

FIRE INSTRUCTOR III SKILLS MANUAL

CHAPTER EIGHT

FIRE INSTRUCTOR

NFPA 1041, 2019 Edition

Effective January 1, 2021



Texas Commission on Fire Protection
P.O. Box 2286 Austin, Texas 78768-2286 (512) 936-3838

INSTRUCTION SHEET

INSTRUCTOR III PERFORMANCE SKILLS

Format

The Instructor III Combined Skill Sheet should be used in a progressive type grading format. The skill sheet is broken into individual skill objectives starting with Skill 3-7 and progressing to Skill 3-14. The Examiner should evaluate the Instructor III candidates as they complete each skill of the evaluation. Performance Skills 3-1 to 3-6 and 3-15 are provided as independent Skill Sheets.

For skill sheets that do not contain time constraints, the Course Instructor should specify time constraints as necessary.

Scoring Method

The scoring method is satisfactory (S) or unsatisfactory (U) for each step of the skill objective, and a pass or fail is required for each individual skill section. In order to successfully pass an individual skill section, the Instructor III candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the Instructor III candidate must receive a passing score for all individual skill sections.

Any unsatisfactory or individual skill failure shall require the examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

Preparation and Equipment

Activity sheets are provided for some performance skills. Course Instructors are encouraged to use these activity sheets to meet the minimum requirements, or may modify the activity sheets to meet or exceed the standard to fit their department or agency needs.

Specific Performance Skill Information

Skill 3-3

The Activity Sheets used for this skill are used again in Skill 3-5 and Skill 3-6.

Skill 3-6

Evaluation findings such as those from either Skill 3-3 or 3-5 can be used as part of this skill.

Skills 3-7 to 3-15

These skills are to be conducted in a progressive format so that each skill is based on the work from the previous skills. The skills will lead the candidate through the instructional development process of planning, developing and

implementing a comprehensive instructional program. This combined skill sheet ends with Skills 3-12 to 3-14. These skills will allow the candidate to create evaluation instruments that will collect, analyze and report data that will be utilized to determine the validity of the instructional program that was developed in the beginning skills. Skills 3-12 to 3-14 are out of sequence with the NFPA numbers system to better facilitate using these skills in the progressive format.

Below is an example indicating how each of these skill sheets should be used to develop each part of an instructional program. This example is simplified to provide an understanding of the intent of this skill sheet. The actual performance of these skills will require work much more in depth than in this example. The skill objectives are shortened in this explanation; refer to the actual skill sheet for the complete objective.

Skill #	Objective	Example
3-7	Conduct a needs analysis to identify an instructional need.	Candidate conducts an agency needs analysis and determines that a driver training program is needed based on the data.
3-8	Design a program to meet the identified need.	Candidate designs a driver training program to meet the needs of the agency.
3-9	Writes program and course goals.	Candidate writes goals for the training program and for the individual courses within the training program.
3-10	Writes course objectives.	Candidate writes learning objectives for one of the courses within the driver training program.
3-11	Constructs a course outline.	Candidate constructs a course outline for one of the courses within the driver training program.
3-12	Develops a course evaluation plan.	Candidate develops a plan to evaluate the courses within the driver training program.
3-13	Creates a program evaluation plan.	Candidate develops a plan to evaluate the driver training program.
3-14	Develops a system for the evaluation results.	Candidate develops a system for the results of the course and program evaluations.

Skill 3-15

The activity sheet includes invalid questions for the candidate to identify. The

following information identifies the validity problems. If other activity sheets are developed, ensure that similar validity issues are included for the candidate to identify.

Question Number	Problem
1	Low percentage chose the correct answer; it is part of the objectives and it is found in the reference book; explanation: perhaps not explained at all or not covered well
2	Low percentage chose the correct answer; the word "pintle" is not used in the book, but tested in question
7	Low percentage chose the correct answer; the information is not in the objectives
9	Grammar error in question stem: missing word "be" at "...systems must --_a (an)..."

EXAMINERS NOTE

If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

Equipment List

Instructor I

Lesson plans

Lesson materials (resources and equipment)

Policies and procedures related to teaching, training records, evaluations, reporting test results

Training goals

List of "current resources" (see skill 1-2)

Resource request procedures and documents per AHJ

List of single instructional sessions for scheduling

Department schedule

Instructional resources and facilities

Timeline for delivery of single instructional sessions

Skill 1-3 activity sheet

Training records and reports forms

Instructional materials for specific topics

Target audience and learning environment information

Resources that need adaptation

Instructional technology tools, materials, demonstration devices

Learning environments (i.e. a classroom, tables, chairs, etc.)

Students with various issues (e.g. disruptive behavior)

Ability to change classroom circumstances (e.g. temperature, noise)

Cleaning and maintenance supplies for classroom equipment

Different types of prepared media to use in classroom lessons

Evaluation instruments (oral, written and performance tests)

Test answer sheets or skills checklists

Test answer key

Evaluation report forms

Evaluation data

Copy of TCFP's Instruction Sheet for Fire Instructor I Performance Skills

Instructor II

AHJ Policies and procedures related to scheduling, budgeting, training, instructor evaluations, specialized training, evaluation instruments

Scheduling forms or calendars

Instructional resources, staff and facilities

Timeline for delivery of instructional sessions

Activity sheets for Skills 2-1, 2-2, 2-3, 2-4

Training goals

List of current resources (see skill 2-2)

List of budget constraints

Forms needed to document resources

Training forms

List of training activities

Checklist of AHJ and legal requirements related to training

Job performance requirements for instructors
A topic for a lesson plan
Audience characteristics for a fictitious future course
NFPA 1041 Annex B
Copy of TCFP's Instruction Sheet for Fire Instructor II Performance Skills
Lesson Plan, plus a fictitious variation in the audience, equipment, instructional aids, course materials, or location listed in the lesson plan (see skill 2-6)
A lesson plan prepared by the candidate
A classroom environment
Instructional technology tools (a variety)
Specialized training scenario
Safety guidelines for specialized training scenario
Learning objectives, audience characteristics and training goals to be used for creating an evaluation instrument (skill 2-8)
Evaluation goals

Instructor III

Sample training record system (electronic or printed)
AHJ Policies and procedures related to training, selecting instructional staff, instructor evaluations, training program evaluation
Sample list of training activities
NFPA 1401 *Recommended Practice for Fire Service Training Reports and Records*
Sample training program goal
Sample instructor roster
Activity sheets for skills 3-3, 3-5, 3-15
Copy of TCFP's Instruction Sheet for Fire Instructor III Performance Skills
NFPA 1041 Standard for Fire Service Instructor Professional Qualifications
Chapters 425 and 427 of the TCFP's Standards Manual (electronic or printed)
TCFP's Curriculum Manual (electronic or printed)
Job description for a skills examiner, instructor, training officer and/or training coordinator as appropriate (see skill 3-4)
Procurement form
Evaluation findings (i.e. data summaries) such as those from either skill 3-3 or 3-5
Presentation media
AHJ goals related to training program
Needs analysis
Sample curriculum
Job performance requirements
Sample course objectives
Reference sources to use in creating a course content outline

Discipline	Objective	Skill Number	Functional Name	NFPA 1041 #
Fire Instructor I	Program Management	1-1	Assembling Course Materials	4.2.2
Fire Instructor I	Program Management	1-2	Requesting Resources	4.2.3
Fire Instructor I	Program Management	1-3	Scheduling Instructional Sessions	4.2.4
Fire Instructor I	Program Management	1-4	Completing Training Records	4.2.5
Fire Instructor I	Instructional Development	1-5	Developing Instruction	4.3.2, 4.3.3
Fire Instructor I	Instructional Delivery	1-6	Delivering Instruction Using a Prepared Lesson Plan	4.4.2, 4.4.3, 4.4.4, 4.4.5
Fire Instructor I	Evaluation and Testing	1-7	Administering Student Tests	4.5.2
Fire Instructor I	Evaluation and Testing	1-8	Grading Student Tests	4.5.3
Fire Instructor I	Evaluation and Testing	1-9	Reporting Test Results	4.5.4
Fire Instructor I	Evaluation and Testing	1-10	Providing Evaluation Feedback	4.5.5
Fire Instructor II	Program Management	2-1	Assigning Instructional Sessions	5.2.2
Fire Instructor II	Program Management	2-2	Recommending Budget Needs	5.2.3, 5.2.4
Fire Instructor II	Program Management	2-3	Records Management	5.2.5
Fire Instructor II	Program Management	2-4	Evaluating and Instructor	5.2.6
Fire Instructor II	Instructional Development	2-5	Creating a Lesson Plan	5.3.2
Fire Instructor II	Instructional Delivery	2-6	Teaching a Lesson	5.4.2
Fire Instructor II	Instructional Delivery	2-7	Supervising a Specialized Training Scenario	5.4.3
Fire Instructor II	Evaluation and Testing	2-8	Creating a Student Evaluation Instrument	5.5.2
Fire Instructor II	Evaluation and Testing	2-9	Creating a Class Evaluation Instrument	5.5.3
Fire Instructor III	Program Management	3-1	Administering a Training Record System	6.2.2
Fire Instructor III	Program Management	3-2	Developing Recommendations for Policies	6.2.3
Fire Instructor III	Program Management	3-3	Selecting Instructional Staff	6.2.4
Fire Instructor III	Program Management	3-4	Constructing a Performance-Based Evaluation Plan	6.2.5
Fire Instructor III	Program Management	3-5	Formulating Budget Needs and Writing Purchasing Specifications	6.2.6, 6.2.7
Fire Instructor III	Program Management	3-6	Presenting Evaluation Findings	6.2.8
Fire Instructor III	Instructional Development	3-7	Conducting Agency Needs Analysis	6.3.2
Fire Instructor III	Instructional Development	3-8	Designing Programs or Curricula	6.3.3
Fire Instructor III	Instructional Development	3-9	Writing Program and Course Outcomes	6.3.4
Fire Instructor III	Instructional Development	3-10	Writing Course Objectives	6.3.5
Fire Instructor III	Instructional Development	3-11	Constructing a Course Content Outline	6.3.6
Fire Instructor III	Evaluation and Testing	3-12	Developing a Course Evaluation Plan	6.5.3
Fire Instructor III	Evaluation and Testing	3-13	Developing a Program Evaluation Plan	6.5.4
Fire Instructor III	Evaluation and Testing	3-14	Developing a System for Evaluation Results	6.5.2
Fire Instructor III	Evaluation and Testing	3-15	Analyzing Student Evaluation Instruments	6.5.5

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-1
Administering a Training Record System

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.2

Fire Instructor III

OBJECTIVE

Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be readily accessed. (6.2.2)

INSTRUCTIONS - procedures for achieving the objective

Given a sample AHJ training record system, AHJ policies and procedures, and training activities, you shall review the training record system and the sample training activities for inclusion in the training record system. You shall develop a training record form to capture required information, record sample training activities in accordance with policies and procedures of the AHJ and generate a report summary of the training activities.

PREPARATION & EQUIPMENT

Sample training record system (electronic database or printed copy) from the AHJ.
Policies and Procedures from the local AHJ related to training.

Sample list of training activities. Examples may include but are not limited to the following:

- Individual training record progress
- Individual training summary record
- Individual daily training record by subject and hours
- Individual monthly training record by subject area and hours
- Individual professional qualifications record
- Comparative individual progress record
- Individual special courses record

NFPA 1401 Fire Service Training Reports and Records

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-1
 Administering a Training Record System

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	TEST		RETEST	
	S	U	S	U
Program Management-Skill Number 3-1				
Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be readily accessed. (6.2.2)				
a) Reviewed the training record system.				
b) Reviewed the sample training activities for inclusion in the training record system.				
c) Developed a training record form to capture required information.				
d) Recorded sample training activities in accordance with policies and procedures of the AHJ.				
e) Generated a report summary of training activities.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-2
Developing Recommendations for Policies

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.3

Fire Instructor III

OBJECTIVE

Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the training and agency goals are achieved. (6.2.3)

INSTRUCTIONS - procedures for achieving the objective

Using AHJ policies and procedures, and sample training goals provided by the course instructor, you shall develop written recommendations for at least one new policy supporting the training program goal. The policy shall be written in a style and format consistent with the policies and procedures of the AHJ.

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Policies and procedures from the local AHJ related to training.

A sample training program goal

Examples may include but are not limited to:

- Orientation to the proper use and maintenance of a new piece of equipment
- Driver training program to meet NFPA standards
- Accident reduction
- Live fire training
- Meet Texas Commission on Fire Protection continuing education requirements

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-2
 Developing Recommendations for Policies

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 3-2	S	U	S	U
Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the training and agency goals are achieved. (6.2.3)				
a) Used decision making to identify recommendations to support training program goals.				
b) Reviewed applicable AHJ policies and procedures related to training.				
c) Developed a written policy proposal consistent in style with policies and procedures of the AHJ.				
d) Developed a written policy proposal in the same format as policies and procedures of the AHJ.				
e) Developed a written policy proposal to support the training goal.				
f) Developed a policy proposal written using correct grammar.				

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-3
Selecting Instructional Staff

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.4

Fire Instructor III

OBJECTIVE

Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals. (6.2.4)

INSTRUCTIONS - procedures for achieving the objective

Given an instructor roster listing names, qualifications and subject matter expertise, the Fire Instructor III candidate shall analyze and select the most appropriate instructors to deliver a set of selected classes. The selection shall be based on agency instructional requirements and AHJ policies and procedures provided by the Course Instructor.

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Skill Number 3-3 Activity Sheet #1

Skill Number 3-3 Activity Sheet #2

AHJ Policies & Procedures

See Instruction Sheet- Instructor III Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-3
 Selecting Instructional Staff

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 3-3	S	U	S	U
Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals. (6.2.4)				
a) Interview and identified instructors who are qualified to facilitate the training to be delivered.				
b) Evaluated qualifications and identified lead instructor(s).				
c) Evaluated qualifications of and selected assistant instructors as needed.				
d) Evaluated the need for Skills Examiners and selected as appropriate.				
e) Followed agency policies and procedures.				
f) Met the instructional goals of the organization.				

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U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-3 Activity Sheet #1
Select Instructional Staff

Name	Rank	Shift	Position/ Assignment	Instructional Level	Skills Examiner	Fire Cert Level	EMS Cert Level	Hazmat Cert Level	Primary Expertise	Secondary Expertise
Wayne, Jon	BC	Admin	Training Officer	Instructor III Master	No	FO III	EMT-B	Tech/IC	Fire	Hazmat
Boudreaux, Emil	CPT	Admin	EMS Coordinator	Instructor III	Yes	FO II	Lic-P	Ops/IC	EMS	Rescue
Brener, Ludwig	CPT	A	Hazmat Coordinator	Instructor III	Yes	FO II	EMT-B	Specialist/I C	Hazmat	Rescue
McGreedy, Mike	CPT	B	Company Officer	Instructor II	No	FO I	EMT-B	Tech/IC	Rescue	Hazmat
Ostranski, Michael	CPT	C	Company Officer	Instructor I	Yes	FO II, D/O	EMT-P	Tech/IC	EMS	Hazmat
O'Brian, Patrick	ENG	A	Driver Operator	Instructor II	Yes	FO I, D/O	EMT-B	Tech	Fire	Driver/Ops
Sanchez, Jose	ENG	B	Driver/ Paramedic	Instructor II	Yes	D/O	EMT-P	Ops	EMS	Rescue
Smith, Roger	ENG	B	Fire Inspector	Instructor I	No	FO I, D/O, Insp II, PE I	EMT-B	Ops	Fire Prevention	Hazmat
Walker, Johnny	ENG	C	Driver Operator	Instructor I	Yes	D/O	EMT-B	Specialist	Hazmat	Fire
Salazar, Tammie	ENG	A	Driver/ Paramedic	Instructor I	Yes	D/O	EMT-P	Ops	EMS	Rescue
Arceneaux, Carl	FF	B	FF/Paramedic	Instructor II	Yes	FO I, D/O	EMT-B	Specialist	Hazmat	EMS
Wiggins, Arlo	FF	C	Firefighter	Instructor I	Yes	FFII	EMT-I	Ops	Rescue	EMS
Rojas, Manuel	FF	C	Firefighter	Instructor I	Yes	D/O	EMT-B	Tech	Fire	Hazmat
Nguyen, Dat	FF	B	Firefighter	Instructor I	Yes	D/O	EMT-B	Ops	Rescue	Extrication

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-3 Activity Sheet #2
Select Instructional Staff

Big City Fire Department

To: Jon Wayne, Battalion Chief, Training Division

From: Robert Rodriguez, Fire Chief

Date: May 18, 2020

Re: Training Requirements FY 20XX-20XX

In addition to the normal continuing education requirements for Fire, EMS, and Hazardous Materials recertification that must be coordinated annually, the training division will also need to conduct the following specialized training/certification programs this year:

- Fire Officer I & II
- Driver Operator
- Instructor I
- Paramedic Certification
- Hazardous Materials Technician
- Rescue Technician – High Angle/Confined Space

Additionally, I want you and your staff to develop, in conjunction with the Fire Marshal's office, a course or series of courses on Pre Incident Planning and Company Inspections. This program should target all suppression/operations personnel and be delivered to all ranks up to District Chief. This includes all fire suppression, EMS, and Special Operations personnel.

All training will need to conform to all policies and procedures of this department and overtime must be kept to a minimum. All expenditures in excess of those budgeted for must be reviewed and approved by my office prior to purchase. Coordinate the assignment of personnel to instructional duties or student attendance with their respective shift supervisors.

I realize that some of these programs will roll over into the next fiscal year and many may evolve into courses slated for annual delivery to new personnel in need of the training. With this in mind submit all budget recommendations for new or continuing program delivery to my office in accordance with departmental fiscal policies and budget request deadlines.

Thank you,

Robert Rodriguez
Fire Chief

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Program Management-Skill Number 3-4
Constructing a Performance-Based Evaluation Plan

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.5

Fire Instructor III

OBJECTIVE

Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies. (6.2.5)

INSTRUCTIONS - procedures for achieving the objective

Given appropriate reference material, the Fire Instructor III candidate shall develop an instructor evaluation plan that can be used to routinely analyze and evaluate the performance and effectiveness of instructional staff within an organization. The development of the evaluation plan shall be based on AHJ policies and procedures provided by the Course Instructor.

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

NFPA 1041: *Standard for Fire Service Instructor Professional Qualifications*
Chapters 425 and 427 of the Texas Commission on Fire Protection Standards Manual
Chapter 8 of the Texas Commission on Fire Protection Certification Curriculum Manual

An AHJ job description for a skills examiner, an instructor, a training officer, and/or training coordinator as appropriate.

Appropriate rules, regulations, policies, and procedures of the AHJ.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-4
 Constructing Performance-Based Evaluation Plan

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Program Management-Skill Number 3-4				
Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies. (6.2.5)				
a) Developed a written plan.				
b) Included a method or system to evaluate performance.				
c) Included an interval when evaluations will be scheduled and conducted.				
d) Developed the plan based on AHJ job description(s).				
e) Followed AHJ policies and procedures.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-5
Formulating Budget Needs and Writing Purchasing Specifications

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.6, 6.2.7

Fire Instructor III

OBJECTIVE

Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (6.2.6)

Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (6.2.7)

INSTRUCTIONS - procedures for achieving the objective

Given training goals and AHJ budget policy, the Fire Instructor III candidate shall formulate budget needs and identify an equipment purchase need based on the Training Requirements Activity Sheet. You shall first identify the resources required to meet training goals. You shall then develop purchasing specifications based on curriculum requirements and program need. You shall also complete any appropriate procurement documentation.

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

AHJ Procurement Form

Skill 3-5 Activity Sheet

Texas Commission on Fire Protection Curriculum Manual

See Instruction Sheet- Instructor III Performance Skills

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-5
 Formulating Budget Needs and Writing Purchasing Specifications

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 3-5	S	U	S	U
Formulate budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented. (6.2.6)				
Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum. (6.2.7)				
a) Analyzed resource required to meet training goals.				
b) Identified and documented resources needed.				
c) Identified an equipment purchase need based on curriculum, training goals and AHJ budget guidelines.				
d) Identified the benefits of the purchase.				
e) Identified the consequences of non-purchase.				
f) Identified the costs.				
g) Developed written purchasing specifications for the equipment most effective.				
h) Accurately completed the procurement form.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards

Program Management-Skill Number 3-5 Activity Sheet #1
Write Equipment Purchasing Specifications

Big City Fire Department

To: Jon Wayne, Battalion Chief, Training Division
From: Robert Rodriguez, Fire Chief
Date: May 18, 2020
Re: Training Requirements FY 20XX-20XX

In addition to the normal continuing education requirements for Fire, EMS, and Hazardous Materials recertification that must be coordinated annually, the training division will also need to conduct the following specialized training/certification programs this year:

- Fire Officer I & II
- Driver Operator
- Instructor I
- Paramedic Certification
- Hazardous Materials Technician
- Rescue Technician – High Angle/Confined Space

Additionally, I want you and your staff to develop, in conjunction with the Fire Marshal's office, a course or series of courses on Pre Incident Planning and Company Inspections. This program should target all suppression/operations personnel and be delivered to all ranks up to District Chief. This includes all fire suppression, EMS, and Special Operations personnel.

All training will need to conform to all policies and procedures of this department and overtime must be kept to a minimum. All expenditures in excess of those budgeted for must be reviewed and approved by my office prior to purchase. Coordinate the assignment of personnel to instructional duties or student attendance with their respective shift supervisors.

I realize that some of these programs will roll over into the next fiscal year and many may evolve into courses slated for annual delivery to new personnel in need of the training. With this in mind submit all budget recommendations for new or continuing program delivery to my office in accordance with departmental fiscal policies and budget request deadlines.

Thank you,

Robert Rodriguez
Fire Chief

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Program Management-Skill Number 3-6
Presenting Evaluation Findings

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.2.8

Fire Instructor III

OBJECTIVE

Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. (6.2.8)

INSTRUCTIONS - procedures for achieving the objective

You will be given evaluation findings such as those identified in Skills 3-3 or 3-5; you shall prepare a report of those findings, conclusions, and recommendations and conduct a presentation of the information to the agency administrator.

EXAMINERS NOTE

If these skills are part of the Commission designated skills test, you may have to provide the examinee with examples to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Evaluation findings such as those from either Skill 3-3 or 3-5

Presentation media as required

See Instruction Sheet- Instructor III Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Program Management-Skill Number 3-6
 Presenting Evaluation Findings

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Program Management-Skill Number 3-6	S	U	S	U
Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures. (6.2.8)				
a) Prepared report of evaluation findings following AHJ guideline.				
b) Conducted presentation.				
c) Presented evaluation findings.				
d) Presented conclusions.				
e) Presented valid recommendations.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Instructional Development-Skill Number 3-7
Conducting Agency Needs Analysis

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.3.2

Fire Instructor III

OBJECTIVE

Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified. (6.3.2)

INSTRUCTIONS - procedures for achieving the objective

Given agency goals, you shall conduct an AHJ needs analysis so that instructional needs are identified.

PREPARATION & EQUIPMENT

AHJ goals

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Instructional Development-Skill Number 3-7
 Conducting Agency Needs Analysis

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 3-7	S	U	S	U
Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified. (6.3.2)				
a) Conducted an AHJ needs and gap analysis.				
b) Conducted research.				
c) Forecasted future instructional needs.				
d) Conducted a task analysis.				
e) Organized information into functional groupings.				
f) Correctly interpreted data.				
g) Identified instructional needs.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Instructional Development-Skill Number 3-8
Designing Programs or Curricula

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.3.3

Fire Instructor III

OBJECTIVE

Design programs or curriculums, given needs analysis and AHJ goals, so that the agency goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints. (6.3.3)

INSTRUCTIONS – procedures for achieving the objective

Using the needs analysis conducted in Skill 3-7 or another example provided by the examiner, you shall design a training program.

PREPARATION & EQUIPMENT

AHJ goals

See Instruction Sheet- Instructor III Performance Skills

Needs Analysis

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with a needs analysis to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Instructional Development-Skill Number 3-8
 Designing Programs or Curriculums

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 3-8	S	U	S	U
Design programs or curriculums, given needs analysis and AHJ goals, so that the agency goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints. (6.3.3)				
a) Designed a written program or curriculum using correct grammar.				
b) Used AHJs style and format.				
c) Supported AHJ goals.				
d) Identified learner characteristics.				
e) Utilized audience-based instructional methodologies.				
f) Utilized adult learning principles.				
g) Selected appropriate course reference materials.				
h) Met time constraints.				
i) Met budget constraints.				

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U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Instructional Development-Skill Number 3-9
Writing Program and Course Outcomes

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.3.4

Fire Instructor III

OBJECTIVE

Write program and course outcomes, given job performance requirements (JPRs) and needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals. (6.3.4)

INSTRUCTIONS - procedures for achieving the objective

Based on the results of Skill 3-8 or another example provided by the examiner, you shall write program outcomes that are clear, concise, and measurable that relate to AHJ goals.

PREPARATION & EQUIPMENT

AHJ goals

Job performance requirements (JPRs)

Needs analysis information

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Instructional Development-Skill Number 3-9
 Writing Program and Course Outcomes

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 3-9	S	U	S	U
Write program and course outcomes, given job performance requirements (JPRs) and needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals. (6.3.4)				
a) Wrote program and course outcomes.				
b) Wrote outcomes that were clear and concise.				
c) Wrote outcomes that were measurable.				
d) Wrote outcomes that correlated to agency goals.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-10
Writing Course Objectives

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.3.5

Fire Instructor III

OBJECTIVE

Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks. (6.3.5)

INSTRUCTIONS - procedures for achieving the objective

Based on the results of Skill 3-9 or another example provided by the examiner, you shall write course objectives that are clear, concise, and measurable and reflect specific tasks.

PREPARATION & EQUIPMENT

Course outcomes

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Instructional Development-Skill Number 3-10
 Writing Course Objectives

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	TEST		RETEST	
	S	U	S	U
Instructional Development-Skill Number 3-10				
Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks. (6.3.5)				
a) Wrote course objectives.				
b) Wrote objectives that were clear and concise.				
c) Wrote objectives that were measurable.				
d) Wrote objectives that reflected specific tasks.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

Examiner _____ Date _____

Re-Test Examiner _____ Date _____

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Instructional Development-Skill Number 3-11
Constructing a Course Content Outline

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.3.6

Fire Instructor III

OBJECTIVE

Construct a course content outline, given course objectives, and reference sources, so that the content outline supports the course objectives. (802-6.3.6)

INSTRUCTIONS - procedures for achieving the objective

Based on the objectives developed in Skill 3-10 or another example provided by the examiner and given necessary resources, you shall construct a written course outline.

PREPARATION & EQUIPMENT

AHJ goals

AHJ structure

Reference Sources

Course objectives

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Instructional Development-Skill Number 3-11
 Constructing a Course Content Outline

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Instructional Development-Skill Number 3-11	S	U	S	U
Construct a course content outline, given course objectives, and reference sources, so that the content outline supports the course objectives. (6.3.6)				
a) Constructed a written course content outline.				
b) Supported course objectives.				
c) Reflected current acceptable practices.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-12
Developing a Course Evaluation Plan

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.5.3

Fire Instructor III

OBJECTIVE

Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed. (6.5.3)

INSTRUCTIONS - procedures for achieving the objective

Using the course objectives developed in Skill 3-10 or another example provided by the examiner, you shall develop a written course evaluation plan.

PREPARATION & EQUIPMENT

AHJ policies

Course objectives

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

**TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III**

Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-12
Developing a Course Evaluation Plan

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Evaluation and Testing-Skill Number 3-12				
Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed. (6.5.3)				
a) Developed a written course evaluation plan.				
b) Followed AHJ policies.				
c) Assured objectives were measurable.				
d) Correctly used decision making skills.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-13
Developing a Program Evaluation Plan

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.5.4

Fire Instructor III

OBJECTIVE

Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified. (6.5.4)

INSTRUCTIONS - procedures for achieving the objective

Based on the program goals (outcomes) developed in Skill 3-9 or another example provided by the examiner, you shall develop a written program evaluation plan.

PREPARATION & EQUIPMENT

AHJ policies and procedures

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-13
 Developing a Program Evaluation Plan

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
Evaluation and Testing-Skill Number 3-13	S	U	S	U
Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated student input is obtained, and needed improvements are identified. (6.5.4)				
a) Developed a written plan that evaluates instructors.				
b) Developed a written plan that evaluates course components.				
c) Developed a written plan that evaluates facilities.				
d) Developed a written plan that evaluates program goals.				
e) Obtained student input.				
f) Identified needed improvements.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-14
Developing a System for Evaluation Results

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.5.2

Fire Instructor III

OBJECTIVE

Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with AHJ policies, federal, state, and local laws. (6.5.2)

INSTRUCTIONS - procedures for achieving the objective

You shall develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with AHJ policies, federal, state, and local laws

PREPARATION & EQUIPMENT

AHJ goals and policies

See Instruction Sheet- Instructor III Performance Skills

EXAMINERS NOTE

If this skill is part of the Commission designated skills test, you may have to provide the examinee with an example to facilitate the testing.

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-14
 Developing a System for Evaluation Results

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Evaluation and Testing-Skill Number 3-14				
Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with AHJ policies, federal, state, and local laws. (6.5.2)				
a) Developed a system assuring the acquisition, storage and dissemination of evaluation results.				
b) Evaluated the system to demonstrate support of AHJ goals.				
c) Evaluated the system to demonstrate support of AHJ policies.				
d) Used the information system to provide feedback to those impacted by the information.				
e) Provided feedback consistent with AHJ policies and applicable laws.				

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U = Unsatisfactorily performed/failed to meet objective or grading step

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III

Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-15
Analyzing Student Evaluation Instruments

PERFORMANCE STANDARD

Section 803

NFPA 1041, 2019 edition, 6.5.5

Fire Instructor III

OBJECTIVE

Analyze student evaluation instruments, given test data, objectives and AHJ policies, so that validity and reliability are determined and necessary changes are accomplished. (6.5.5)

INSTRUCTIONS - procedures for achieving the objective

Given test data, evaluation instruments and learning objectives, you shall analyze the student evaluation instruments (exam, skill sheet) to determine the validity and reliability of the evaluation instrument. The analysis shall be conducted in compliance with AHJ policies.

You shall recommend changes necessary for the evaluation instrument to be valid.

EXAMINER NOTE:

The Fire Instructor III candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Skill 3-15 Activity Sheet

AHJ Policies

See Instruction Sheet- Instructor III Performance Skills

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
 Performance Standards Evaluation

Evaluation and Testing-Skill Number 3-15
Analyzing Student Evaluation Instruments

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire Instructor III	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
Evaluation and Testing-Skill Number 3-15				
Analyze student evaluation instruments, given test data, objectives and AHJ policies, so that validity and reliability are determined and necessary changes are accomplished. (6.5.5)				
a) Performed item analysis of evaluation instrument.				
b) Conducted analysis using learning objectives.				
c) Conducted analysis using test data.				
d) Conducted analysis in compliance with AHJ policies.				
e) Determined instrument validity and reliability.				
f) Recommended necessary changes to create a valid and reliable evaluation instrument.				

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Examiner/Candidate Comments:

Examiner

Date

Re-Test Examiner

Date

Overall Skill Sheet Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score
Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Evaluation and Testing - Skill 3-15 Activity Sheet
Analyzing Student Evaluation Instruments

The following student evaluation instrument was given to 20 students at the conclusion of a lesson on Automatic Fire Sprinkler Systems. The learning objectives for the lesson are:

- The firefighter trainee will recognize and explain the types of sprinkler heads and their operation.
- The firefighter trainee will identify the various types of sprinkler systems and the components of each type.
- The firefighter trainee will identify control valves for fire sprinkler systems and explain their operation.

The reference material for the lesson is from Fundamentals of Fire Fighter Skills and Hazardous Materials Response, Jones and Bartlett Learning.

TEXAS COMMISSION ON FIRE PROTECTION
Fire Instructor III
Performance Standards Evaluation

Sprinkler System Test 1

Directions: Each of the following questions is followed by four possible answer choices. Only one of the answer choices is correct. Read each statement carefully and select the correct answer. Fill-in the bubble on the answer form corresponding to your answer choice.

1. The marking "SSU" on a sprinkler head indicates:
 - a. Sprinkler System Universal
 - b. Standard Sprinkler United
 - c. Sprinkler Standard Union
 - d. Standard Spray Upright

2. Sprinkler head orifice sizes other than $\frac{1}{2}$ " or $\frac{17}{32}$ " are noted on the sprinkler frame and can be easily identified by the _____ on top of the deflector.
 - a. Threads
 - b. Pintle
 - c. Spindle
 - d. Link

3. Which of the following is **not** a fusible element found in sprinkler heads?
 - a. Fusible Link
 - b. Deflector
 - c. Liquid Filled Bulb
 - d. Chemical Pellet

4. Which of the following fire sprinkler systems has water under pressure throughout the system piping at all times?
 - a. Dry Pipe
 - b. Wet Pipe
 - c. Deluge
 - d. Pre-Action

5. Which of the following components are common to all types of automatic sprinkler systems?
 - a. Water supply, Control Valve, Solenoid, Main Drain Valve, Heads
 - b. Water supply, Air Compressor, Control Valve, Operating Valve, Piping
 - c. Water supply, Control Valve, Main Drain Valve, Heads, Alarm
 - d. Water supply, Operating Valve, Check Valve, Solenoid, Heads, Alarm

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6. A (An) _____ is a good example of an area that is typically protected by a Deluge Automatic Sprinkler system.
- a. Nursing Home
 - b. Aircraft Hanger
 - c. Computer Room
 - d. Theater
7. The standpipe system designed for use by untrained building occupants is a Class _____ system.
- a. I
 - b. II
 - c. III
 - d. IV
8. Which of the following is **not** a control valve found on an automatic sprinkler system?
- a. Post Indicator Valve (PIV)
 - b. Outside Stem and Yoke Valve (OS&Y)
 - c. Pressure Reducing Valve (PRV)
 - d. Wall Indicator Valve (WIV)
9. All control valves on automatic sprinkler systems must a (an) _____ type.
- a. Indicating
 - b. Pressure Reducing
 - c. Remote Control
 - d. Check
10. Which of the following valves shows the words "OPEN" or "SHUT" to indicate the position of the valve?
- a. Wafer Check, and Grooved Check Valves
 - b. Butterfly and Post Indicator Valves
 - c. OS&Y and Wall Indicator Valves
 - d. Post Indicator and Wall Indicator Valves

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Fire Instructor III

Performance Standards Evaluation

Sprinkler System Test 1 Analysis Data

<p>Question 1: Correct Answer – D Responses: A – 6 (30%) B – 4 (20%) C – 5 (25%) D – 5 (25%)</p>	<p>Question 6: Correct Answer – B Responses: A – 2 (10%) B – 13 (65%) C – 2 (10%) D – 3 (15%)</p>
<p>Question 2: Correct Answer - B Responses: A – 14 (70%) B – 2 (10%) C – 3 (15%) D – 1 (5%)</p>	<p>Question 7: Correct Answer – A Responses: A – 1 (5%) B – 7 (35%) C – 6 (30%) D – 6 (30%)</p>
<p>Question 3: Correct Answer – B Responses: A – 3 (15%) B – 12 (60%) C – 1 (5%) D – 4 (20%)</p>	<p>Question 8: Correct Answer – C Responses: A – 2 (10%) B – 8 (40%) C – 8 (40%) D – 2 (10%)</p>
<p>Question 4: Correct Answer – B Responses: A – 0 (0%) B – 18 (90%) C – 0 (0%) D – 2 (10%)</p>	<p>Question 9: Correct Answer - A Responses: A – 6 (30%) B – 7 (35%) C – 5 (25%) D – 2 (10%)</p>
<p>Question 5: Correct Answer – C Responses: A – 4 (20%) B – 5 (25%) C – 6 (30%) D – 5 (25%)</p>	<p>Question 10: Correct Answer – D Responses: A – 2 (10%) B – 5 (25%) C – 7 (35%) D – 6 (30%)</p>

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