fire Services Training School - Certification Program
750 6th Street Southwest - Suite 205
Great Falls, Montana 59404-3297

Upon completion of the test, give to an FSTS Staff Member OR send to FSTS via certified mail. A fee of $95.00 must accompany the test book for certification submission.

Duration of Certification:

Accredited certifications issued by the Montana Fire Services Training School do not have an expiration date. However, for purposes of progression within the FSTS certification system, a certification is recognized for five years from the test completion date. The policy regarding this is part of the Montana Fire Service Professional Qualifications Certification System, which is adopted by the Fire Services Training School Advisory Council. The policy is shown below.

304 Duration of Certification

304.1 Certifications issued under this system are recognized for purposes of progression within the system from the test completion date to the date a revised testing process is implemented by FSTS, however, certification will be recognized for progression purposes for a minimum of 5 years from its date of issuance.

304.2 Individuals with certifications which have lapsed under 304.1, are treated as new to the level or system and must be re-tested to the current standard for a given level.
Certification Test for Montana
Fire Service Instructor II
Professional Qualifications

Definitions.

Approved. Acceptable to the Fire Services Training School.

Authority having jurisdiction. Fire Services Training School (FSTS)

Duty. A major subdivision of the work performed by one individual.

Fire Service Organization. The emergency response entity of which the candidate for certification is an active member.

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

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

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

Job Performance Requirement. A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

Shall. Indicates a mandatory requirement.

Task. A specific job behavior or activity.
Chapter 5  Instructor II
5-1  General.

5.1.1  For certification at Level II, the Fire Instructor I shall demonstrate the job performance requirements, in two differing training settings, defined in Sections 5.2 through 5.5 of the Montana Fire Service Instructor II Professional Qualifications, 2015 edition.

5.2  Program Management.

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.

Requisite Knowledge. Departmental policy, scheduling processes, supervision techniques, and resource management.

Candidate has provided here a written description of departmental policy for scheduling instructional sessions.

__________________________________________________________

Chief’s Signature _______________________________ Date Tested __/__/____

Candidate has provided here a written description of department scheduling policy.

__________________________________________________________

Chief’s Signature _______________________________ Date Tested __/__/____

Candidate has provided here a written description of instructional resources, staff and facilities available.

__________________________________________________________

Chief’s Signature _______________________________ Date Tested __/__/____

Candidate has provided here a written description a timeline for delivery, so that the specified sessions are delivered according to department policy.

__________________________________________________________

Chief’s Signature _______________________________ Date Tested __/__/____
5.2.3 Formulate budget needs, given training goals, agency budget policy and current resources, so that the resources required to meet the training goals are identified and documented.

Requisite Knowledge. Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

Candidate has provided here a written description of agency policies necessary to formulate budget needs, given training goals, agency budget policy and current resources.

______________________________  Date Tested __/__/_____

Candidate has provided here a written description identifying and documenting the sources of instructional materials required to meet training goals.

______________________________  Date Tested __/__/_____

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.

Requisite Knowledge. Agency policies, purchasing procedures, budget management.

Candidate has provided here a written description of training resources required, given an identified need.

______________________________  Date Tested __/__/_____

Candidate has provided here a written description of how resources are obtained within established timelines, budget constraints and according to agency policy.

______________________________  Date Tested __/__/_____

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

Requisite Knowledge. Record-keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, databases used for record-keeping.
Candidate has provided here a written description of agency requirements for coordinating training record keeping to ensure agency policies, legal requirements, professional standards applicable to training records are met and data bases used for records.

Chief’s Signature ___________________________ Date Tested __/__/______

5.2.6 Evaluate instructors, given an evaluation form, department policy and JPRs, so that the evaluation identifies area of strengths and weaknesses, recommends changes in instructional style and communication methods and provides opportunity for instructor feedback to the evaluator.

Requisite Knowledge. Personnel evaluation methods, supervision techniques, department policy, effective instructional methods and techniques.

Candidate has provided here a written description of personnel evaluation methods.

Chief’s Signature ___________________________ Date Tested __/__/______

Candidate has provided here a written description of supervision techniques.

Chief’s Signature ___________________________ Date Tested __/__/______

Candidate has provided here a written description of department personnel policy.

Chief’s Signature ___________________________ Date Tested __/__/______

Candidate has provided here a written description of effective instructional methods and techniques.

Chief’s Signature ___________________________ Date Tested __/__/______

5.3 Instructional Development.

5.3.2 Create a lesson plan, given a topic, audience characteristics and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aides and an evaluation plan.
Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

Candidate has provided here a written description of the elements of a lesson plan.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______

Candidate has provided here a written description of the components of learning objectives.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______

Candidate has provided here a written description of instructional methods and techniques.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______

Candidate has provided here a written description of the characteristics of adult learners.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______

Candidate has provided here a written description of the techniques for eliminating bias in instructional materials.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______

Candidate has provided here a written description of the types and application of instructional media.

__________________________________________________________

Chief’s Signature ______________________________________ Date Tested __/__/_______
Candidate has provided here a written description of evaluation techniques.

______________________________

______________________________

Chief’s Signature ___________________________ Date Tested __/__/____
5.3.3 Modify an existing lesson plan, given a topic, audience characteristics and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aides and an evaluation plan.

Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

Candidate has provided here a written description of the elements of a lesson plan.

Candidate has provided here a written description of the components of learning objectives.

Candidate has provided here a written description of instructional methods and techniques.

Candidate has provided here a written description of the principles of adult learning.
Candidate has provided here a written description of techniques for eliminating bias in instructional materials.

______________________________________________________________

Chief’s Signature ____________________________________________ Date Tested __/__/______

Candidate has provided here a written description of the types and application of instructional media.

______________________________________________________________

Chief’s Signature ____________________________________________ Date Tested __/__/______

Candidate has provided here a written description of evaluation techniques.

______________________________________________________________

Chief’s Signature ____________________________________________ Date Tested __/__/______

Candidate has provided here a written description of the sources of references and materials.

______________________________________________________________

Chief’s Signature ____________________________________________ Date Tested __/__/______

5.4 Instructional Delivery.

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.

Requisite Knowledge. Use and limitations of teaching methods and techniques.

Candidate has provided here a written description of the use and limitations of teaching methods.

______________________________________________________________

Chief’s Signature ____________________________________________ Date Tested __/__/______
Candidate has provided here a written description of the use and limitations of teaching techniques.

______________________________________________________  Date Tested  __/__/____

Chief’s Signature  ______________________________  Date Tested  __/__/____

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.

Requisite Knowledge.  Safety rules, regulations and practices; the incident command system used by the agency; and leadership techniques.

Candidate has provided here a written description of the agency’s safety rules, regulations and practices.

______________________________________________________  Date Tested  __/__/____

Chief’s Signature  ______________________________  Date Tested  __/__/____

Candidate has provided here a written description of the incident command system used by the agency.

______________________________________________________  Date Tested  __/__/____

Chief’s Signature  ______________________________  Date Tested  __/__/____

Candidate has provided here a written description of leadership techniques.

______________________________________________________  Date Tested  __/__/____

Chief’s Signature  ______________________________  Date Tested  __/__/____

5.5  Evaluation and Testing.

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 relevant performance in an objective, reliable and verifiable manner; and the evaluation instrument in a bias-free to any audience or group.

Requisite Knowledge.  Evaluation methods, development of forms, effective instructional methods, and techniques.
Candidate has provided here a written description of evaluations methods.

________________________________________________________________________

Chief’s Signature _______________________________  Date Tested  __/__/______

Candidate has provided here a written description of how to develop evaluation forms.

________________________________________________________________________

Chief’s Signature _______________________________  Date Tested  __/__/______

Candidate has provided here a written description of effective instructional methods and techniques.

________________________________________________________________________

Chief’s Signature _______________________________  Date Tested  __/__/______

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 environments, course content and student materials.

Requisite Knowledge. Evaluation methods, test validity.

Candidate has provided here a written description of evaluation methods.

________________________________________________________________________

Chief’s Signature _______________________________  Date Tested  __/__/______

Candidate has provided here a written description of how evaluation methods were tested for validity.

________________________________________________________________________

Chief’s Signature _______________________________  Date Tested  __/__/______
FSTS STAFF ADMINISTERED PORTION

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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Formulate budget needs</td>
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<tr>
<td>resources required to meet training goals are identified</td>
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<tr>
<td>resources required to meet training goals are documented</td>
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Evaluator Comments:

Evaluator Comments:

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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Acquire training resources</td>
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<tr>
<td>resources are obtained within established timelines</td>
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<tr>
<td>resources are obtained within budget constraints</td>
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<tr>
<td>resources are obtained according to agency policy</td>
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Evaluator Comments:

Evaluator Comments:
5.2.5 Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

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<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Coordinate training record keeping</td>
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<td>agency requirements are met</td>
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<td>legal requirements are met</td>
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**Evaluator**

Comments:

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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Evaluate instructors</td>
<td></td>
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<td>completion of evaluation forms</td>
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<tr>
<td>evaluation identifies areas of strengths</td>
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<tr>
<td>evaluation identifies areas of weakness</td>
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<tr>
<td>recommends changes in instructional style</td>
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<tr>
<td>recommends changes in communication methods</td>
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<td>provides opportunity for instructor feedback to the evaluator</td>
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</table>

**Evaluator**

Comments:
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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Create a lesson plan</td>
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<tr>
<td>job performance requirements for the topic are achieved</td>
<td>Evaluator</td>
<td>Evaluator</td>
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<tr>
<td>plan includes learning objectives</td>
<td>Comments:</td>
<td>Comments:</td>
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<tr>
<td>plan includes a lesson outline</td>
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<td>plan includes course materials</td>
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<tr>
<td>plan includes instructional aids</td>
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<tr>
<td>plan includes an evaluation plan</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Modify an existing lesson plan</td>
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<tr>
<td>job performance requirements for the topic are achieved</td>
<td>Evaluator</td>
<td>Evaluator</td>
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<tr>
<td>plan includes learning objectives</td>
<td>Comments:</td>
<td>Comments:</td>
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<tr>
<td>plan includes a lesson outline</td>
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<tr>
<td>plan includes course materials</td>
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<tr>
<td>plan includes instructional aids</td>
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<td></td>
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<tr>
<td>plan includes an evaluation plan</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Skill</th>
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<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Conduct a class using a lesson plan that the instructor has prepared involves the utilization of multiple teaching methods and techniques lesson objectives are achieved</td>
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<tr>
<td>Evaluator</td>
<td>Evaluator</td>
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<td>Comments:</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Supervise other instructors and students during high hazard training applicable safety standards and practices are followed instructional goals are met no one is injured there are no near misses incident management system implemented</td>
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<td>/ / /</td>
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<tr>
<td>Evaluator</td>
<td>Evaluator</td>
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<tr>
<td>Comments:</td>
<td>Comments:</td>
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</tbody>
</table>
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.

### Skill
Develop student evaluation instruments
- Evaluation instrument determines if the student has achieved the learning objectives
- Instrument evaluates performance in an objective manner
- Instrument evaluates performance in a reliable manner
- Instrument evaluates performance in a verifiable manner
- Evaluation instrument is bias free to any audience or group

<table>
<thead>
<tr>
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<th>Test #1</th>
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<tr>
<td>Evaluator</td>
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<td>Comments:</td>
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<td>Comments:</td>
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</table>
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.

<table>
<thead>
<tr>
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<tr>
<td>Develop a class evaluation instrument</td>
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<tr>
<td>students have the ability to provide feedback on instructional methods</td>
<td>Evaluator</td>
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<tr>
<td>students have the ability to provide feedback on communication techniques</td>
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<tr>
<td>students have the ability to provide feedback on learning environment</td>
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<tr>
<td>students have the ability to provide feedback on course content</td>
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<tr>
<td>students have the ability to provide feedback on student materials</td>
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</tbody>
</table>
Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

<table>
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<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Analyze student evaluation instruments</td>
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<td>validity is determined</td>
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<tr>
<td>necessary changes are accomplished</td>
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</table>

Evaluator

Comments:

Evaluator

Comments:
PROCTOR'S AFFIDAVIT

Date: __________

Proctor's Name __________________________________________

By my signature, I hereby agree to administer testing for the Montana State University - Fire Services Training School in a professional manner, with integrity, and in compliance with the letter and spirit of the regulations governing the operation of the Professional Qualifications Certification System. I also certify that I have not been involved in the training of the candidate(s) for the skills which I am testing. I understand that any breach of this commitment will result in my immediate dismissal and possible legal action against me.

________________________________________________________
Proctor's Signature

________________________________________________________
Witness

**** PROCTOR IN SERVICE TRAINING ****

Location of Training: ________________________________

Lead Instructor: ________________________________

Date of Training: _____/_____/______