

Nevada Fire Service Certification System

Fire Service Instructor II Candidate Manipulative Skills Manual



Fire & Hazardous Material Training & Certification Bureau

In Accordance to the NFPA 1041, 2012 Edition

FIRE SERVICE INSTRUCTOR II MANIPULATIVE SKILL OBJECTIVES

GENERAL

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

REFERENCE: NFPA 1041, 2012 Edition, 5.2.3, 5.2.3(b), 5.2.4, 5.2.4(b)

CONDITION: Given a training goal, agency policies for scheduling, budgets,

instructional resources, staff, a facility and timeline for delivery.

COMPETENCE: • Identify training need or goal.

• Identify department policies for scheduling a facility.

• Identify department budget policy for training.

• Identify required resources needed to deliver course.

• Identify required instructor(s) to deliver course.

• Create a timeline that identifies due dates for the delivery of a course.

• Complete required forms to request facility, materials, budget needs

TIME: 30:00 Minutes

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

REFERENCE: NFPA 1041, 2012 Edition, 5.2.5, 5.2.5(b)

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

COMPETENCE: • Document date of training recorded.

• Document name(s) of instructors for training session.

Document participant attending instruction.

• Document topic taught during training session.

• Document hours of instruction.

• Record test or evaluation scores of participants if applicable

TIME: 30:00 Minutes

3- Evaluate an instructor during a presentation.

REFERENCE: NFPA 1041, 2012 Edition, 5.2.6, 5.2.6(b)

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

requirements.

COMPETENCE: • Identifies instructor strengths and weaknesses.

• Recommend changes in instructional style.

• Recommend changes in communication methods.

• Instructor follows lesson plan/course outline.

• Provide feedback to the instructor being evaluated.

• Complete evaluation forms for instructor.

TIME: 25:00 Minutes

INSTRUCTIONAL DEVELOPMENT

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

REFERENCE: NFPA 1041, 2012 Edition, 5.3.2, 5.3.2(b)

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

COMPETENCE: • Learning objectives are identified.

• Identify student needs based on an assessment tool.

• Development of instructional media.

• Develop an outline.

• Develop an evaluation tool.

• Identify needed resources for course delivery.

TIME: 60:00 Minutes

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

REFERENCE: NFPA 1041, 2012 Edition, 5.3.3, 5.3.3(b)

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

COMPETENCE: • Learning objectives are identified.

• Identify student needs based on an assessment tool.

Development of instructional media.

• Develop an outline.

• Develop an evaluation tool.

• Identify needed resources for course delivery.

TIME: 60:00 Minutes

INSTRUCTIONAL DELIVERY

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

REFERENCE: NFPA 1041, 2012 Edition, 5.4.2, 5.4.2(b)

CONDITION: Given a topic, target audience, teaching material as identified in lesson

plan (minimum of 3 types of audiovisual aids, 1 of which must be a

projected type of media).

COMPETENCE: • Follow lesson plan as developed.

• State the lesson objective(s).

• Transition between different teaching methods as needed.

• Maintain control of classroom environment.

• Manage student behavior as needed to control classroom conduct.

Transition between various audiovisual aids.

• Safety issues addressed during presentation (if applicable).

TIME: 15:00 Minutes

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

REFERENCE: NFPA 1041, 2012 Edition, 5.4.3, 5.4.3(b)

CONDITION: Given a training scenario with increased hazard exposure (i.e., live fire

exercise, hazardous materials, high angle or below grade rescue

evolutions).

COMPETENCE: • Conduct a pre-evolution briefing with instructors and students.

• Identify safety issues and concerns.

• Identify emergency procedures in the event of an emergency.

• Establish an Incident Command System to be used during the

evolution.

• Identify regulations and practices to be followed during training

evolution.

TIME: 10:00 Minutes

EVALUATION AND TESTING

8- Develop a student evaluation (testing) instrument so that the evaluation instrument determines if the student has achieved the learning objectives.

REFERENCE: NFPA 1041, 2012 Edition, 5.5.2, 5.5.2(b)

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

testing procedures.

COMPETENCE: • Identify the learning objective.

• Identify type of evaluation method best for learning objective to be

tested.

• Develop evaluation tool that is objective and is bias free.

• Reference evaluation tool to learning objective.

• Evaluation tool is reliable and verifiable.

• Follow evaluation policies during testing process.

TIME: 30:00 Minutes

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

REFERENCE: NFPA 1041, 2012 Edition, 5.5.3, 5.5.3(b)

CONDITION: Given agency policy and evaluation goals.

COMPETENCE: • Evaluation form contains: date, location of course and instructor name.

• Form identifies instructor methodology.

Form identifies instructor communication skills.

Form identifies learning environment.
Form identifies course content.
Form identifies student materials.
Form does not require student name.

TIME: 30:00 Minutes

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

REFERENCE: NFPA 1041, 2012 Edition, 5.5.4, 5.5.4(b)

CONDITION: Given test data, objectives and agency policies.

COMPETENCE: • Grade and rank student test scores.

• Determine mean score of test group.

• Evaluate test scores to determine if questions skewed.

• Record test scores.

• Report test scores to students following policy.

TIME: 30:00 Minutes

GENERAL

Skill 1:	Schedule an instructional session and formulate a budget to support the delivery of the session, so that the specified session is delivered according to department policy.			
CONDITION:	Given a training goal, agency policinstructional resources, staff, a factorizery.			gets,
APPLICANT PERF	FORMED THE FOLLOWING COMPE		2md A44	
3. Identify department4. Identify required5. Identify required6. Create a timeline delivery of a court	ent policies for scheduling a facility. ent budget policy for training. resources needed to deliver course. instructor(s) to deliver course. e that identifies due dates for the rse. ed forms to request facility,	TSL. AIL. Y N	2nd Att. Y N	
PERFORMANCE I	RATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL	
Evaluator Comme	ents:			
Evaluator #1:				
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Evaluator #2:				
the candidate is no and final attempt, r of this skill plus or	(Please Print) ors: Candidate must sign for 2nd atter tified that he/she has failed this skill are sooner than 30 days from today's day and additional skill from this same area	nd will be recate. The 3rd	quire to take a attempt will c	a 3rd
Candidate's Signat	ure:			

Skill 2:	Coordinate training records so that all agency and legal requirements are met.			
CONDITION:	Given a training record, department	ent policy, a tı	aining activity.	
APPLICANT PERF	ORMED THE FOLLOWING COMP	ETENCIES:		
3. Document partici4. Document topic t5. Document hours	s) of instructors for training session. pant attending instruction. aught during training session.	1st. Att. : Y N	2nd Att. Y N	
	ATING ON THIS SKILL: First Attempt Second Attempt	_	FAIL	
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the candidate is not and final attempt, no	rs: Candidate must sign for 2nd attention of the state of	and will be requidate. The 3rd a	uire to take a 3rd ttempt will consist	
Candidate's Signature:				

Skill 3:	Evaluate an instructor during a pr	esentation.		
CONDITION:	Given an evaluation form, departn requirements.	nent policy,	job performance	
APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:				
 Recommend cl Recommend cl Instructor follow Provide feedba 	nctor strengths and weaknesses. hanges in instructional style. hanges in communication methods. vs lesson plan/course outline. lick to the instructor being evaluated. uation forms for instructor.	Y N	2nd Att. Y N	
PERFORMANCE	RATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL	
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the candidate is nand final attempt, of this skill plus	ntors: Candidate must sign for 2nd attendation that he/she has failed this skill and no sooner than 30 days from today's done additional skill from this same are	nd will be red ate. The 3rd	quire to take a 3rd attempt will consist	
Candidate's Signa	alure			

INSTRUCTIONAL DEVELOPMENT

Skill 4:	Create a lesson plan so that the jo (JPR's) for the topic are achieved, learning objectives, a lesson outli instruction aids, and an evaluation	, and the plan includes ne, course materials,
CONDITION:	Given a topic, audience character plan format.	istics, and standard lesson
APPLICANT PERF	ORMED THE FOLLOWING COMPE	
3. Development of i4. Develop an outlir5. Develop an evalu6. Identify needed r	needs based on an assessment tool. Instructional media. ne. Pation tool. RATING ON THIS SKILL:	1st. Att. 2nd Att. Y N Y N D D D D D D D
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Candidate's Signatu	ure:	

Skill 5:	Modify an existing lesson plan (Use I skill # 4.) so that the job performance the topic are achieved, and the plan i objectives, a lesson outline, course n and an evaluation plan.	requirem ncludes le	ents (JPR's) for earning
CONDITION:	Given a topic, audience characteristic plan format	cs, and sta	andard lesson
APPLICANT PERF	ORMED THE FOLLOWING COMPETEI	NCIES:	
		1st. Att. 2	
3. Development of it4. Develop an outlin5. Develop an evalu	eeds based on an assessment tool. nstructional media. e.	Y N	Y N
	ATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL
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the candidate is not and final attempt, no of this skill plus on	rs: Candidate must sign for 2nd attemptified that he/she has failed this skill and volume sooner than 30 days from today's date. e additional skill from this same area or	will be requ The 3rd a f the stand	ire to take a 3rd ttempt will consist
Candidate's Signatt	ıre:		

INSTRUCTIONAL DELIVERY

Skill 6:	prepared (Can use lesson plan from sinvolves the utilization of multiple teatechniques so that the lesson objective	skill # 4 o	r #5) and ethods and	
CONDITION:	Given a topic, target audience, teachi in lesson plan (minimum of 3 types of which must be a projected type of me	faudiovis		
APPLICANT PERF	ORMED THE FOLLOWING COMPETER	NCIES: 1st. Att.	2nd Att.	
1. Follow lesson plan as developed. 2. State the lesson objective(s). 3. Transition between different teaching methods as needed. 4. Maintain control of classroom environment. 5. Manage student behavior as needed to control classroom conduct. 6. Transition between various audiovisual aids. 7. Safety issues addressed during presentation (if applicable).				
PERFORMANCE F	RATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL	
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Candidate's Signati	ıre:			

Skill 7:	Supervise other instructors and students during a high hazard training evolution so that applicable safety standards and practices are followed and instructional goals are met.			
CONDITION:	Given a training scenario with increalive fire exercise, hazardous materia grade rescue evolutions).			
APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:				
		1st. Att. Y N	2nd Att. Y N	
and students. 2. Identify safety iss 3. Identify emergency of an emergency 4. Establish an Incidused during the establish regulation during training even	dent Command System to be evolution. Ins and practices to be followed volution. ATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL	
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Evaluator #2:	(Please Print)			
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EVALUATION AND TESTING

Skill 8:	Develop a student evaluation (testing evaluation instrument determines if the learning objectives.			
CONDITION:	Given a learning objective, audience goals and testing procedures.	characte	ristics, traininç	3
APPLICANT PERF	APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:			
1st. Att. 2nd Att. Y N Y N 1. Identify the learning objective. 2. Identify type of evaluation method best for learning objective to be tested. 3. Develop evaluation tool that is objective and is bias free. 4. Reference evaluation tool to learning objective. 5. Evaluation tool is reliable and verifiable. 6. Follow evaluation policies during testing process.				
PERFORMANCE R	ATING ON THIS SKILL: First Attempt Second Attempt	PASS	FAIL	
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Skill 9:	Develop Class Evaluation Form so that the students have the ability to provide feedback to the instructor.		
CONDITION:	Given agency policy and evaluat	tion goals.	
APPLICANT PERF	ORMED THE FOLLOWING COMP	ETENCIES: 1st. Att.	2nd Att. Y N
course and instru 2. Form identifies in 3. Form identifies in 4. Form identifies le 5. Form identifies co 6. Form identifies st	structor methodology. structor communication skills. arning environment. ourse content.		
PERFORMANCE R Evaluator Comme	ATING ON THIS SKILL: First Attempt Second Attem hts:	PASS □ pt □	FAIL
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the candidate is not and final attempt, no	rs: Candidate must sign for 2nd att ified that he/she has failed this skill a sooner than 30 days from today's e additional skill from this same ar	and will be requaled atte. The 3rd a	uire to take a 3rd attempt will consist
Candidate's Signatu	ıre:		

Skill 10:	Analyze a student evaluation instrur determined and necessary changes		
CONDITION:	Given test data, objectives and agen	ncy policie	? S.
 Grade and rank s Determine mean Evaluate test sco Record test score 	score of test group. res to determine if questions skewed.		2nd Att. Y N
	ATING ON THIS SKILL: First Attempt Second Attempt hts:	PASS	FAIL
Evaluator #1:			
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the candidate is not and final attempt, no	rs: Candidate must sign for 2nd attemptified that he/she has failed this skill and a sooner than 30 days from today's date additional skill from this same area oure:	will be rece. The 3rd	luire to take a 3rd attempt will consist