

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 (IFAC)
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: ____/____/____

TESTINSTRUCTIONS (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:

- Primary: FSTS Training in Context and Coaching, Second Edition, 1991
- Secondary: IFSTA Fire Service Instructor, Eighth Edition, 2012

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 12month 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.

LOCALLY TESTED PORTION
Administered by Candidate's Fire Chief

I _____ (Print Name) certify my signature as: _____.

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 __/__/_____

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.

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 __/__/_____

6.2.7 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

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 __/__/_____

FSTS STAFF ADMINISTERED PORTION

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.

Skill
Administer a training record system.

Test #1

____/____/____

Test #2

____/____/____

-information captured is concise
-meets all agency requirements
-meets all legal requirements -
can be readily accessed

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.

Skill
Develop recommendations for policies to support the training program.

Test #1

____/____/____

Test #2

____/____/____

-training goals are achieved
-agency goals are achieved

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.

<p>Skill Select instructional staff. -staff selection meets agency policies -selection meets agency goals -staff selection meets instructional goals</p>	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>
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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.

<p>Skill Construct a performance based instructor evaluation plan. -instructors are evaluated at regular intervals -follows agency policies</p>	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>
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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.

Skill
Write equipment purchasing specifications.
-Appropriate and supports the curriculum.

Test #1
____/____/____

Test #2
____/____/____

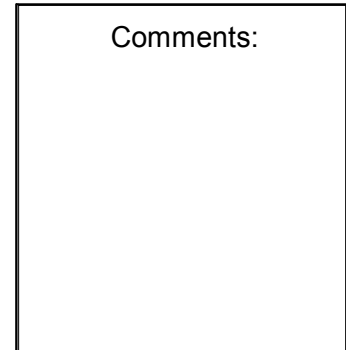
Evaluator

Evaluator

Comments:



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.

Skill
Present evaluation findings, conclusions, and recommendations to agency administrator.
-recommendations are unbiased
-recommendations are supported
-recommendations reflect agency goals
-reflect agency policies, and procedures

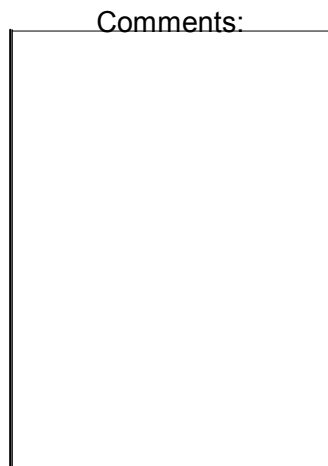
Test #1
____/____/____

Test #2
____/____/____

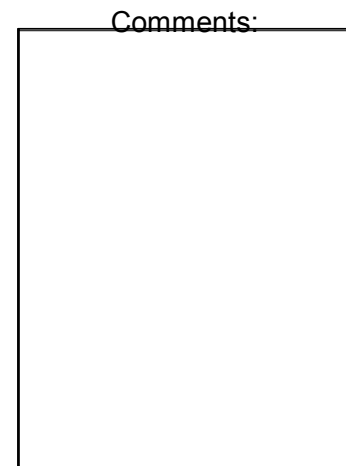
Evaluator

Evaluator

Comments:



Comments:



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

Skill
Conduct an agency needs
Analysis.
-Instructional needs
are identified.

Test #1
____/____/____

Test #2
____/____/____

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.

Skill
Design programs or
curriculums
-agency goals
are supported
-the knowledge and
skills are job related
-the design is per-
formance based
-adult learning principles
are utilized
-program meets
time constraints
-program meets
budget constraints

Test #1
____/____/____

Test #2
____/____/____

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.

Skill Modify an existing curriculum. -curriculum meets the requirements of the agency -the learning objectives are achieved	Test #1 ____/____/____ Evaluator Comments:	Test #2 ____/____/____ 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.

Skill Write program and course Goals -goals are clear, concise -goals are measurable -correlate to agency goals	Test #1 ____/____/____ Evaluator Comments:	Test #2 ____/____/____ Evaluator Comments:
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6.3.6 Write course objectives, given JPR's, so that objectives are clear, concise, measurable, and reflect specific tasks.

<p>Skill</p> <p>Write course objectives.</p> <ul style="list-style-type: none"> -objectives are clear, concise -objectives are measurable -objectives reflect specific tasks -correlation between JPRs and objectives achieved 	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; width: 200px; height: 150px; margin: 0 auto;"> <p style="text-align: center;">Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; width: 200px; height: 150px; margin: 0 auto;"> <p style="text-align: center;">Comments:</p> </div>
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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.

<p>Skill</p> <p>Construct a course content outline</p> <ul style="list-style-type: none"> -content supports the agency structure -content reflects current acceptable practices 	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; width: 200px; height: 180px; margin: 0 auto;"> <p style="text-align: center;">Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; width: 200px; height: 180px; margin: 0 auto;"> <p style="text-align: center;">Comments:</p> </div>
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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.

<p>Skill Develop a system for the acquisition, storage, and dissemination of evaluation results</p> <ul style="list-style-type: none"> -goals are supported -those impacted by the information receive feedback -consistent with agency policies, federal, state, and local laws 	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>
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6.5.3 Develop course evaluation plan, given course objectives and agency policies, that objectives are measured and agency policies are followed.

<p>Skill Develop course evaluation plan</p> <ul style="list-style-type: none"> -objectives are measured -agency policies are followed 	<p>Test #1</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>	<p>Test #2</p> <p>____/____/____</p> <p>Evaluator</p> <div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>Comments:</p> </div>
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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.

Skill

Create a program evaluation plan

- instructors are evaluated
- course components are evaluated
- student input is obtained for course improvement
- facilities are evaluated

Test #1

___/___/___

Test #2

___/___/___

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.

Skill

Analyze student evaluation instruments.

- validity determined
- necessary changes made

Test 1

___/___/___

Evaluator

Comments:

Test 2

___/___/___

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: ____/____/____