



FIRE SERVICE INSTRUCTOR I

PRACTICAL SKILLS

CERTIFICATION EXAMINATION PACKET

(NFPA Standard 1041, 2007 Edition)

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Revised March 2012

V07-2

Skill Sheet Packet Instruction

Purpose of the Skill Sheets

All skills listed in this packet are consistent with the 2007 Edition of [NFPA 1041 Standard for Fire Service Instructor Professional Qualifications](#). The Alaska Fire Standards Council (AFSC) provides these skill sheets as the basis for Fire Service Instructor testing and certification. For certification purposes, the final skill examination will consist of a series of mandatory skill stations from this packet.

Description & Use

1. These skills sheets are designed for use by the course Lead Instructor and Fire Service Instructor candidate. Use of this packet throughout a training course will assist in verifying candidate competency and completion of the [Fire Service Instructor Training Record](#).
2. For eligibility to complete the final certification examination, a candidate must demonstrate competency in all skills during training and satisfactorily complete all items on the training record document.
3. This packet is designed to encompass the requisite skills for Fire Service Instructor and many of these skill sheets are used for final testing and certification. Fire Service Instructor course instructors should utilize this evaluation packet during a course to prepare candidates for the certification exam. For a candidate's final skills evaluation, she or he must successfully perform each skill while being evaluated on performance competency by an AFSC examination representative.
4. The final skills examination will consist of skills selected from this packet. Skills are selected from the mandatory skills categories. This packet contains a list of all skills that are used for the final examination.
5. The Certifying Officer will notify candidates which skills they will be required to complete at the start of the practical skills portion on the date of the examination.
6. The completion of the [Fire Service Instructor Training Record](#) establishes a candidate's eligibility to test. This document must be fully completed and signed by the Lead Instructor or designee for each candidate before a candidate can begin the final skills examination. The Fire Service Instructor Training Record and the practical skills evaluation sheets shall become a permanent part of the candidate's local training record, and this information shall be kept on file in accordance with local fire department procedures.

Grading Criteria and Critical Points

It is expected that all of the listed skill sheet elements will be taught and evaluated by the course Lead Instructor throughout a training course. During the final skills exam the candidate must be prepared to perform the skills listed in this packet. There are no specific critical points designated within the practical skill sheets, however, the skill items listed on sheet *FSI I- 2*, *FSI I- 4*, and *FSI I- 5* must be addressed during the final examination evaluation. The Certifying Officer (CO) will require the candidate to repeat the final examination practical skills if these skills are not completed.

Skills listed on sheet *FSI I- 1* and *FSI I- 3* cannot generally be addressed within the time constraints during the final examination, and the course Lead Instructor shall provide the Certifying Officer, or designated Evaluator, documentation of completed skill items listed on these pages. These skill sheets must be completed by the candidate prior to the final test date and available for review by the Certifying Officer.

Artificialities of Training and Testing

Training and testing at this level can only approximate on the job activities of an instructor. There are certain artificialities to training and testing for fire service instructors. In certain environments the course Lead Instructor and the candidate must be able to adapt to simulations during the final examination to complete the required practical skills. The Fire Service Instructor I course is designed so that the candidate is able to develop skills in a

realistic teaching environment. Candidates must be aware that real world scenarios cannot be completely duplicated, and the course Lead Instructor must prepare the candidates for situations that may occur throughout the training and testing environment.

Final Skills Evaluation

The AFSC designated Certifying Officer (CO) conducts the final evaluation using the practical skills sheets during the final examination process. Throughout the final examination, the CO has the overall test site authority and is required to perform his or her duties as outlined in the [Certification Policy Manual](#).

For preparation of the final examination the designated CO must communicate with the Test Site Coordinator to ensure an adequate test site location is available. The Test Site Coordinator is responsible for preparation of all test site equipment/materials and arranging designated evaluators for the date of the practical examination. The CO must verify that all required elements are adequate for testing and will approve all designated Evaluators. Designated Evaluators shall receive training appropriate for the test site and are required to complete an [Evaluator Code of Ethics Compliance](#) agreement before testing begins.

The FSI I Training Record lists each practical requirement that must be completed before certification testing. The course Lead Instructor is responsible for the completing the candidate Training Record prior to the final exam. Due to time constraints during the final examination, some skills cannot be performed in the presence of the Certifying Officer. During an FSI I course the Lead Instructor shall ensure the candidate completes skill items listed on sheet *FSI I- 1 and FSI I- 3* and provides documentation for final evaluation by the CO.

The CO shall sign the completed final examination packet, and the packet will be attached to the FSI I Training Record as part of the candidate's permanent local training record.

Additional Notes:

1. During the final practical examination it is expected that candidates shall be dressed in accordance with their department policy and procedure.
2. It is expected that the candidate shall perform all related skills correctly.
3. The final skills evaluation includes a time limit. An Evaluator may use a digital or analog watch/stopwatch for final skills evaluation. Prior to the start of the practical examination, the CO must inspect and approve all timing devices used during final skills evaluations.
4. Some skills require that equipment or documentation be used for the final presentation. Unless otherwise indicated, it is permissible for the candidate to prepare or assemble the required equipment or paperwork at any time, provided that this does not interfere with the core skill, task, or evolution.
5. Candidates must be prepared to complete skills under a variety of conditions. Training and skills practice is often done during optimum conditions, but candidates must be prepared to adapt to changing conditions that can occur in actual fire ground situations. The Evaluator ultimately determines if the candidate has met the criteria specified on the skill(s) being evaluated.
6. For final examination, the performance of a skill, task, or evolution is not required to be done in the exact order of the steps (as outlined on the skill sheet), unless it is critical to a particular task. For example, a person must don turnout gear before donning an SCBA.
7. Some skills may require that a candidate verbalizes information about a particular task or procedure. In such cases, any question(s) from the Evaluator to the candidate must be limited to those that satisfy the criteria listed on the skill sheet, and a question cannot exceed the scope the Airport Firefighter requirements.

Fire Service Instructor I Course and Final Evaluation Forms

Following is a brief outline of the reference materials and forms that are used for an FSI I course and final skills evaluation.

FSI I Course Material Reference

- a. NFPA 1041, 2007 edition
- b. FSI I Text/Curriculum
 - IFSTA, *Fire and Emergency Services Instructor*, 7th Edition; **OR**,
 - Jones & Bartlett, *Fire Service Instructor: Principles and Practice*, 2nd edition
- c. FSI I Training Record (this must be completed and signed off by the **Lead Instructor**)
- d. FSI I Practical Skills and Final Examination Packet

Final Skills Examination

- a. Candidate *Training Record is reviewed by the CO to ensure all elements have been completed
- b. Candidate completes the written and practical examination administered by the CO
- c. Certifying Officer reviews and signs *Final Examination Packet for each candidate
- d. Certifying Officer transfers pass/fail information to P/F Form
- e. Written exam, P/F Form and signed application are forwarded to AFSC
- f. AFSC FSI I certificate is issued upon successful completion of the written and practical exam

**Note: The candidate's completed Training Record and signed Final Examination Packet shall be placed in the candidate's local training file.*

ALASKA FIRE SERVICE INSTRUCTOR I PRACTICAL SKILLS EVALUATION PACKET

NFPA 1041- 2007 Ed.

JOB PERFORMANCE REQUIREMENTS

FSI I- 1

Candidate:		Date:	
Lesson Topic:			
Start Time :		End Time:	
Total Time:			

Standard: NFPA 1041, 2007 Edition, Chapter 4 Fire Service Instructor I
Task: The Candidate shall present a 15-20 minute block of instruction to include the preparation, presentation, application, and evaluation steps of the Four Step Method of Instruction. The candidate shall incorporate the proper use of audiovisual equipment, teaching aids, demonstration devices, projectable and non-projectable instructional materials generally employed in training programs.
Conditions: Given a prepared lesson plan, necessary training aids, students, and an adequate teaching environment the candidate shall demonstrate the ability to meet the JPR's defined in sections 4.2 through 4.5.

PROGRAM MANAGEMENT							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
Materials:							
1.	Obtained and assembled course materials, resources, and equipment. (4.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Reviewed and adapted instructional materials and resources for topic, target audience, and learning environment (4.3.2.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management:							
1.	Organized classroom with consideration given to lighting, distractions, climate, noise seating, audiovisual, teaching aids, and safety. (4.4.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Adjusted to differences in learning styles, abilities, and behaviors. Controlled disruptive behavior, maintained a safe learning environment, and accomplished objectives. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual:							
1.	Pre-inspect audiovisual equipment. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrate familiarity with equipment controls and aspects of projection. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Correctly use the type of audiovisual equipment provided. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

❖ NFPA 1041, 2007 ed. section references are shown in parentheses.

ALASKA FIRE SERVICE INSTRUCTOR I PRACTICAL SKILLS EVALUATION PACKET

NFPA 1041- 2007 Ed.

JOB PERFORMANCE REQUIREMENTS

FSI I-2

Candidate:					Date:			
PREPARATION								
No.	Task Steps	TEST		RETEST 1		RETEST 2		
		P	F	P	F	P	F	
Student Preparation:								
1.	Introduce subject matter. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Explain why material is important. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Explain how material will be useful. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Establish rapport with students. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Explain objectives. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRESENTATION								
No.	Task Steps	TEST		RETEST 1		RETEST 2		
		P	F	P	F	P	F	
Classroom Presentation:								
1.	Present new skills, concepts, and /or procedures according to lesson plan. (4.3.3, 4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Guide Student toward meeting objectives. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Demonstrate new skills competently. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Adjust presentation to changes in class environment. (4.3.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Materials:								
1.	Review content and organization of projectable and/or non-projectable instructional materials. (4.3.1, 4.4.2, 4.4.6, 4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Present projectable and/or non-projectable materials at the logical point in the lesson. (4.4.6, 4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Introduce projectable and/or non-projectable materials. (4.4.2, 4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Relate projectable and/or non-projectable materials into the lesson material. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication:								
1.	Voice is clear, effectively pitched, and well modulated. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Speech is reasonably free of language errors. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Style is reasonably free of mannerisms materially detracting to teaching effort. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety:								
1.	Communicate safety responsibilities and/or considerations to students. (4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Demonstrate practices/ procedures safely to students.(4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Include safety practices and procedures in the practical skills testing of students. (4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

♦ NFPA 1041, 2007 ed. section references are shown in parentheses.

Sample Training Record

Standard: NFPA 1041, 2007 Edition, 4.2.3 (B)

Note: The candidate must complete this training record, or a similar document, after the practical session and evaluation is complete. A training record must be attached to the AFSC Skill Sheet Final Exam packet.

Course/Subject Title: _____

Instructor Name: _____ Number of Students: _____

Training Location: _____ Training Date: _____

Equipment/Training Aids Used: _____

Describe the Training Given: _____

Evaluator Signature

Certifying Officer Signature

Fire Service Instructor I Practical Skills Correlation Map (NFPA 1041, 2007 Edition)			
2007 Skill Sheet #	NFPA Section	Tasks	Certification JPR Final Exam Requirement: 5 Mandatory
DESCRIPTION: Program Management, Instructional Development, Instructional Delivery			
FSI 1	4.2.2	Assemble course materials	Mandatory
	4.3.2	Review instructional materials	
	4.4.2	Organize classroom, lab or outdoor learning environment	
	4.4.4	Adjust presentation so learning outcomes are achieved	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.4.6	Operate audiovisual equipment and demonstration devices	
	4.4.7	Utilize audiovisual materials	
DESCRIPTION: Instructional Development, Instructional Delivery			
FSI 2	4.3.1	Prepare instructional materials	Mandatory
	4.3.2	Review instructional materials	
	4.3.3	Adapt a prepared lesson plan	
	4.4.2	Organize classroom, lab or outdoor learning environment	
	4.4.3	Present prepared lessons	
	4.4.4	Adjust presentation so learning outcomes are achieved	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.4.6	Operate audiovisual equipment and demonstration devices	
4.4.7	Utilize audiovisual materials		
DESCRIPTION: Program Management, Instructional Delivery, Evaluation and Testing			
FSI 3	4.2.3	Prepare training records and report forms	Mandatory
	4.4.3	Present prepared lessons	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.5.2	Administer oral, written, and performance tests	
	4.5.4	Report test results	
	4.5.3	Grade student oral, written, or performance tests	
DESCRIPTION: Program Management			
FSI 4	4.2.3	Prepare training records and report forms	Mandatory
FSI 5	4.2.3	Prepare training records and report forms	Mandatory