MONTANA
FIRE INSTRUCTOR III
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)
INSTRUCTOR III
Certification Test Documentation Booklet

Candidate's Name________________________ First Middle Last

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 ________________________________________________________

Expiration Date Fire Instructor 2: _____/___/____

TEST INSTRUCTIONS (PLEASE READ CAREFULLY!)

Current Certification at the Fire Instructor 2 Level is a pre-requisite for the Instructor 3 Candidate. The Instructor 3 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 who has a Proctor's Affidavit (last page) on file with FSTS or FSTS staff member must sign off each block and enter the date after witnessing your demonstration of the skill. 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 receiving instruction under this Program. The Candidate shall ensure that safety behaviors are modeled. Candidates may 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:

Ed Burlingame  406.249.0745   Columbia Falls
Doug Lobaugh   406.750.6046   Great Falls
Craig Jeppson  406.498.5444   Missoula
Dave Mason     406.461.0570   Helena
Jerry Prete    406.868.1178   Miles City
Brandon Brunelle  406.230.2472   Glasgow

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 III
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 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 6  Instructor III

6.1  General.

6.1.1  For certification at Level III, the Fire Instructor II shall demonstrate the job performance requirements, in two differing training settings, defined in Sections 6.2 through 6.5 of the Montana Fire Service Instructor III Professional Qualifications, 2014 edition.

6.2  Program Management.

6.2.2  Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured in concise, meets all agency and legal requirements and can be readily accessed.

Requisite Knowledge. Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

Candidate has provided here a written description of the agency’s policy for administering a training record system.

__________________________________________________________

__________________________________________________________

Chief’s Signature ___________________________  Date Tested  _/_/_____

Candidate has provided here a written description of the agency’s record-keeping systems.

__________________________________________________________

__________________________________________________________

Chief’s Signature ___________________________  Date Tested  _/_/_____

Candidate has provided here a written description of the professional standards addressing training records.

__________________________________________________________

__________________________________________________________

Chief’s Signature ___________________________  Date Tested  _/_/_____


Candidate has provided here a written description of the legal requirements affecting record keeping and disclosure of information.

________________________________________________________________________

Chief’s Signature ________________________________  Date Tested  __/__/_____

6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

Requisite Knowledge. Agency procedures and training program goals, format for agency policies.

Candidate has provided here a written description of the agency’s procedures and training program goals.

________________________________________________________________________

Chief’s Signature ________________________________  Date Tested  __/__/_____

Candidate has provided here a written description of the format for agency policies.

________________________________________________________________________

Chief’s Signature ________________________________  Date Tested  __/__/_____

6.2.4 Select instructional staff, given personnel qualifications, instructional requirements and agency policies and procedures, so that staff selection meets agency policies and achieves the agency and instructional goals.

Requisite Knowledge. Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff and agency goals.

Candidate has provided here a written description of the agency’s policies regarding staff selection.

________________________________________________________________________

Chief’s Signature ________________________________  Date Tested  __/__/_____

Candidate has provided here a written description of the agency’s instructional requirements.

________________________________________________________________________

Chief’s Signature ________________________________  Date Tested  __/__/_____
Candidate has provided here a written description of the agency’s selection methods.

________________________________________________________________________

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

Candidate has provided here a written description of the capabilities of instructional staff.

________________________________________________________________________

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

Candidate has provided here a written description of the agency’s instructional goals.

________________________________________________________________________

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

6.2.5 Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agencies policies.

Requisite Knowledge. Evaluation methods, agency policies, staff schedules, and job requirements.

Candidate has provided here a written description of evaluation methods.

________________________________________________________________________

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

Candidate has provided here a written description of the agency’s instructor evaluation policies.

________________________________________________________________________

Chief’s Signature _____________________________               Date Tested  __/__/______
Candidate has provided here a written description of the agency's staff schedules.

__________________________________________________________________________

Chief's Signature ___________________________ Date Tested __/__/_____

Candidate has provided here a written description of the agency's instructor job requirements.

__________________________________________________________________________

Chief's Signature ___________________________ Date Tested __/__/_____

Candidate has provided here a written description of the agency's equipment purchasing procedures.

__________________________________________________________________________

Chief's Signature ___________________________ Date Tested __/__/_____

Candidate has provided here a written description of the agency's available resources.

__________________________________________________________________________

Chief's Signature ___________________________ Date Tested __/__/_____

Candidate has provided here a written description of the resources needed for the agency's curriculum.

__________________________________________________________________________

Chief's Signature ___________________________ Date Tested __/__/_____

6.2.6 Write equipment purchasing specifications, given curriculum information, training goals and agency guidelines, so that the equipment is appropriate and supports the curriculum.

Requisite Knowledge. Equipment purchasing procedures, available department resources and curriculum needs.
6.2.7 Present evaluation findings, conclusions and recommendations to agency administrators, given data summaries and target audience, so that recommendations are unbiased, supported and reflect agency goals, policies and procedures.

Requisite Knowledge. Statistical evaluation procedures and agency goals.

Candidate has provided here a written description of statistical evaluation procedures.

________________________________________________________________________

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

6.3 Instructional Development.

6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified and solutions are recommended.

Requisite Knowledge. Needs analysis, task analysis, development of job performance requirements, lesson planning, instructional methods for classroom, training ground, and distance learning, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

Candidate has provided here a written description of needs analysis.

________________________________________________________________________

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

Candidate has provided here a written description of task analysis.

________________________________________________________________________

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

Candidate has provided here a written description of the development of job performance requirements.

________________________________________________________________________

Chief’s Signature ____________________________ Date Tested __/__/______
Candidate has provided here a written description of the development of lesson planning.

__________________________________________________________________________________________

Chief’s Signature ___________________________________________ Date Tested ___/___/_______

Candidate has provided here a written description of instructional methods for classroom, training ground and distance learning.

__________________________________________________________________________________________

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 instructional media.

__________________________________________________________________________________________

Chief’s Signature ___________________________________________ Date Tested ___/___/_______

Candidate has provided here a written description of curriculum development.

__________________________________________________________________________________________

Chief’s Signature ___________________________________________ Date Tested ___/___/_______

Candidate has provided here a written description of the development of evaluation instruments.

__________________________________________________________________________________________

Chief’s Signature ___________________________________________ Date Tested ___/___/_______
6.3.3 Design Programs or curricula, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job-related, the design is performance-based, adult learning principles are utilized and the program meets time and budget constraints.

Requisite Knowledge. Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

Candidate has provided here a written description of instructional design.

_________________________________________________________________________

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

Candidate has provided here a written description of adult learning principles.

_________________________________________________________________________

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

Candidate has provided here a written description of the principles of performance-based education and research and fire service terminology.

_________________________________________________________________________

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

6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources and agency training requirements, so that the curriculum meets the requirements of the agency and the learning objective are achieved.

Requisite Knowledge. SAME AS 6.3.3 Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

6.3.5 Write program and course goals, given JPRs and needs analysis information, so that the goals are clear, concise, measurable and correlate to agency goals.

Requisite Knowledge. Components and characteristics of goals, and correlation of job performance requirements to program and course goals.
Candidate has provided here a written description of the components and characteristics of goals.

_________________________________________________________________________

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

Candidate has provided here a written description of the correlation of job performance requirements to program goals.

_________________________________________________________________________

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

6.5 Evaluation and Testing.

6.5.2 Develop a system for the acquisition, storage and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state and local laws.

Requisite Knowledge. Record-keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.

Candidate has provided here a written description of the agency’s record-keeping systems.

_________________________________________________________________________

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

Candidate has provided a written description of the agency’s goals. SEE 6.2.3

_________________________________________________________________________

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

Candidate has provided here a written description of the agency’s acquisition techniques.

_________________________________________________________________________

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

Candidate has provided here a written description of the applicable laws.

_________________________________________________________________________

Chief’s Signature ___________________________ Date Tested __/__/____
Candidate has provided here a written description of the methods of providing feedback.

__________________________________________________________

Chief’s Signature .......................................................... Date Tested  / / ----

6.5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency polices are followed.

Requisite Knowledge. Evaluation techniques, agency constraints, and resources.

Candidate has provided here a written description of evaluation techniques.

__________________________________________________________

Chief’s Signature .......................................................... Date Tested  / / ----

Candidate has provided here a written description of agency constraints.

__________________________________________________________

Chief’s Signature .......................................................... Date Tested  / / ----

Candidate has provided here a written description of resources used.

__________________________________________________________

Chief’s Signature .......................................................... Date Tested  / / ----

6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components and facilities are evaluated and student input is obtained for course improvement.

Requisite Knowledge. Evaluation methods, agency goals.

Candidate has provided here a written description of evaluation methods.

__________________________________________________________

Chief’s Signature .......................................................... Date Tested  / / ----

Candidate has provided here a written description of agency goals. SEE 6.2.3
6.5.5 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are made.

Requisite Knowledge. Test Validity, reliability and item analysis.

Candidate has provided here a written description of test validity.

__________________________________________________________

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

Candidate has provided here a written description of test reliability.

__________________________________________________________

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

Candidate has provided here a written description of item analysis techniques.

__________________________________________________________

Chief’s Signature ___________________________ Date Tested __/__/______
6.2.2 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Administer a training record system.</td>
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<tr>
<td>-information captured is concise</td>
<td></td>
<td></td>
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<tr>
<td>-meets all agency requirements</td>
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<td></td>
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<tr>
<td>-meets all legal requirements - can be readily accessed</td>
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Evaluator Comments: 

Evaluator Comments:

6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Develop recommendations for policies to support the training program.</td>
<td>/ /</td>
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<tr>
<td>-training goals are achieved</td>
<td></td>
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<tr>
<td>-agency goals are achieved</td>
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Evaluator Comments: 

Evaluator Comments:
6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Select instructional staff.</td>
<td>/ / /</td>
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<tr>
<td>- staff selection meets agency policies</td>
<td>Evaluator</td>
<td>Evaluator</td>
</tr>
<tr>
<td>- selection meets agency goals</td>
<td>Comments:</td>
<td>Comments:</td>
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<tr>
<td>- staff selection meets instructional goals</td>
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</tbody>
</table>

6.2.5 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Construct a performance based instructor evaluation plan.</td>
<td>/ / /</td>
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</tr>
<tr>
<td>- instructors are evaluated at regular intervals</td>
<td>Evaluator</td>
<td>Evaluator</td>
</tr>
<tr>
<td>- follows agency policies</td>
<td>Comments:</td>
<td>Comments:</td>
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| | | |
6.2.6 Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

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<th>Test #1</th>
<th>Test #2</th>
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<td><em><strong>/</strong></em>/___</td>
<td><em><strong>/</strong></em>/___</td>
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</table>

Evaluator Comments:

6.2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

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<tr>
<th>Test #1</th>
<th>Test #2</th>
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Evaluator Comments:
6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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</thead>
<tbody>
<tr>
<td>Conduct an agency needs Analysis.</td>
<td>_____ / _____ / _____</td>
<td>_____ / _____ / _____</td>
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<tr>
<td>-Instructional needs are identified.</td>
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</table>

Evaluator Comments: 

Evaluator Comments: 

6.3.3 Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Design programs or curriculums</td>
<td>_____ / _____ / _____</td>
<td>_____ / _____ / _____</td>
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<tr>
<td>-agency goals are supported</td>
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<tr>
<td>-the knowledge and skills are job related</td>
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<tr>
<td>-the design is performance based</td>
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<tr>
<td>-adult learning principles are utilized</td>
<td></td>
<td></td>
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<tr>
<td>-program meets time constraints</td>
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<tr>
<td>-program meets budget constraints</td>
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Evaluator Comments: 

Evaluator Comments: 

6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.

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<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Modify an existing curriculum.</td>
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<tr>
<td>- curriculum meets the requirements of the agency</td>
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<tr>
<td>- the learning objectives are achieved</td>
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**Evaluator Comments:**

<table>
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<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Write program and course Goals</td>
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<tr>
<td>- goals are clear, concise</td>
<td><em><strong>/</strong></em>/___</td>
<td><em><strong>/</strong></em>/___</td>
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<tr>
<td>- goals are measurable</td>
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<tr>
<td>- correlate to agency goals</td>
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**Evaluator Comments:**

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6.3.5 Write program and course goals, given job performance requirements (JPR’s) and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Write program and course Goals</td>
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<tr>
<td>- goals are clear, concise</td>
<td><em><strong>/</strong></em>/___</td>
<td><em><strong>/</strong></em>/___</td>
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<tr>
<td>- correlate to agency goals</td>
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</tbody>
</table>

**Evaluator Comments:**
6.3.6 Write course objectives, given JPR’s, so that objectives are clear, concise, measurable, and reflect specific tasks.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Write course objectives.</td>
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<tr>
<td>-objectives are clear, concise</td>
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<tr>
<td>-objectives are measurable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-objectives reflect specific tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-correlation between JPRs and objectives achieved</td>
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<tr>
<td>Evaluator</td>
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<td>Evaluator</td>
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<tr>
<td>Comments:</td>
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<td>Comments:</td>
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</tbody>
</table>

6.3.7 Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.

Requisite Knowledge. Correlation between course goals, course outline, objectives, job performance requirements, instructor lesson plans, and instructional methods.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
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<tbody>
<tr>
<td>Construct a course content outline</td>
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<tr>
<td>-content supports the agency structure</td>
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<td>-content reflects current acceptable practices</td>
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<td>Evaluator</td>
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<td>Comments:</td>
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</tbody>
</table>
6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state, and local laws.

Skill: Develop a system for the acquisition, storage, and dissemination of evaluation results
- goals are supported
- those impacted by the information receive feedback
- consistent with agency policies, federal, state, and local laws

Test #1: ____/____/____
Test #2: ____/____/____
Evaluator Comments:
Evaluator Comments:

6.5.3 Develop course evaluation plan, given course objectives and agency policies, that objectives are measured and agency policies are followed.

Skill: Develop course evaluation plan
- objectives are measured
- agency policies are followed

Test #1: ____/____/____
Test #2: ____/____/____
Evaluator Comments:
Evaluator Comments:
6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test #1</th>
<th>Test #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a program evaluation plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- instructors are evaluated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- course components are evaluated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- student input is obtained for course improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- facilities are evaluated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator

Comments:

Evaluator

Comments:
6.5.5 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are made.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze student evaluation instruments.</td>
<td><em><strong>/</strong></em>/___</td>
<td><em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>- validity determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- necessary changes made</td>
<td></td>
<td></td>
</tr>
</tbody>
</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: _____/_____/______