



Nevada Fire Service Certification System

Fire Service Instructor I Candidate Manipulative Skills Manual



Fire & Hazardous Material Training & Certification Bureau

NFPA 1041, 2012 Edition

FIRE SERVICE INSTRUCTOR I MANIPULATIVE SKILL OBJECTIVES

GENERAL

- 1- **Prepare training records and report forms so that required reports are accurate, complete, and in accordance with procedures.**

REFERENCE: NFPA 1041, 2012 Edition, 4.2.3, 4.2.3(b)

CONDITION: Given a training record, policies and procedures for reports.

COMPETENCE:

- Date of training recorded.
- Name(s) of instructors for training session.
- Participant attending instruction.
- Topic taught during training session.
- Hours of instruction.
- Record test or evaluation scores of participants if applicable.

TIME: 2:00 minutes

INSTRUCTIONAL DEVELOPMENT

- 2- **Assemble, review and adapt a lesson plan/instructional material so that elements of the lesson plan, learning environment and all resources that need adaptation are identified.**

REFERENCE: NFPA 1041, 2012 Edition, 4.2.2, 4.3.2, 4.3.2(b),

CONDITION: Given the materials for a specific topic, an audience and a learning environment.

COMPETENCE:

- Review lesson plan with the training organization.
- Identify additional sources of information, i.e., library, Internet, or SOP's.
- Adapt learned information during presentation as needed for target audience.

TIME: 30:00 Minutes

INSTRUCTIONAL DELIVERY

- 3- **Organize the classroom/learning environment so that lighting, distractions, climate control, noise control, seating, audiovisual equipment and teaching aids are ready for presentation.**

REFERENCE: NFPA 1041, 2012 Edition, 4.4.2, 4.4.2(b), 4.4.6, 4.4.6(b)

CONDITION: Given a facility (classroom), an assignment (lesson plan), audiovisual equipment, teaching aids, and method or techniques for instruction.

COMPETENCE:

- Arrange classroom based on type of instruction methodology.
- Know how to control lighting for classroom.
- Eliminate noise and distractions, i.e., turn off loudspeakers, etc.
- Determine how audiovisual equipment work, on/off switch.
- Know how to change light bulbs, adjust tracking, and focus AV equipment.

TIME: 15:00 (+/- 2 min.) Minutes

- 4- **Present and adjust as required, a prepared lesson so that the method(s) indicated in the lesson plan is used and the stated objectives or learning outcomes are achieved.**

REFERENCE: NFPA 1041, 2012 Edition, 4.4.3, 4.4.3(b), 4.4.4, 4.4.4(b), 4.4.5, 4.4.5(b)

CONDITION: Given a prepared lesson plan that specifies the presentation method(s) and learning objectives and desired outcomes.

COMPETENCE:

- State lesson objective to class.
- Speak clearly and distinctly, using correct grammar.
- Make eye contact with students in classroom.
- Avoid distracting mannerisms that will disrupt learning environment.
- Pause for questions from students.
- Address questions from students.
- Follow lesson plan.
- Adjust presentation as required due to the learning styles of the students or disruptive behavior.
- Summarize lesson objectives.

TIME: 15:00 (+/- 2 min.) Minutes

- 5- **Utilize audiovisual materials so that the intended objectives are clearly presented, transitions between media and other media and presentation are smooth.**

REFERENCE: NFPA 1041, 2012 Edition, 4.4.7, 4.4.7(b)

CONDITION: Given a lesson plan, a prepared topical media and equipment.

COMPETENCE:

- Use media at appropriate point in lesson.
- Demonstrate proper use of tools, props, and equipment.
- Demonstrate proper use of projectable/non-projectable media.
- Avoid leaving media on when not in use.
- Smooth transition between media and other parts of the presentation.

TIME: 15:00 (+/- 2 min.) Minutes

EVALUATION AND TESTING

- 6- **Administer and grade an oral, written, and performance tests so that the testing is conducted according to procedures and the security of the material is maintained.**

REFERENCE: NFPA 1041, 2012 Edition, 4.5.2, 4.5.2(b), 4.5.3, 4.5.3(b)

CONDITION: Given a lesson plan, evaluation instrument, an answer sheet or skills checklist, answer key, procedures for administering a test, procedures for test security.

COMPETENCE:

- Students understand the type of test to be administered.
- Instructions are given in a clear and consistent manner.
- Questions from the student about the test are answered before testing occurs.
- Classroom environment is arranged for testing.
- Test is administered in accordance to testing policies.
- Testing material is maintained and secured during use.
- Tests are evaluated based on a skills checklist or answer key.
- Maintain test results in secure manner.
- Report any unusual circumstances and document them based on policy.

TIME: 15:00 (+/- 2 min.) Minutes

- 7- **Report and provide evaluation feedback to students for an oral, written, and performance tests so that the results are accurately recorded, the forms are forwarded and testing is conducted according to procedures and the security of the material is maintained.**

REFERENCE: NFPA 1041, 2012 Edition, 4.5.4, 4.5.4(b), 4.5.5, 4.5.5(b)

CONDITION: Given a lesson plan, evaluation instrument, skills checklist, answer key, procedures for administering a test, procedures for test security.

COMPETENCE:

- Feedback to students is timely and specific.
- Tests are evaluated based on a skills checklist or answer key.
- Results and feedback are given to each student following policies on releasing test results.
- Assist student in correcting performance behavior based on test results.
- Maintain test results in secure manner.

TIME: 15:00 (+/- 2 min.) Minutes

GENERAL

Skill 1: Prepare training records and report forms so that required reports are accurate, complete, and in accordance with procedures.

CONDITION: Given a training record, policies and procedures for reports.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Date of training recorded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Name(s) of instructors for training session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participant attending instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Topic taught during training session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hours of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Record test or evaluation scores of participants if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

Notice to Evaluators: Candidate must sign for **2nd attempt failures**. By this signature the candidate is notified that he/she has failed this skill and will be require to take a 3rd and final attempt, no sooner than 30 days from today's date. The 3rd attempt will consist of **this skill** plus **one additional skill** from this same area of the standard.

Candidate's Signature: _____

INSTRUCTIONAL DEVELOPMENT

Skill 2: Assemble, review and adapt a lesson plan/instructional material so that elements of the lesson plan, learning environment and all resources that need adaptation are identified.

CONDITION: Given the materials for a specific topic, an audience and a learning environment.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Review lesson plan with the training organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify additional sources of information, i.e., library, Internet, or SOP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adapt learned information during presentation as needed for target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

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Candidate's Signature: _____

INSTRUCTIONAL DELIVERY

Skill 3: Organize the classroom/learning environment so that lighting, distractions, climate control, noise control, seating, audiovisual equipment and teaching aids are ready for presentation.

CONDITION: Given a facility (classroom), an assignment (lesson plan), audiovisual equipment, teaching aids, and method or techniques for instruction.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Arrange classroom based on type of instruction methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Know how to control lighting for classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Eliminate noise and distractions, i.e. turn off loudspeakers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Determine how audiovisual equipment work, on/off switch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Know how to change light bulbs, adjust tracking, and focus AV equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

Notice to Evaluators: Candidate must sign for **2nd attempt failures**. By this signature the candidate is notified that he/she has failed this skill and will be require to take a 3rd and final attempt, no sooner than 30 days from today's date. The 3rd attempt will consist of **this skill** plus **one additional skill** from this same area of the standard.

Candidate's Signature: _____

Skill 4: Present and adjust as required, a prepared lesson so that the method(s) indicated in the lesson plan is used and the stated objectives or learning outcomes are achieved.

CONDITION: Given a prepared lesson plan that specifies the presentation method(s) and learning objectives and desired outcomes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. State lesson objective to class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speak clearly and distinctly, using correct grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Make eye contact with students in classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avoid distracting mannerisms that will disrupt learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pause for questions from students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Address questions from students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Follow lesson plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Adjust presentation as required due to the learning styles of the students or disruptive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Summarize lesson objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

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Candidate's Signature: _____

Skill 5: Utilize audiovisual materials so that the intended objectives are clearly presented, transitions between media and other media and presentation are smooth.

CONDITION: Given a lesson plan, a prepared topical media and equipment.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Use media at appropriate point in lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate proper use of tools, props, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate proper use of projectable/non-projectable media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avoid leaving media on when not in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Smooth transition between media and other parts of the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

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Candidate's Signature: _____

EVALUATION AND TESTING

Skill 6: Administer and grade an oral, written, and performance tests so that the testing is conducted according to procedures and the security of the material is maintained.

CONDITION: Given a lesson plan, evaluation instrument, an answer sheet or skills checklist, answer key, procedures for administering a test, procedures for test security.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Students understand the type of test to be administered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructions are given in a clear and consistent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Questions from the student about the test are answered before testing occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Classroom environment is arranged for testing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test is administered in accordance to testing policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Testing material is maintained and secured during use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tests are evaluated based on a skills checklist or answer key.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain test results in secure manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Report any unusual circumstances and document them based on policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>		<u>FAIL</u>	
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

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Candidate's Signature: _____

Skill 7: Report and provide evaluation feedback to students for an oral, written, and performance tests so that the results are accurately recorded, the forms are forwarded and testing is conducted according to procedures and the security of the material is maintained.

CONDITION: Given a lesson plan, evaluation instrument, skills checklist, answer key, procedures for administering a test, procedures for test security

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st. Att.</u>		<u>2nd Att.</u>	
	<u>Y</u>	<u>N</u>	<u>Y</u>	<u>N</u>
1. Feedback to students is timely and specific.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tests are evaluated based on a skills checklist or answer key.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Results and feedback are given to each student following policies on releasing test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assist student in correcting performance behavior based on test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain test results in secure manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments: _____

Evaluator #1: _____

(Please Print)

Evaluator #2: _____

(Please Print)

Notice to Evaluators: Candidate must sign for **2nd attempt failures**. By this signature the candidate is notified that he/she has failed this skill and will be require to take a 3rd and final attempt, no sooner than 30 days from today's date. The 3rd attempt will consist of **this skill** plus **one additional skill** from this same area of the standard.

Candidate's Signature: _____