

CDC 10411W

Fire Instructor I

Performance Test



**Air Force Institute for Advanced Distributed Learning
Air University
Air Education and Training Command**

Acknowledgement

Preparation of this supplement was aided through the cooperation and courtesy of the International Fire Service Training Association (IFSTA). IFSTA furnished technical materials utilized to develop this training product. Permission to use the information from IFSTA is gratefully acknowledged.

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Performance Test Instructions

This performance test provides detailed performance checklist items for candidate testing. Performance tests should not be conducted until the candidate has successfully completed the academic portion of the CDC. However, it is strongly encouraged that this supplement and the checklist it contains be used during the normal course of study. Candidates may practice the performance tests at anytime during study and up until testing is conducted. Practice is highly encouraged.

This particular course uses two workstations. Within each workstation there are several tasks and objectives (NFPA line items). A “Performance Summary Sheet” precedes each workstation or group of evaluated tasks. This sheet lists the NFPA line items evaluated and the specific tasks that must be accomplished. Each performance test lists the setting and tools/equipment required for the listed tasks.

Remember, official performance test notifications must be made ten days prior to the actual performance test or the candidate’s performance test results will not be accepted by the DoD Administrative Center. For specific program guidance see DoD Manual 6055.6. Your performance test notifications must be made using the following web site.
<http://www.dodffcert.com/performance/notify.cfm>

It is important also to understand the grading process used during the evaluation. For a full overview of the CDC process and performance testing please view the *Department of Defense Fire Fighter Certification Program Video* P/N # 612288. Additional information on grading criteria is provided on the next page.

Grading Criteria

The following criteria will be used to evaluate and determine the pass/fail status of a candidate.

Each task has an attainment standard. The attainment standards for each performance test item include an “x of x” factor as well as a time element. You will find the “x of x” factor will always equate to a **minimum** of 80%. You will also find the time allotted for completion of each task is intentionally structured to allow you ample time for success. Understand you must adhere to both elements of the attainment standard to successfully pass this evaluation.

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1. Classroom Teaching

SKILLS TEST 1 – Classroom Teaching

Performance Test Summary Sheet

Objectives: NFPA Standard 1041, Chapter 4, Paragraphs 4.2.2, 4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.2, 4.5.3, 4.5.4 and 4.5.5

Task: 1. Conduct a class of the candidates choice.

1. Classroom Teaching

Performance Test Item – Lesson Delivery

**Personnel
Classification:** Fire Instructor I

Objectives: NFPA Standard 1041, Chapter 4, Paragraphs 4.2.2, 4.3.2, 4.3.3, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.5.2, 4.5.3 and 4.5.5

Task: Conduct a class of the candidate's choice applicable/relating to fire and emergency services.

Setting: Fire department training room or applicable location for the lesson being delivered.

**Tools
Equipment:** Audiovisual equipment, pointing instrument, student writing and note taking materials (enough for all students and instructor), media appropriate for the lesson, instructor's written materials, participant's written materials, handouts, equipment for demonstration performance, (one for each student and the instructor, if applicable). Any other equipment as required by a particular subject.

**Attainment
Standard:** Successfully complete 68 out of 85 elements/steps within 90 minutes with an overall rating of "Satisfactory" on the Instructor Evaluation Checklist.

1. Classroom Teaching

Elements/Steps	Standards	Yes	No
1. Prior to starting class	1. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u>		
	A. Ensured lesson plan is current	_____	_____
	B. Ensured classroom is neat and orderly	_____	_____
	C. Arranged seating to facilitate learning	_____	_____
	D. Ensured lighting is sufficient for class	_____	_____
	E. Obtained applicable training materials/aids, and equipment	_____	_____
	F. Distributed necessary materials	_____	_____
2. Preparation	2. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u>		
	A. Clearly stated objectives	_____	_____
	B. Briefly outlined lesson sequence	_____	_____
	C. Related lesson to past experiences and knowledge of students	_____	_____
3. Presentation	3. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u>		
A. Content/Structure of presentation	A. Content/Structure of presentation		
B. Presentation Skills			
C. Communication skills	1. Covered all objectives	_____	_____
D. Demonstration skills	2. Moved from point to point so that lesson flowed smoothly	_____	_____
E. Use of training materials	3. Reviewed main points in the conclusion	_____	_____
F. Question/Answer Techniques	4. Emphasized and ensured compliance with safety standards	_____	_____
G. Classroom Management			
H. Personal Qualities	B. Presentation Skills		
	1. Eye contact		
	a. Maintained periodic eye contact with all persons in the room	_____	_____
	b. Did not sweep the room with eyes without looking at the audience	_____	_____

1. Classroom Teaching

Elements/Steps	Standards	Yes	No
	2. Movement and gestures		
	a. Did not engage in activities that could distract students	_____	_____
	b. Used gestures to emphasize key points	_____	_____
	c. Did not read notes aloud from a written page	_____	_____
	d. Used facial expressions to convey ideas and provide feedback to students	_____	_____
	3. Instructor should be poised, enthusiastic and confident		
	a. Stood straight with legs slightly apart	_____	_____
	b. Moved around room and among students (if possible)	_____	_____
	c. Demonstrated active listening	_____	_____
	d. Movement and body language encouraged students to participate and ask questions	_____	_____
	e. Used hands appropriately to focus students' attention	_____	_____
A. Content/Structure of presentation			
B. Presentation Skills			
C. Communication skills	C. Communication skills		
D. Demonstration skills			
E. Use of training materials			
F. Question/Answer Techniques	1. Used correct enunciation and grammar		
G. Classroom Management	a. Pronounced words correctly and distinctly; used easily understood words	_____	_____
H. Personal Qualities	b. Pronounced and spelled difficult or technical words	_____	_____
	c. Avoided repetitive words or phrases	_____	_____
	d. Avoided distracting mannerisms	_____	_____
	2. Voice quality, volume, and variation		

1. Classroom Teaching

Elements/Steps	Standards	Yes	No
	a. Used volume appropriate for the size of the room and the number of people in the group		
	1. Ensured everyone could hear	_____	_____
	2. Did not irritate audience with a voice that was too loud	_____	_____
	b. Sought student feedback concerning volume	_____	_____
	c. Assumed a pace quick enough to maintain student interest but slow enough that students did not miss information	_____	_____
	d. Presented important material at a slower pace	_____	_____
	e. Paused before or after an important word or idea is presented	_____	_____
	f. Relaxed throat to create a lower voice	_____	_____
A. Content/Structure of presentation	g. Emphasized important words or ideas with a slightly higher pitch	_____	_____
B. Presentation Skills	h. Used pitch variety in voice, avoided being monotone	_____	_____
C. Communication skills			
D. Demonstration skills			
E. Use of training materials			
F. Question/Answer Techniques	D. Demonstration skills		
G. Classroom Management	1. Introduced and demonstrated skills		
H. Personal Qualities	a. Gave complete directions for application until all participants had a clear idea of what was required	_____	_____
	b. Stressed key points and importance of safety	_____	_____
A. Content/Structure of presentation	2. Involved students in demonstration if appropriate	_____	_____
B. Presentation Skills			
C. Communication skills			
D. Demonstration skills			
E. Use of training materials			

1. Classroom Teaching

Elements/Steps	Standards	Yes	No
A. Content/Structure of presentation	4. Answered student questions adequately	_____	_____
B. Presentation Skills	5. Elicited participant discussion	_____	_____
C. Communication skills	6. Held participants attention	_____	_____
D. Demonstration skills	G. Classroom Management		
E. Use of training materials	1. Maintained proper control of class	_____	_____
F. Question/Answer Techniques	2. Assisted and motivated students	_____	_____
G. Classroom Management	3. Paced the lesson as to manage time appropriately	_____	_____
H. Personal Qualities	4. Encouraged student participation	_____	_____
	H. Personal Qualities		
	1. Established a positive rapport with students	_____	_____
	2. Demonstrated a thorough knowledge of the subject matter	_____	_____
	3. Set the proper example for bearing, behavior, and professionalism	_____	_____
4. Application	4. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u>		
	A. Gave complete direction for application until all participants had a clear idea of what was required	_____	_____
	B. Permitted students to practice new ideas and information that was presented	_____	_____
	C. Supervised student performance to:		
	1. Check for key points	_____	_____
	2. Check for safety	_____	_____
	3. Correct any errors	_____	_____
5. Evaluation	5. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u>		
A. Provide an oral test over the material covered.	A. Provided an oral test on the material covered.		
B. Provide a written test over the appropriate material.			

1. Classroom Teaching

Elements/Steps	Standards	Yes	No
<p>C. Provide a performance test over the material covered in the training.</p> <p>A. Provide an oral test over the material covered.</p> <p>B. Provide a written test over the appropriate material.</p> <p>C. Provide a performance test over the material covered in the training.</p>	<p>1. Provided positive feedback for correct answers</p> <p>2. Provided feedback and correct explanations for incorrect answers</p> <p>B. Provide a written test over the appropriate material.</p> <p>1. Clearly stated the instructions for the test</p> <p>2. Covered the test questions and the objectives for the lesson</p> <p>3. Monitored the participants during the test</p> <p>4. Graded the tests and recorded scores</p> <p>5. Went over the test with the students to clarify any missed questions</p> <p>6. Used student feedback to determine if changes to the lesson plans and training materials were necessary</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>A. Provide an oral test over the material covered.</p> <p>B. Provide a written test over the appropriate material.</p> <p>C. Provide a performance test over the material covered in the training.</p>	<p>C. Provide a performance test over the material covered in the training.</p> <p>1. Clearly stated the instructions for the required performance</p> <p>2. Clearly informed students of the minimum required performance level</p> <p>3. Rated performance by using a checklist of the steps involved in the performance</p> <p>4. Provided immediate feedback after the performance was completed and rated</p> <p>5. Objectively rated the performances by all participants with the same criteria</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

2. Writing Lab

SKILLS TEST 2 –Writing Lab

Performance Test Summary Sheet

Objectives: NFPA Standard 1041, Chapter 4, Paragraphs 4.2.3 and 4.5.4

Tasks:

1. Complete training records and reports, test report forms, and prepare a complete certification package for submittal to the DoD Fire and Emergency Services Certification Program Administration Center.

2. Writing Lab

Performance Test Item – Record Completion

**Personnel
Classification:** Fire Instructor I

Objectives: NFPA Standard 1002, Chapter 4, Paragraphs 4.2.3 and 4.5.4

Task: Complete training records and reports, test report forms, and prepare a complete certification package for submittal to the DoD Fire and Emergency Services Certification Program Administration Center.

Setting: Fire department training room or office free of obstructions and distractions that may impede progress.

**Tools
Equipment:** Writing materials, forms, reports, computer, and any other applicable materials.

**Attainment
Standard:** Successful complete 11 out of 14 elements/steps within 60 minutes.

2. Writing Lab

Elements/Steps	Standards	Yes	No
1. Complete training records and report forms	1. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u> A. Documented course/class title B. Documented dates and hours of training session C. Documented name(s) of instructors teaching course/class D. Listed the location of training E. Documented equipment and training aids used F. Provided the training objective G. Provided a description of training conducted H. Annotated the name of personnel attending training and ensured they provided a signature	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
2. Complete test report forms	2. Performed in accordance with <u>IFSTA Fire and Emergency Services Instructor</u> A. Determined the average score for each individual (if multiple tests were taken for the course/class) B. Accurately recorded student grades in each individuals training file (if applicable) C. Ensured individual test results were kept private and confidential	_____ _____ _____	_____ _____ _____
3. Prepare a complete certification package for submittal to the DoD Fire Fighter Certification Administration Center	3. Performed in accordance with DoD 6055.6M of the CerTest Computer-Based Testing Procedural Guide and Policy Guidance. A. Completed a cover letter B. Provided a copy of the CerTest results or the ECI scorecard (depending on the certification and method being completed) C. Provided a completed performance test record applicable to the certification being sought	_____ _____ _____	_____ _____ _____

Fire Instructor Evaluation Checklist

Note: This form must be completed and kept on file with the performance test record.

Full Name of Instructor	Instructor Level <input type="checkbox"/> I <input type="checkbox"/> II	Time Started	Date
Full Name of Evaluator	Evaluator Level <input type="checkbox"/> II <input type="checkbox"/> III	Time Ended	
Subject:			

LEGEND: O – OUTSTANDING E – EXCELLENT S – SATISFACTORY NI – NEEDS IMPROVEMENT NA – NOT APPLICABLE

EVALUATION ITEMS	YES	NO	RATING (X)				
			O	E	S	NI	NA
A. TEACHING PREPARATION							
1. Lesson plan/other teaching guides were current and approved by the AHJ							
2. Equipment/training aids/computer technology listed in the LP was ready for use.							
3. Classroom was arranged appropriately for lesson being conducted.							
B. INSTRUCTIONAL SKILLS AND ABILITY							
4. Stated lesson overview and included a clear statement of objectives.							
5. Used appropriate techniques (examples/scenarios) to assist and motivate students.							
6. Used training aids effectively.							
7. Displayed natural mannerisms and maintained eye contact.							
8. Verbalized effectively (i.e. good volume/tone/pitch/speed/grammar) and avoided verbal distracters.							
9. Used effective question and answer techniques.							
10. Administered student measurement appropriately (i.e. quiz, test, pc).							
11. Maintained control of the class.							
12. Demonstrated thorough knowledge of the subject/procedures.							
13. Demonstrated poise and set a positive example for appropriate dress and behavior.							
14. Managed time effectively/completed all phases of the lesson and reviewed the main points in the lesson summary.							
C. PERFORMANCE/KNOWLEDGE EXERCISE PRESENTATION							
15. Stated accurate and complete instructions/guidance; used correct terms.							
16. Clearly identified procedures versus techniques.							
17. Stated student-specific goals based on trends and desired learning objectives where applicable.							
18. Involved students in the introduction/demonstration of new procedures.							
19. Ensured equipment was properly configured and addressed any unexpected problems where applicable.							
20. Provided appropriate and timely explanations during student performance.							
21. Integrated safety principles into the lesson and applied safety precautions at all times.							
D. FEEDBACK TO STUDENTS							
22. Accurately reconstructed performance/mission events.							
23. Identified student strengths/weaknesses.							
24. Discussed corrective actions for student weaknesses.							
25. Accurately assessed student achievement of goals/learning objectives.							
E. ADDITIONAL ITEMS AS SPECIFIED BY THE FIRE CHIEF							

Performance Test Record

Fire Instructor I

INSTRUCTIONS: This form must be completed and kept on file. A copy of this form is also required to be submitted with the candidate's certification package.

Date of Evaluation _____

Candidate Rank/Name _____ SSN _____

Evaluators Rank/Name _____ SSN _____

The candidate has PASSED/FAILED the Fire Instructor I Performance Tests for the stations marked below:

Performance Test Station	Passed	Failed
Classroom Teaching	_____	_____
Writing Lab	_____	_____

If candidate has failed the performance evaluation, provide the following information:
(Use additional sheets, if necessary)

Objective(s):

Reason(s) for failure:

Candidate Signature _____

Evaluator Signature _____

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