

****FIRE INSTRUCTOR I****

CERTIFICATION TEST

DOCUMENTATION BOOKLET

MSU Fire Services Training School
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This certification process is accredited by:



International Fire Service Accreditation Congress (IFSAC)
and
National Board on Fire Service Professional Qualifications (Pro Board)

MSU Fire Services Training School
INSTRUCTOR I
Certification Test Documentation Booklet

Candidate's Name _____
First Middle Last

Candidate's Home Address _____

Candidates Phone: _____

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

Email _____

Please print the name of the Chief of your FSO _____

Phone number for your Chief _____

Instructor C Course ____/____/____ Instructor(s) _____

TEST INSTRUCTIONS (PLEASE READ CAREFULLY)

Completion of the FSTS course "Instructor C" is a prerequisite for the Instructor I candidate and must be completed prior to the FSTS tested portion of this test. The 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. **All responses in this test booklet must be hand written by the candidate.**

The Chief Officer of your Fire Service Organization must sign off in the signature block under "Fitness Requirements" **before any testing begins.** A FSTS authorized test administrator, a certified instructor or Chief Officer of the Department who has a Proctor's Affidavit on file with the FSTS must sign off each signature block and enter the date after witnessing your completion of each element. Every signature block must be signed and dated. The individual who conducts the test for an element and signs off a block must be someone other than the instructor the Candidate was trained and learned the skill from. Original signatures are required.

The reference sources for this test are:

- IFSTA Fire Service Instructor, Eighth Edition
- FSTS Montana Fire Service Professional Qualifications Certification System
- FSTS Overview of Training Methodologies for the Fire Service

It is not required that the test elements be demonstrated in the order they appear. This test does not measure the level of skill and knowledge of the candidate in the subject matter to be taught.

Safety: The candidate is responsible for the safety of trainees during the 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 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 Officer's Signature _____ **Date** _____

Facilities, Equipment, and NFPA 1403 Compliance: The signature of the Chief of the FSO is evidence to FSTS that the facilities and equipment used for testing are in compliance with applicable NFPA Standards.

Chief Officer's Signature _____ **Date** _____

If you have questions, contact FSTS at 406-771-7885 during office hours, or any of the following representatives:

Craig Jeppson	406-498-5444	Dillon
Rick Paulsen	406-381-2390	Stevensville
Troy Petersen	406-836-0086	Great Falls
Terry Larson	406-868-0655	Billings
Jerry Prete	406-461-2274	Miles City
Brandon Brunelle	406-230-2472	Glasgow
Jessica Kinzer	406-249-5590	Kalispell

Our address:
Montana Fire Services Training School
409 14th Street SW
Suite 1
Great Falls, MT 59404

Upon completion of this test, make a copy for yourself, then give the original to an FSTS staff member or send to FSTS via certified mail. A fee of \$95 must accompany the test booklet for certification submission.

Signature Verification:

For the purpose of signature verification to sign off in this test booklet I certify my signature as:

Signed:

Printed Name:

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.

Definitions

Approved: Acceptable to the Fire Services Training School

Authority having jurisdiction: Fire Services Training School

Fire Service Organization: (FSO) 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 and safety are maximized; and meet the record-keeping requirements of the 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 curricula and programs for use by single or multiple organizations; conduct organization needs analysis; design record keeping and scheduling systems; and develop training goals and implementation strategies.

Job Performance Requirements: A written 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.

Candidate has provided here a description of the policies and procedures for processing records and reports within the fire department.

Signed _____ Date: ____ / ____ / ____

4.3 Instructional Development

4.3.1* Definition of Duty. The review and adaptation of prepared instructional materials.

4.3.2* Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

Definition : Learner Characteristics. Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn. (NFPA 1041, 2019, 3.3.5, page 1041-8)

(A) Requisite Knowledge. Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

Candidate has provided here a description of the advantages and limitations of audiovisual equipment and teaching aids.

Signed _____ **Date:** ____/____/____

4.4.3 Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

Candidate has provided here a description of laws and principles of learning.

Signed _____ **Date:** ____/____/____

Candidate has provided here a description of the elements and limitations of distance learning.

Signed _____ **Date:** ____/____/____

FSTS STAFF ADMINISTERED PORTION

To demonstrate the skills required for certification, the candidate will coach a crew using FSTS approved prepared materials. The crew must not have the skills being trained prior to the training. The prepared materials will include a minimum of one tactic from the FSTS Fire Fighter 1 or 2 program or, with FSTS approval, from other systems. The fire fighters on the crew will meet the performance standards for the tactic in which they are being instructed.

The candidate must successfully demonstrate the skills listed below during the planning, preparation, instruction, and evaluation of the tactic being instructed.

4.2.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

Candidate has demonstrated ability to meet this requisite knowledge by delivering an FSTS approved lesson plan and implementing the FSTS Coaching methodology.

(B) Requisite Skills. None required.

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management, sources of instructional resources and equipment.

Candidate has demonstrated this requisite knowledge by preparing for, and delivering, an FSTS approved training session, meeting the conditions for the session, and providing the resources necessary to complete the FSTS approved session.

(B) Requisite Skills. Oral and written communication, forms completion.

Candidate has demonstrated written communications related to duties meeting the requirements of 1041 Instructor I, 2019, including completion of forms used by the AHJ(or, in the absence of AHJ forms, forms provided by FSTS. Forms may be paper hard copy, or electronic[with evidence provided]). This skill is demonstrated concurrently with demonstrating ability to meet 4.2.5 (B) of this standard.

Candidate has demonstrated oral communications related to the duties meeting the requirements of NFPA 1041 Instructor 1, 2019. (this skill is demonstrated when performing the coaching process as described by FSTS Criteria for Evaluation of Coaching)

Skills

- Oral and written communication
- Complete forms

4.2.4 Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.

(A) Requisite Knowledge. AHJ scheduling procedures and resource management.

Candidate has demonstrated requisite knowledge by scheduling an FSTS approved training session and completing the FSTS training session with instructional resources and facilities within the timeline specified. AHJ procedures are met with the delivery of the instructional session.

(B) Requisite Skills. Training schedule completion.

Candidate has demonstrated completing a training schedule including a minimum of a single FSTS approved training session.

Skills

- Training schedule completion

4.2.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.

(B) Requisite Skills. Report writing and record completion.

Candidate has demonstrated report writing and record completion as used by the AHJ (or, in the absence of AHJ reports and or records, reports and records provided by FSTS. Reports and records may be paper hard copy, or electronic [with evidence provided]). This skill may be demonstrated concurrently with demonstrating ability to meet the requirements of 4.2.3 (B) of this standard.

Skills

- Training records and forms complete
 - Accurate
 - Complete
 - According to local procedures
 - According to FSTS procedures

4.3.2* Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

Definition : Learner Characteristics. Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn. (NFPA 1041, 2019, 3.3.5, page 1041-8)

4.3.2 (B) Requisite Skills. Analysis of resources, facilities, and materials.

Candidate has demonstrated analysis of resources, facilities and materials by implementing an FSTS approved learning plan with students, using resources, facilities and material included in the FSTS approved learning plan, and the need for adaptation is identified.

Skills

- Implemented FSTS approved learning plan with students
 - Using resources
 - Using facilities that meet FSTS conditions
 - Using materials

4.3.3 Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

(A)* Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

Candidate has demonstrated requisite knowledge with lesson plan in 4.2.2 and with coaching demonstration meeting FSTS Criteria for Evaluation of Coaching.

(B) Requisite Skills. Instructor preparation and organization techniques.

Candidate has demonstrated instructor preparation and organization techniques by implementing an FSTS approved learning plan with students, using instructor preparation and organization techniques included in the FSTS approved learning plan, and that the FSTS approved lesson plan was adapted so that the needs of the students and the objectives of the lesson plan are achieved.

Skills

- Adapt a prepared lesson plan
 - Student needs met
 - Objectives met

4.4.2 Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.

(A) Requisite Knowledge. Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

Candidate has demonstrated requisite knowledge of methods and techniques of instruction by safely delivering an FSTS approved training session, coaching meeting the FSTS Criteria for Evaluating Coaching, and completing the FSTS Instructor C class.

(B) Requisite Skills. Use of instructional media and teaching aids.

Candidate has demonstrated use of instructional media and teaching aids. Evidence includes implementing an FSTS approved learning plan with students, using instructional media and teaching aids included in the FSTS approved learning plan.

Skills

- Use of instructional media and teaching aids
 - Safety maximized
 - Environmental conditions addressed (including climate control or weather, noise control, seating, etc)
 - Functional
 - Distractions minimized
 - Appropriate teaching aids

4.4.3 Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A) Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

2019 Definition: Student-Centered Learning. Educational methodologies that focus on student engagement and require students to be active, responsible participants in the learning experience (NFPA 1041, 2019, 3.3.10, page 1041-9).

Candidate has demonstrated requisite knowledge learner characteristics, student centered learning principles, instructional technology tools by completing the FSTS Instructor C class and delivering an FSTS approved training session.

Candidate has demonstrated requisite knowledge of training hazards and applicable safety rules, regulations, and practices that must be followed during training by delivering an FSTS approved training session.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.

Candidate has demonstrated oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting. Evidence includes implementing an FSTS approved learning plan with students, demonstrating use of oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting included in the FSTS approved learning plan. This Requisite Skill is met with successful completion of 4.2.2.

Skills

- Oral communication techniques
- Teaching methods and techniques of instruction
- Utilization of a lesson plan in an instructional setting
 - Specified method used
 - Objectives achieved

4.4.4 Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

(A) Requisite Knowledge. Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

2019 Definition: 3.3.5 Learner Characteristics. Designating a target group of learners and defining those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn.

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Candidate has demonstrated requisite knowledge of motivation techniques, learner characteristics, abilities, cultures, and behaviors, and dealing with disruptive and unsafe behavior by delivery of an FSTS approved training session, meeting FSTS Criteria for Evaluating Coaching, and completing the FSTS Instructor C class, and completion of Instructor 1, 4.2.2 and 4.4.3.

(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

Candidate has demonstrated basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations by implementing an FSTS approved learning plan with students, demonstrating basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations included in the FSTS approved learning plan.

Skills

- Basic coaching and motivational techniques
- Correction of disruptive behaviors if needed
- Adaption to specific instructional situations

4.4.5 Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.

(A) Requisite Knowledge. Instructional technology tools, demonstration devices, and selection criteria.

Candidate has demonstrated requisite knowledge by operating instructional technology tools, demonstration devices, and selection criteria.

(B) Requisite Skills. Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.

Candidate has demonstrated use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance, the tools and devices function, and the intended objectives are presented, by implementing an FSTS approved learning plan with students, demonstrating use of instructional technology tools, demonstration devices, transition techniques, cleaning, the tools and devices function, the intended objectives are presented, and field level maintenance are included in the FSTS approved learning plan.

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

4.5.2 (B) Requisite Skills

- Use of skills checklists and assessment techniques
 - According to procedures
 - Security maintained
 - Conducted in a positive manner

Candidate has demonstrated requisite skills by administering a FSTS approved walk-through of an FSTS approved lesson plan, where the learner's oral recitation matches the elements identified in the FSTS approved lesson plan, using methods that eliminate bias, and examination documents are secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

Candidate has demonstrated requisite skills by administering FSTS written testing materials, which may include the FSTS personal notification information document, where the learner has completed the FSTS written testing materials, using methods that eliminate bias, and examination documents are secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

Candidate has demonstrated requisite skills by administering a real speed rep of an FSTS approved lesson plan, where the learner's actions match the elements identified in the FSTS approved lesson plan, using methods that eliminate bias, and examination documents are properly secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

4.5.3 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

Candidate has demonstrated requisite knowledge by accurately grading a FSTS approved walk-through of an FSTS approved lesson plan, where the learner's oral recitation matches the elements identified in the FSTS approved lesson plan, using methods that eliminate bias, and examination documents are secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

Candidate has demonstrated requisite knowledge by accurately grading a FSTS written testing materials, where the learner has completed FSTS testing materials, using methods that eliminate bias, and examination documents are secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

Candidate has demonstrated requisite knowledge by accurately grading a real speed rep of an FSTS approved lesson plan, where the learner's actions match the elements identified in the FSTS approved lesson plan, using methods that eliminate bias, and examination documents are properly secured, maintaining confidentiality of scores, in compliance with FSTS procedures.

(B) Requisite Skills. None required.

4.5.4 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

(A) Requisite Knowledge: Reporting procedures and the interpretation of test results.

Candidate has demonstrated requisite knowledge of reporting procedures and the interpretation of test results, and described AHJ reporting procedures by delivering an FSTS training session including testing, and documentation of the resulting of the testing.

(B) Requisite Skills

- Communication skill and basic coaching
 - Accurately report test results
 - Forms forwarded appropriately according to procedure
 - Unusual circumstances reported

4.5.5* Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.(demonstrated when using FSTS approved evaluation sheets)

Candidate has demonstrated requisite knowledge of procedures for reporting test results by delivering an FSTS approved training session, including reporting test results.

Candidate has demonstrated requisite knowledge of how the interpretation of test results is used to make decisions and/or suggestions by delivering an FSTS approved training session, and meeting FSTS Criteria for Evaluation of Coaching.

(B) Requisite Skills

- Communication skill and basic coaching
 - Provides feedback
 - Timely
 - Specific
 - Objective
 - Clear
 - Relevant
 - Includes suggestions

FSTS Staff Signed _____ **Date:** _____

FSTS Staff member print name _____

PROCTOR'S AFFIDAVIT

Note: This form may be duplicated so each proctor has one to file.

Date: _____

Proctor's Name _____

By my signature, I hereby agree to administer testing for 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 Montana 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: ____/____/____