

CDC 10413

Fire Instructor III

Supplementary Material: Performance Test



**Extension Course Program (A4L)
Air University
Air Education and Training Command**

Acknowledgement

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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 part 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 evaluations at anytime during study and up until performance testing is conducted. Practice is highly encouraged. Candidates must follow the guidance of Attachment 1 in the preparation of the papers that make up the entire product being submitted for evaluation.

This particular course uses three 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 to be accomplished. Each performance test lists the setting and tools/equipment needed for the listed tasks.

Many of the performance test tasks for the Fire Instructor III require the use or completion of forms, letters, and other authority having jurisdiction documentation items. Performance tests must be completed in a proctored environment. Ideally, the candidate should be allowed the use of a word processor (computer) and necessary research documents as they are identified in the “tools/equipment” section of the performance test. The proctor’s primary responsibility is to monitor the student’s work to ensure that the candidate is completing their own work, had not previously completed the task and is simply downloading the work, and that the candidate is not using any form of performance test checklist to ensure all elements of performance test are completed. Candidates may have the checklist available during practice sessions.

Scenarios developed (when required for completion of the task) by the proctor should be as realistic and as complete as possible and development should be accomplished by a current Fire Instructor III preferably the Assistant Chief of Training. If possible, all “scenarios” should be actual situations occurring at the candidate’s installation. Proctors should review the checklist paying specific attention to the “Candidate/Evaluator” notes. Additionally, scenarios should be changed periodically to dissuade future candidates from gaining an unfair advantage or allowing for test compromise.

Performance test notification must be made ten days prior to the actual performance test beginning or the candidate stands the chance of the results NOT being accepted by the administrative center. For specific guidance consult DOD Manual 6055.06-M. Performance test notifications may be made at www.dodffcert.com/Performance

It is important also to understand the grading process used during the evaluation. Additional information on the grading is on the next page of this supplement

Grading Criteria

The following criteria will be used to evaluate and determine the pass/fail status of a candidate. Each of the performance test checklists contains an attainment standard. In this particular CDC the attainment standards are set at approximately 80% using an “X out of X” format while also containing a time limit. For example, an attainment standard may read, “Successful completion of at least 15 out of 18 items within 90 minutes.”

If for some reason a particular element/step or standard cannot be completed and the candidate’s installation cannot simulate or create the item, then the evaluator may mark the item “Not Applicable” (N/A). The evaluator may then readjust the score by multiplying the remaining checklist items by .80 to determine the number correct required. For example, a performance test requires that 12 out of 15 items be successfully completed and 2 of the 15 items are marked N/A then the evaluator must multiply the remaining 13 items by .80 ($13 \times .80 = 10.4$ or 11). The new required minimum passing score is now 11 out 13 items.

Additionally, there is a total of 12 performance tests in this CDC. Candidates must successfully complete (minimum of 80% score) and pass 10 of these tests. In other words they may fail a total of 2-performance tests and still pass the overall performance evaluation for the level. Papers not meeting the intent of the standard will be returned for correction. Only those papers not meeting the standard need to be resubmitted (do not return the entire package). (Instructions for completion will be included in any package not meeting standards and requiring more work.)

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1. Administration

SKILLS TEST # 1: Administration

Performance Test Summary Sheet

Objectives: NFPA Standard 1041, Chapter 6, Paragraphs 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7

- Tasks:**
1. The candidate shall administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.
 2. The candidate shall develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.
 3. The candidate shall select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency instructional goals.
 4. The candidate shall construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.
 5. The candidate shall write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports curriculum.
 6. The candidate shall present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

1. Administration

Performance Test Item – Training Record System

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.2.2

Task: Demonstrate the administration of a training record system so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments, computer, and applicable reference materials

Attainment Standard: Completion of 7 out of the 8 evaluation elements/steps within 30 minutes.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Demonstrate the administration of a training record system	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Documented course/class name	_____	_____
	2. Recorded date(s) and time(s) of each training session	_____	_____
	3. Recorded length of training session(s)	_____	_____
	4. Entered name(s) of instructors for each training session	_____	_____
	5. Listed location of training session	_____	_____
	6. Documented participant attendance	_____	_____
	7. Recorded student evaluation/testing results	_____	_____
	8. Correctly filed/entered the training into the agency's training record system	_____	_____

1. Administration

Performance Test Item – Policy Recommendation

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.2.3

Task: Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments, computer, and applicable reference materials

Attainment Standard: Completion of 4 out of the 5 evaluation elements/steps within 2 hours.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Clearly stated recommendation	_____	_____
	2. Recommendation supports the training goals	_____	_____
	3. Recommendation identifies deficiencies in the training program	_____	_____
	4. Recommendation has supporting documentation	_____	_____
	5. Written report complied with the AHJ's approved format	_____	_____

1. Administration

Performance Test Item – Staff Selection

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.2.4

Task: Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency instructional goals.

Setting: Fire department training room or study area

Tools /Equipment: Paper, writing instruments, computer, and applicable reference materials

Attainment Standard: Completion of 5 out of the 6 evaluation elements/steps within 6 hours.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Evaluated personnel qualifications	_____	_____
	2. Drafted interview questions to comply with AHJ hiring policies and legal requirements	_____	_____
	3. Selected top three candidates for interview process	_____	_____
	4. Scheduled candidates for interview	_____	_____
	5. Interviewed candidates	_____	_____
	6. Selected the best candidate	_____	_____

1. Administration

Performance Test Item – Instructor Evaluation Plan

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.2.5

Task: Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 5 out of the 6 evaluation elements/steps within 2 hours.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Established evaluation criteria	_____	_____
	2. Developed evaluation frequency	_____	_____
	3. Obtained/Developed evaluation forms	_____	_____
	4. Ensured compliance with agency policies	_____	_____
	5. Plan was officially sanctioned by agency officials.	_____	_____
	6. Posted the evaluation plan	_____	_____

1. Administration

Performance Test Item – Equipment Purchasing Specifications

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.2.6

Task: Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 8 out of the 10 evaluation elements/steps within 3 hours.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Accurately described the equipment to be purchased and the quantity	_____	_____
	2. Ensured equipment item is NFPA compliant (if applicable)	_____	_____
	3. Provided specific design requirements	_____	_____
	4. Listed required delivery date of the item	_____	_____
	5. Provided a list of accessory items (if applicable)	_____	_____
	6. Listed training needs for maintenance technicians (if applicable)	_____	_____
	7. Listed training needs for operational personnel (if required)	_____	_____

1. Administration

ELEMENTS/STEPS	STANDARDS	YES	NO
	8. Provided a suggested source for acquiring the equipment item	_____	_____
	9. Provided strong justification for the equipment being purchased	_____	_____
	10. Presented the purchasing specification in the AHJ's approved format	_____	_____

1. Administration

Performance Test Item – Present Evaluation Findings

Personnel Classification: Fire Instructor III

Objective: **NFPA Standard 1041, Chapter 6, Paragraph 6.2.7**

Task: Present evaluation findings, conclusions, and recommendations to the agency administrator, given data summaries, so that recommendations are unbiased, supported, and reflect agency goals, policies and procedures.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 5 out of the 6 evaluation elements.

Note to Evaluator/
Candidate: Contact the DOD Administration Center (AFCESA/CEXF) to obtain the Evaluation Findings scenario that must be used to complete this skills station.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Present evaluation findings, conclusions, and recommendations to the agency administrator, given data summaries, so that recommendations are unbiased, supported, and reflect agency goals, policies and procedures.	A. Conducted in accordance with IFSTA’s Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Correctly interpreted data.	_____	_____
	2. Evaluated course/lesson goals and objectives.	_____	_____
	3. Evaluated course/lesson materials.	_____	_____
	4. Evaluated course/lesson delivery method.	_____	_____
	5. Developed report in accordance with the approved AHJ format.	_____	_____
	6. Developed a formal PowerPoint presentation for agency officials.	_____	_____
	7. Presented findings, conclusions, and recommendations, verbally and in writing, to the agency officials using a logical format.	_____	_____

2. Instructional Development

SKILLS TEST 2 - Instructional Development

Performance Test Summary Sheet

Objectives: NFPA Standard 1041, Chapter 6, Paragraphs 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7

- Tasks:**
1. Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.
 2. Design programs or curriculums, given needs analysis and agency goals, so that the Agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints.
 3. Modify an existing curriculum, given the curriculum audience characteristics learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.

2. Instructional Development

Performance Test Item – Needs Analysis

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.3.2

Task: Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 8 out of 9 evaluation elements within 4 hours

Note to Evaluator/ Candidate: The documents generated here will be used to complete Station 2 (Curriculum Design) of this skills test.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Identified a training need	_____	_____
	2. Researched JPR requirements	_____	_____
	3. Identified the type of training required	_____	_____
	4. Defined the desired result	_____	_____
	5. Defined the current state	_____	_____
	6. Identified the gap between the current state and desired result	_____	_____
	7. Listed the benefits of conducting the training	_____	_____

2. Instructional Development

ELEMENTS/STEPS	STANDARDS	YES	NO
	8. Determined the cost of implementing the training need	_____	_____
	9. Documented the process using the AHJ's approved memo format	_____	_____

2. Instructional Development

Performance Test Item – Curriculum Design

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.3.3, 6.3.5, and 6.3.6

Task: Design a curriculum given a needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning skills are utilized, and the program meets time and budget constraints.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 12 out of 15 evaluation elements.

Note to Evaluator/ Candidate: Use of the needs analysis accomplished in the previous skills test should be used to complete this skills test.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Identified a training need	_____	_____
	2. Identified type and quantity	_____	_____
	3. Developed and selected course goals		
	a. States what the curriculum/course will enable the student to do.	_____	_____
	b. Does not contain performances, conditions, or standards.	_____	_____
	4. Developed and selected course objectives		
	a. Objective contained:		
	1. Condition description	_____	_____
	2. Performance statement	_____	_____
	3. Standards criteria	_____	_____
	b. Identified the student clearly	_____	_____
c. Grouped similar objectives	_____	_____	

2. Instructional Development

ELEMENTS/STEPS	STANDARDS	YES	NO
	5. Developed lesson plans	_____	_____
	6. Sequenced lessons into course	_____	_____
	7. Sequenced courses into a curriculum	_____	_____
	8. Created evaluation instruments:		
	a. Student	_____	_____
	b. Course	_____	_____
	c. Instructor	_____	_____

2. Instructional Development

Performance Test Item – Modify Existing Curriculum

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.3.4

Task: Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 10 out of 12 evaluation elements.

Note to Evaluator/ Candidate: Contact the DOD Administration Center (AFCESA/CEXF) to obtain the Modify Curriculum scenario that must be used to complete this skills station.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements.	A. Conducted in accordance with IFSTA's Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Identified a needed training modification	_____	_____
	2. Notified other sections that may be affected	_____	_____
	3. Evaluated existing resources and potential needs:		
	a. Staffing	_____	_____
	b. Funding	_____	_____
	c. Time	_____	_____
	d. Technology	_____	_____
e. Equipment	_____	_____	
f. Props	_____	_____	
g. Facilities	_____	_____	

2. Instructional Development

ELEMENTS/STEPS	STANDARDS	YES	NO
	4. Communicated clearly, in writing, the reason for the proposed revision and the anticipated results.	_____	_____
	5. Created clear, concise revision proposals that meet the criteria for the curriculum/course.	_____	_____
	6. Applied the five-step planning model to the revision	_____	_____

3. Evaluation and Testing

SKILLS TEST # 3: Evaluation and Testing

Performance Test Summary Sheet

Objectives: NFPA Standard 1041, Chapter 6, Paragraphs 6.5.2, 6.5.3, 6.5.4,

- Tasks:**
1. The candidate shall develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.
 2. Develop a course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. Then develop a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

3. Evaluation and Testing

Performance Test Item – Acquisition System Development

Personnel Classification: Fire Instructor III

Objective: NFPA Standard 1041, Chapter 6, Paragraph 6.5.2

Task: Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.

Setting: Fire department training room or study area

Tools/ Equipment: Paper, writing instruments or computer, and reference materials

Attainment Standard: Completion of 8 out of 9 evaluation elements within 3 hours.

ELEMENTS/STEPS	STANDARDS	YES	NO
A. Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies.	A. Conducted in accordance with IFSTA’s Fire and Emergency Services INSTRUCTOR 7 th ed.		
	1. Identified system type and requirements to include:		
	a. Determined legal requirements	_____	_____
	b. Determined where the system will be located	_____	_____
	c. Listed any financial requirements	_____	_____
	d. Established system objectives	_____	_____
	e. Listed system outcomes	_____	_____
	2. Identified method(s) for gathering information	_____	_____
	3. Identified storage of information:		
	a. Primary	_____	_____
b. Back-up	_____	_____	
4. Identified how the results will be disseminated	_____	_____	

Performance Test Record

ELEMENTS/STEPS	STANDARDS	YES	NO
	i. Did the plan address evaluation of testing methods	_____	_____
	j. Was the proper memo format used according to the AHJ	_____	_____
	2. Program evaluation plan		
	a. Did the plan ensure program material is valid	_____	_____
	b. Did the plan address feedback from critiques	_____	_____
	c. Did the plan verify that course objectives are meeting the training needs	_____	_____
	d. Was course length appropriate for the material	_____	_____
	e. Did course material produce reliable results based on the test analysis	_____	_____
	f. Evaluated the instructors presentation techniques and conduct.	_____	_____
	g. Addressed physical facilities condition and atmosphere.	_____	_____
	h. Addressed training aids used during training.	_____	_____
	i. Were objectives correlated to a standard (NFPA or other)	_____	_____
	h. Was a POC identified for further follow-up	_____	_____
	j. Was the current standard stated with the memorandum	_____	_____
	k. Did the plan address evaluation of testing methods	_____	_____
	l. Was the proper memo format used according to the AHJ	_____	_____

Performance Test Record

Student Notes

Performance Test Record

Fire Instructor III

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 III Performance Tests for the stations marked below:

Performance Test Station	Passed	Failed
Program Management	_____	_____
Instructional Development	_____	_____
Evaluation and Testing	_____	_____

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 _____

Performance Test Record

Student Notes

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