



**FIRE SERVICE INSTRUCTOR II**

**PRACTICAL SKILLS**

**CERTIFICATION EVALUATION PACKET**

**(NFPA Standard 1041, 2012 Edition)**

**Department of Public Safety  
Alaska Fire Standards Council  
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Anchorage, Alaska 99507  
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<https://dps.alaska.gov/AFSC/Home>

*Revised December 2014*

**Fire Service Instructor II Practical Skills Correlation Map  
(NFPA 1041, 2012 Edition)**

2012 Skill Sheet #	NFPA Section	Tasks	Certification JPR Final Exam Requirement: 10- Mandatory Project
<b>DESCRIPTION: Program Management, Instructional Development, Instructional Delivery</b>			
<a href="#"><u>FSI II 1</u></a>	5.2.3	Formulate budget needs	<b>Mandatory Project</b>
<a href="#"><u>FSI II 2</u></a>	5.2.4	Acquire training sources	<b>Mandatory Project</b>
<a href="#"><u>FSI II 3</u></a>	5.2.5	Coordinate training and record keeping	<b>Mandatory Project</b>
<a href="#"><u>FSI II 4</u></a>	5.2.6	Evaluate instructors	<b>Mandatory Project</b>
<b>DESCRIPTION: Instructional Development</b>			
<a href="#"><u>FSI II 5</u></a>	5.3.2	Create a lesson plan	<b>Mandatory Project</b>
<a href="#"><u>FSI II 6</u></a>	5.3.3	Modify an existing lesson plan	<b>Mandatory AHJ Project</b>
<b>DESCRIPTION: Instructional Delivery</b>			
<a href="#"><u>FSI II 7</u></a>	5.4.2	Conduct a class using a lesson plan that the instructor has prepared	<b>Mandatory Final Presentation</b>
<a href="#"><u>FSI II 8</u></a>	5.4.3	Supervise other instructors and students during training	<b>Mandatory AHJ Project</b>
<b>DESCRIPTION: Evaluation and Testing</b>			
<a href="#"><u>FSI II 9</u></a>	5.5.2	Develop student evaluation instruments	<b>Mandatory Project</b>
<a href="#"><u>FSI II 10</u></a>	5.5.3	Develop course evaluations	<b>Mandatory Project</b>

<b>DESCRIPTION: References For Final Certification Evaluation</b>			
<a href="#"><u>FSI II S1</u></a>		Final Practical Project Description	<b>Project Instruction</b>
<a href="#"><u>FSI II S2</u></a>		Final Practical Project Scoring Matrix	<b>Project Scoring Matrix</b>
<a href="#"><u>FSI II S3</u></a>		Psychomotor Behavioral Objective Template	<b>Mandatory Project</b>
<a href="#"><u>FSI II S4</u></a>		Cognitive Behavioral Objective Template	<b>Mandatory Project</b>

## Skill Sheet Packet Instruction

### Purpose of the Skill Sheets

All skills listed in this packet are consistent with [NFPA 1041: Standard for Fire Service Instructor Professional Qualifications, 2012 edition](#). The Alaska Fire Standards Council (AFSC) provides these skill sheets as the basis for Fire Service Instructor testing and certification.

### Description & Use

For certification purposes, the final skill examination will consist of a series of mandatory skill from this packet.

1. These skills sheets are for use by the Training Program Manager/Training Officer, or designee, and Fire Service Instructor II candidate. Use of this packet throughout a training course will assist in verifying candidate competency and completion of the [Fire Service Instructor II Training Record](#).
2. For eligibility to complete the final certification examination, a candidate must demonstrate competency in all skills during training.
3. This packet encompasses the requisite skills for Fire Service Instructor II for use during final testing for certification. Fire Service Instructor II courses material should utilize this packet to prepare candidates for the certification exam.
4. The final skills examination will consist of skills selected from this packet. A candidate must successfully perform each skill while being evaluated on performance competency by an AFSC examination representative.
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 Training Officer/Training Program Manager or designee must complete and sign the Fire Service Instructor II Training Record for each candidate before a candidate can begin the final skills examination. The Fire Service Instructor II Training Record 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

1. The Training Program Manager/Training Officer, or designee, shall evaluate all Fire Service Instructor II skill sheet elements throughout a course. There are no specific critical points designated within the practical skill sheets, and the Certifying Officer (CO) will require the candidate to repeat an individual practical skill station if *all* of the listed skill items on a selected sheet are not completed by the candidate.
2. The Certifying Officer (CO) will require the candidate to repeat final examination practical skill items if all listed skills are not completed.
3. Addressing real-time skills scenario's during the final examination is not always feasible and the Training Program Manager/Training Officer, or designee, shall ensure that the candidate can 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 for Fire Service Instructor levels can only approximate on the job activities of an instructor. There are artificialities to training and testing for fire service instructors. In certain environments, the Training Program Manager/Training Officer, or designee, and the candidate must be able to adapt to simulations during the final examination to complete the required practical skills. The design of a Fire Service Instructor II course must

enable the candidate to develop skills to manage training programs, create lesson plans, conduct classes and supervise other instructors, and evaluate and analyze written and practical exams. The Training Program Manager/Training Officer, or designee, must prepare candidates for situations that may occur throughout the training and testing environment.

### **Final Skills Evaluation**

The AFSC designated Certifying Officer (CO) conducts the final examination and has the overall test site authority. The CO 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 completion of each job performance requirement in the FSI II Training Record is required 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, the candidate cannot perform some skills in the presence of the Certifying Officer. The Training Program Manager/Training Officer, or designee, shall ensure the candidate completes all skill items and provides documentation for final evaluation by the CO. The CO shall sign the completed final examination packet.

### **Additional Notes on Final Evaluations:**

1. Candidates shall be dressed in accordance with their department policy and procedure during the final practical examination.
2. A candidate shall perform all related skills correctly.
3. Some skill evaluations may include 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 may require the use of equipment or documentation 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, if this does not interfere with the core skill, task, or evolution.
5. Candidates must be prepared to complete skills under a variety of conditions. Optimal conditions often exist during training and skills practice, but candidates must be prepared to adapt to changing conditions that can occur in actual instructional situations. The Evaluator ultimately determines if the candidate has met the criteria specified on the skill(s) under evaluation.
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 II Course and Final Evaluation Forms

Following is a brief outline of the reference materials and forms for use at an FSI II final skills evaluation.

### **FSI II Course Material Reference**

- a. NFPA 1041, 2012 edition
- b. FSI II Text/Curriculum
  - IFSTA, *Fire and Emergency Services Instructor*, 8th edition; **OR**,
  - Jones & Bartlett, *Fire Service Instructor: Principles and Practice*, 3<sup>rd</sup> edition
- c. FSI II Training Record (this must be completed and signed off by the Training Program Manager/Training Officer, or designee,)
- d. 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 Evaluator feedback and signs \*Final Examination Packet for each candidate
- d. Certifying Officer transfers pass/fail information to the [Practical Examination Report Form](#)
- e. Written exam, Practical Examination Report Form and signed application are forwarded to AFSC
- f. AFSC FSI II certificate is issued upon successful completion of the written and practical exam

*\*Note: The Training Program Manager/Training Officer, or designee, shall file the candidate's completed Training Record in accordance with local agency procedures.*

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 1**

<b>STANDARD:</b> NFPA 1041, 5.2.2; 5.2.3	<b>SKILL AREA:</b> Formulate Budget
<b>TASK:</b> Conduct a needs analysis and formulate budget needs, so that the resources required for training goals are identified and documented.	
<b>PERFORMANCE OUTCOME:</b> The candidate will conduct a needs analysis, formulate budget needs, and identify and document the resources required to meet training goals.	
<b>EQUIPMENT:</b> Local AHJ SOP/SOG, budget policy, and other related forms	
<b>CONDITIONS:</b> Given department training goals and current resources the candidate shall:	

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Analyzes department policies, instructional resources, instructional staff, and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Conducts and documents a needs analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identifies training goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Identifies department budget process policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Identifies current resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Identifies and documents resources to meet training goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Formulates a training budget based on training goals, local budget policy, and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Submits completed budget for course (i.e. schedule, equipment costs, instructor, etc.) so that training goals are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	
<b>Comments:</b>			

<i>Certifying Officer Name</i>	<i>Date</i>
<i>Certifying Officer Signature</i>	

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 2**

<b>STANDARD:</b> NFPA 1041, 5.2.4	<b>SKILL AREA:</b> Acquire Training Sources
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**TASK:** Acquire training sources, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

**PERFORMANCE OUTCOME:** The candidate will acquire training resources, so the resources are obtained within the established timelines, budget constraints, and according to agency policy.

**EQUIPMENT:** Local AHJ SOP/SOG, budget policy, and other related forms

**CONDITIONS:** Given department training goals and current resources the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Documents training resources required for course according to departmental policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identifies department budget process and equipment acquisition policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identifies need for training resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Establishes timeline for acquisition of training resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Recognizes budget constraints based on training resources and budgeting process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Verifies acquisition of training resources based on department policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Documents that resources are within established budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Completes appropriate budget process and acquisition forms for training resources for specific sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

**Comments:**


\_\_\_\_\_ *Certifying Officer Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>	
Pass: <input type="checkbox"/>	Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 3**

<b>STANDARD:</b> NFPA 1041, 5.2.5	<b>SKILL AREA:</b> Coordinate Training
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<b>TASK:</b> Coordinate training record keeping, so that all agency and legal requirements are met.
<b>PERFORMANCE OUTCOME:</b> The candidate will coordinate training record keeping so all agency and legal requirements are met.
<b>EQUIPMENT:</b> Local AHJ SOP/SOG, budget policy, training forms, and other related forms
<b>CONDITIONS:</b> Given training activity, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Identifies department and community policies and legal requirements regarding training recordkeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identifies specific data that can be used for training records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Completes training activity form, according to department or model policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Provides documents for completion of training classes (i.e., roster, evaluation sheet, test results, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	In writing, describes the training record keeping process, according to agency policy and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	
<b>Comments:</b>			

_____	_____
<i>_____</i>	<i>_____</i>
_____	
<i>_____</i>	

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>



**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 4**

<b>STANDARD:</b> NFPA 1041, 5.2.6	<b>SKILL AREA:</b> Evaluate Instructors
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**TASK:** Evaluate instructors, so the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

**PERFORMANCE OUTCOME:** The candidate will evaluate instructors so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

**EQUIPMENT:** Local AHJ SOP/SOG, budget policy, instructor evaluation form, and other related forms

**CONDITIONS:** Given an Instructor I evaluation form, department or model policy, and job performance requirements, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Observe instructor and correctly complete instructor evaluation form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Properly identify the instructor’s strengths and weaknesses on course delivery form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Make appropriate recommendations for instructional changes to style and/or communication method in “Comments” section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Provide instructor feedback to evaluation on form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

**Comments:**

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\_\_\_\_\_ *Certifying Officer Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 5**

<b>STANDARD:</b> NFPA 1041, 5.3.2	<b>SKILL AREA:</b> Create Lesson Plan
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**TASK:** Create a lesson plan, so the job performance requirements for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

**PERFORMANCE OUTCOME:** The candidate will create a four-step lesson plan, so the job performance requirements for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

**EQUIPMENT:** Local AHJ SOP/SOG, four step lesson plan, and other related forms

**CONDITIONS:** Given a topic and audience characteristics the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Identifies Job Performance Requirements (JPRs) based on topic and audience characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identifies performance objectives for the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Constructs lesson plan using standard lesson plan format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Determines appropriate course materials, media, instructional aids and resource needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Verifies Preparation Step correlation to performance objective(s) and JPR(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Verifies Presentation Step correlation to performance objective(s) and JPR(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Verifies Application Step correlation to performance objective(s) and JPR(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Verifies Evaluation Step correlation to performance objective(s) and JPR(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SELECTED TOPIC:</b>							

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	
<b>Comments:</b>			

\_\_\_\_\_ *Certifying Officer Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 6**

<b>STANDARD:</b> NFPA 1041, 5.3.3	<b>SKILL AREA:</b> <b>Modify Existing Lesson Plan</b>
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**TASK:** Modify an existing lesson plan, so that the job performance requirements or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

**PERFORMANCE OUTCOME:** The candidate will modify a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation process.

**EQUIPMENT:** Local AHJ SOP/SOG, a lesson plan prepared by the instructor, and related forms

**CONDITIONS:** Given a topic, audience characteristics, and a standard four-step lesson plan format, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Modify an existing lesson plan using a standard four-step lesson plan format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	List job performance requirements for course, including learning objectives, lesson outline, appropriate course material, and instructional aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Develop an evaluation plan that documents the JPR's for the course were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Explain how lesson modifications are appropriate to audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

**Comments:**

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\_\_\_\_\_ *Certifying Officer Name*      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>	
Pass: <input type="checkbox"/>	Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 7**

<b>STANDARD:</b> NFPA 1041, 5.4.2	<b>SKILL AREA:</b> Conduct Class Using Lesson Plan
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**TASK:** Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

**PERFORMANCE OUTCOME:** The candidate will conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques.

**EQUIPMENT:** Local AHJ SOP/SOG, a lesson plan prepared by the instructor, and related forms

**CONDITIONS:** Given a topic and a target audience the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Conduct a class using a four-step lesson plan prepared by the instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Use multiple teaching techniques and explain techniques used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Use multiple teaching methods and explain methods used ( <i>i.e., conference, discussion, drill ground, etc.</i> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Describe how lesson objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Describe how lesson was appropriate to the needs of the target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Provide documentation of course completion ( <i>e.g. copies of course materials, course roster, lesson plan, copy of power point presentation, evaluation tools and reference materials</i> ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SELECTED TOPIC:**

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

**Comments:**

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\_\_\_\_\_ *Certifying Officer Name* \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>	
Pass: <input type="checkbox"/>	Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 8**

<b>STANDARD:</b> NFPA 1041, 5.4.3	<b>SKILL AREA:</b> Supervise Instructors
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**TASK:** Supervise other instructors and students during training, so that applicable safety standards and practices are followed and instructional goals are met.

**PERFORMANCE OUTCOME:** The candidate will supervise other instructors and students during training with increased hazard exposure, so applicable safety standards are followed and instructional goals are met.

**EQUIPMENT:** Local AHJ SOP/SOG, evaluation forms, and related forms

**CONDITIONS:** Given a group of instructors and a training scenario with increased hazard exposure, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
	<i>*Examples of increased hazard exposure training include live fire exercises, hazardous materials, above- and below-grade rescue, and evolutions that involve the use of power tools.</i>						
1.	Supervise instructors appropriately according to policy and procedures during high-hazard training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Supervise students according to policy and procedures during high-hazard training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Correctly follow applicable safety standards using an incident management system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Safety and performance of instructors/students shall indicate instructional goals achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SELECTED TOPIC:</b>	
	Reviewed by Fire Chief/Designated Supervisor : _____ <span style="float: right;"><i>Signature</i></span>

<b>Evaluator:</b>		<b>Retest Evaluator 1:</b>	
		<b>Retest Evaluator 2:</b>	

<b>Comments:</b>

<i>Certifying Officer Name</i>	<i>Date</i>
<i>Certifying Officer Signature</i>	

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 9**

<b>STANDARD:</b> NFPA 1041, 5.5.2	<b>SKILL AREA:</b> Develop Student Evaluation Instrument
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**TASK:** Develop student evaluation instruments, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates relevant performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.

**PERFORMANCE OUTCOME:** The candidate will develop student evaluation instruments, so the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group. *(Evaluation instrument should cover both cognitive and psychomotor skills).*

**EQUIPMENT:** Local AHJ SOP/SOG, computer, and related forms

**CONDITIONS:** Given learning objectives, audience characteristics, and training goals, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Develop student written and practical examinations based on learning objectives and training goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Provide test item analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Provide evaluation forms that are bias-free to any audience group (i.e., gender, cultural, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Provide evaluation forms that are designed to evaluate performance in an objective, reliable, and verifiable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

**Comments:**

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\_\_\_\_\_ *Certifying Officer Name*                      \_\_\_\_\_ *Date*

\_\_\_\_\_ *Certifying Officer Signature*

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

<b>Candidate:</b>	<b>Date:</b>
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NFPA 1041- 2012 Ed.

**PRACTICAL SKILL REQUIREMENTS**

**FSI II 10**

<b>STANDARD:</b> NFPA 1041, 5.5.3	<b>SKILL AREA:</b> Develop Course Evaluations
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<b>TASK:</b> Develop course evaluations, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.
<b>PERFORMANCE OUTCOME:</b> The candidate will develop course evaluations, so students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.
<b>EQUIPMENT:</b> Local AHJ SOP/SOG, computer, and related forms
<b>CONDITIONS:</b> Given agency policy and evaluation goals, the candidate shall:

No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
1.	Develop and submit a course evaluation form that shows student has the ability to give feedback on the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a) Instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Communication techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) Learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) Student materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Evaluator:</b>		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	

<b>Comments:</b>

_____	_____
<i>Certifying Officer Name</i>	<i>Date</i>
_____	
<i>Certifying Officer Signature</i>	

<b><u>Overall Skill Sheet Result:</u></b>
Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>

**ALASKA FIRE SERVICE INSTRUCTOR II PRACTICAL SKILLS EVALUATION PACKET**

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<b>FIRE SERVICE INSTRUCTOR II REQUIRED EQUIPMENT</b>			<b>Related Skill Sheet(s)</b>
<input type="checkbox"/>	<b>1</b>	Projector	4, 7, 8
<input type="checkbox"/>	<b>2</b>	Department Computer	9, 10,
<input type="checkbox"/>	<b>3</b>	Department Standard Operating Procedures Accessible to membership	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
<input type="checkbox"/>	<b>4</b>	NFPA 1041	
<input type="checkbox"/>	<b>5</b>	Notebook/Clipboard	4, 7, 8
<input type="checkbox"/>	<b>6</b>	Existing lesson plan	5, 6, 7,
<input type="checkbox"/>	<b>7</b>	Various Training Forms	3,
<input type="checkbox"/>	<b>8</b>		
<input type="checkbox"/>	<b>9</b>		
<input type="checkbox"/>	<b>10</b>		

<b>FIRE SERVICE INSTRUCTOR II REQUIRED FACILITY CHECKLIST</b>			<b>Related Skill Sheet(s)</b>
<input type="checkbox"/>	<b>1</b>	Training Center/building with Classroom	
<input type="checkbox"/>	<b>2</b>		
<input type="checkbox"/>	<b>3</b>		
<input type="checkbox"/>	<b>4</b>		



**Instructor II Final Practical Project**

**Objectives:** The candidate shall obtain a total of at least 70 points on the final project that corresponds with the practical job performance requirements within NFPA 1041.

**Evaluator Instructions:** Evaluate the project for all parts. Each part has a point value. Award points according to listed criteria. Include written comments when possible (see next page).

**Candidate Instructions:** Ensure all project parts are typed and make copies for the Course Instructors/Evaluators to review during a final presentation of your finished project. Use one visual aid of your creation during the presentation.

1. Develop Three Cognitive Behavioral Objectives (5.3.2/FSI II 5/FSI II S3)
  - a. Condition, Behavior, Degree
2. Develop Three Psychomotor Behavioral Objectives (5.3.2/FSI II 5/FSI II S4)
  - a. Condition, Behavior, Degree
3. Develop a Cognitive Lesson Plan (5.3.2/FSI II 5)
  - a. Based on your three cognitive objectives
  - b. Develop a student handout
4. Develop a Psychomotor Lesson Plan (5.3.2/FSI II 5)
  - a. Based on your three psychomotor objectives
  - b. Develop a skills checklist
5. Develop a written examination for the cognitive lesson plan with the following elements (5.5.2/FSI II 9):
  - a. 4 Multiple Choice
  - b. 2 True/False
  - c. 2 Completion
  - d. 1 Short Answer
  - e. 1 Matching with 4 questions and 5 choices
6. Develop a skills evaluation sheet for the psychomotor lesson plan (5.5.2/FSI II 9)
  - a. Student Name
  - b. Date
  - c. Instructor Instructions
  - d. Student Instructions
  - e. Step by Step List of tasks
  - f. Pass Fail checklist
  - g. Written comment area
  - h. Evaluators Signature
  - i. Student signature
7. Develop an Instructor Evaluation Sheet & Course Evaluation Form to assist the student in getting feedback from the class including the following elements (5.5.3/FSI II 10):
  - a. Instructor Name
  - b. Date
  - c. Rating Scale Explanation
  - d. Survey, fill-in the blank, general questions
8. Assemble a project binder for final review (5.3.2/FSI II 5). The binder must contain:
  - a. A written report of your needs analysis and budget breakdown (see skill sheet FSI II 1)
  - b. A written explanation of your methodology for acquiring resources (see skill sheet FSI II 2)
  - c. A written description of your department record keeping process (see skill sheet FSI II 3)
  - d. A written example of modification of an existing lesson plan (see skill sheet FSI II 6)
  - e. A completed copy of FSI II skill sheet 8 signed by your Fire Chief/Designated Supervisor and a written explanation of the training topic and how you met the listed task steps (FSI II 8)
  - f. Printed examples of items 1-7 above
9. For the final exam, the candidate shall deliver a presentation of his/her project in its entirety within 15-20 minutes (5.4.2/FSI II 7). The presentation of the project must include multimedia tools and should include a breakdown of the needs analysis, budget development, methodology used to obtain needed resources/technology, and an explanation of how the candidate met the task steps listed on the FSI II skill sheet #7.

**ALASKA FIRE SERVICE INSTRUCTOR II FINAL PROJECT SCORING MATRIX**

**FSI II S2**

Student Name _____		Topic _____		Date _____	
Requirement	Part	Point Value	Points Awarded	Comments	
<b>Develop Lesson Objectives (Minimum 14 of 20 possible points)</b>					
Cognitive Objective 1	Condition	1 Point each			
	Behavior				
	Degree				
Cognitive Objective 2	Condition	1 Point each			
	Behavior				
	Degree				
Cognitive Objective 3	Condition	1 Point each			
	Behavior				
	Degree				
Cognitive Objectives Stated in Lesson Plan	Properly Formatted	1 Point			
Psychomotor Objective 1	Condition	1 Point each			
	Behavior				
	Degree				
Psychomotor Objective 2	Condition	1 Point each			
	Behavior				
	Degree				
Psychomotor Objective 3	Condition	1 Point each			
	Behavior				
	Degree				
Psychomotor Objectives Stated in Lesson Plan	Properly Formatted	1 Point			
<b>Cognitive Lesson Plan Development (Minimum 8 of 12 possible points)</b>					
Lesson Plan (Cognitive)	Completed and includes recognized format	10 Points			
Student Information Sheet	Relevant and added to presentation delivery	2 points			
<b>Psychomotor Lesson Plan Development (Minimum 8 of 12 possible points)</b>					
Lesson Plan (Psychomotor)	Completed and includes recognized format	10 Points			
Skills Sheet	Required Fields	2 Points			
<b>Delivery of Lesson Plan (Minimum 21 of 30 possible points)</b>					
Presentation Delivery Skills	Intro Self & Objectives	1 Point			
	Used Preparation Step	2 Points			
	Followed Outline	2 Points			
	General Presentation Skills	10 Points			
	Used Application Step	5 Points			
	Made / Used Visual Aids	5 Points			
Delivery Time	10 – 20 Minutes	5 Points		Total Time:	
<b>Development of Course Evaluation Material (Minimum 18 of 26 possible points)</b>					
Written Examination	Multiple Choice (4q)	8 Points			
	True False (2q)	2 Points			
	Completion (2q)	2 Points			
	Short Answer (1q)	2 Points			
	Matching (4q 5 choices)	4 Points			
Course and Instructor Evaluation Sheet	Required Fields and Student Copies	8 Points			
<b>TOTAL</b>	<b>Minimum 70 of 100 Possible Points</b>				

**Evaluator Name** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Cognitive Behavioral Objective- # 1</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	

<b>Cognitive Behavioral Objective- # 2</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	

<b>Cognitive Behavioral Objective- # 3</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	

<b>Psychomotor Behavioral Objective- # 1</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	

<b>Psychomotor Behavioral Objective- # 2</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	

<b>Psychomotor Behavioral Objective- # 3</b>	
<b>Audience</b>	
<b>Behavior</b>	
<b>Condition</b>	
<b>Degree</b>	