



Ohio Fire Academy

JOB PERFORMANCE REQUIREMENTS COMPETENCY EVALUATION SYSTEM

FIRE SERVICE INSTRUCTOR II

NFPA 1041, Standard for Fire Service Instructor Professional Qualifications, 2002 Edition

OBJECTIVE: The Job Performance Requirements Competency Evaluation System is divided into individual competency evaluations, commonly referred to as “Skill Tests”. They are derived from the National Fire Protection Association standard and are designed to evaluate the candidates’ performance to ensure each candidate meets the requisite skills within the standard. The candidate must satisfactorily pass each skill evaluated in accordance with each competency evaluation checklist.

EVALUATORS: This is an “Evaluation” and not a “Training Session”. Each competency evaluation presented within this competency evaluation packet is based upon job performance requirements identified by The National Fire Protection Association and approved by the Ohio Fire Academy.

CANDIDATES: Each candidate shall advise the evaluator when they have completed each competency evaluation station. If the candidate cannot perform a task, the evaluator will identify that task as a failure. Candidates may not find out the results of an individual skill station until all evaluations scheduled for that day have been completed. Candidates have the option to retake any competency evaluation at the end of the evaluation session or during a make-up session scheduled by the evaluator.

(NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2002 Edition.)

OHIO FIRE ACADEMY PERFORMANCE EVALUATION JOB PERFORMANCE REQUIREMENT SKILL STATIONS

FIRE SERVICE INSTRUCTOR II

5.1 GENERAL: NFPA Standard 1041 (2002 edition), Chapter 5.

For certification at Level II, the Fire Instructor I shall meet the job performance requirements defined in Sections 5.2 through 5.5 of the standard.

5.2 PROGRAM MANAGEMENT:

Competency Evaluation 1

5.2.2: Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

Competency Evaluation 2

5.2.3: Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required meeting training goals are identified and documented.

5.2.3(B): *Requisite Skills:* Resource analysis and forms completion.

Competency Evaluation 3 (To conduct this evaluation, the candidate will assume that budget needs they established in Competency Evaluation 1 (Skill Test 1041FINST1-001) have been approved by the authority having jurisdiction.

5.2.4: Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

5.2.4(B): *Requisite Skills:* Forms completion.

Competency Evaluation 4

5.2.5: Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

5.2.5(B): *Requisite Skills:* Record auditing procedures.

Competency Evaluation 5

5.2.6: Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

5.5.6(B): *Requisite Skills:* Coaching, observation techniques, completion of evaluation forms.

5.3 INSTRUCTIONAL DEVELOPMENT:

Competency Evaluation 6

5.3.2: Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.2(B): *Requisite Skills:* Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

Competency Evaluation 7

5.3.3: Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.2(B): *Requisite Skills:* Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

5.4 INSTRUCTIONAL DELIVERY:

Competency Evaluation 8

5.4.2: Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

5.4.2(B): *Requisite Skills:* Transition between different teaching methods, conference, and discussion leadership.

Competency Evaluation 9

5.4.3*: Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that the applicable safety standards and practices are followed, and instructional goals are met.

5.4.3*(B): *Requisite Skills:* Implementation of an incident management system used by the agency.

5.5 EVALUATION AND TESTING:

Competency Evaluation 10

5.5.2: Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.

5.5.2(B): *Requisite Skills:* Evaluation item construction and assembly of evaluation instruments.

Competency Evaluation 11

5.5.3: Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

5.5.3(B): *Requisite Skills:* Development of evaluation forms.

Competency Evaluation 12

5.5.4: Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

5.5.4(B): *Requisite Skills:* Item analysis techniques.



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Program Management

Objective(s): **5.2.2** The candidate will schedule instructional sessions, given departmental scheduling policy, instructional resources, staff, facilities and timelines for delivery, so that the specified sessions are delivered according to departmental policy.

Reference: NFPA Std. 1041, 2002 Edition

Skill No. 1041FINST2-001 **PERFORMANCE CRITERIA AND INSTRUCTIONS**

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided a list of shift personnel and their duty assignment, monthly training requirements, and scheduled time off for shift personnel, and other required station duties.
2. The candidate shall be provided with shift calendar.
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below and the additional activity sheets before beginning the exercise.
5. The candidate shall have 2 hours to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are the Battalion Chief for a shift of 12 members. You must complete a shift training schedule according to the guideline given to you by the Training Chief, taking into account other shift commitments. See the attached Activity Sheets for additional information”.

PERFORMANCE	CRITICAL STEP	YES	NO
1. Used appropriate scheduling form or calendar.			
2. Followed departmental policy with regard to scheduling resources.			
3. Avoided conflicting courses, staff, and other resources.	©		
4. Provided course delivery according to given timelines.	©		
5. Made effective use of available resources.			
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 5, 11, 18 Pages 101-115, 258-285, 442-449	TOTAL		

© **Critical Step** – Failure on this step mandates failure on task!

CANDIDATE MUST COMPLETE (2) STEPS TOTAL TO PASS SKILL.

Time:

TEST DATE: _____ LOCATION: _____

EVALUATOR NAME (PRINT) _____

EVALUATOR (SIGNATURE) _____

EVALUATOR NAME (PRINT) _____

EVALUATOR (SIGNATURE) _____

**PREVENT & STOP
UNSAFE ACTS!**

Ohio Fire Academy
 Fire Instructor 2
 Activity Sheet for Skill -001
 NFPA Objective 5.2.2
 Scheduling Training

You are the Battalion Chief for a shift of 12 members. Staffing is Battalion Car one person, Quint 1 six persons, Engine 1 four persons, and Squad 1 two persons. Only two people may be off duty and staffing on the Quint is lowered to accomplish this. The Training Chief has given you a list of 6 classes that will need to be taught to your shift next month. You must distribute the staffing and training schedule to your Station Officers by next shift. Some of your personnel are new and must attend some of these classes and some of the classes must be presented in sequence. All training must be completed by 2200 hrs on any given shift and shift change is at 0700 hrs.

B-Shift personnel	Rank	Years of Service	Instructor
1. Yourself	Battalion Chief	18	Level II
2. James Dillon	Captain	10	Level I
3. Kim Smith	Lieutenant	6	Level I
4. Joe Washington	Lieutenant	6	Level I
5. Alan Dillon	Driver/Operator	28	Level I
6. Mike Prescott	Driver/Operator	4	None
7. Richard Case	Senior Firefighter	9	Level II
8. Joe Orozco	Senior Firefighter	25	None
9. Martin Wages	Firefighter	3	Level I
10. Seth McDaniel	Firefighter	3	None
11. Tim Combs	Firefighter	2	None
12. Shelby Young	Firefighter	½	None
13. Bubba Thomas	Firefighter	½	None

Classes

1. Blood borne pathogens introduction	1 hour
2. Blood borne pathogens Part two/refresher	1 hour
3. Ground Ladders single company	3 hours
4. Water Shuttle Night Operations Multi Company	3 hours
5. Officer Development	2 hours
6. Radio Communications	1 hour

Assignments

1. Personnel with less than a year of service must attend Blood borne pathogens introduction.
2. All personnel must attend Blood borne pathogens Part two/refresher and the Human Resource meeting.
3. All officers and Senior Firefighters must attend officer development.
4. Personnel with 5 years of service or less must attend Ground Ladder Class.
5. All Driver/Operators must attend Water Shuttle Class.

Ohio Fire Academy
 Fire Instructor 2
 Activity Sheet for Skill -001
 NFPA Objective 5.2.2

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1A	2B J Dillon OFF 24 Combs OFF 24 0800-1000 Staff Mtg.	3C	4A	5B Young OFF 0700-1900 Wages Off 24 Station Tours 1400-1600	6C	7A
8B Yourself Off 24 Meal at Local Church 1800-1900	9C	10A	11B Smith OFF 24 Thomas OFF 24 Hose Testing 1000-1200	12C	13A	14B Case OFF 24 Orozco OFF 24 Citizens Fire Academy 0800-1500 in classroom
15C	16A	17B A Dillon OFF 24 Smith OFF 24	18C	19A	20B Thomas OFF 0700-1200 Meet with Chief 1300-1500	21C
22A	23B Station Tour 1000-1100 Human Resource Meeting 1300-1600	24C	25A	26B Holiday	27C	28A
29B Washington OFF 24 McDaniel OFF 24	30C	31				



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Program Management

Objective(s): **5.2.3** Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.
5.2.3 (B) Requisite Skills. Resource analysis and forms completion.

Reference: **NFPA Std. 1041, 2002 Edition**

Skill No. 1041FINST2-002

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided a training goal.
2. The candidate shall be provided an agency budget policy, allow 10 minutes for the candidate to review the policy and forms prior to starting the evaluation.
3. The candidate shall be provided with blank agency budget forms or worksheets.
4. The candidate shall be provided a detailed list of currently available resources.
5. The candidate shall be provided sources of instructional materials and equipment.
6. The candidate shall be provided pen/pencil and paper.
7. The candidate shall be given the instructions below before beginning the exercise.
8. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You have been assigned to teach a course of instruction. You are given a training goal, agency budget policy, blank agency budget forms or worksheets, list of currently available resources, sources of instructional materials and equipment. You will analyze the available resources, determine what is needed to teach the course of instruction and complete the required forms. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Accurately follow the agency budget policy.			
2. Analyze existing resources.	©		
3. Effectively balance existing resources against training goals.			
4. Correctly identify resources needed to meet training goals.			
5. Properly document resources needed to meet training goals.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 5, 11, 18 Pages 101-115, 258-285, 442-449	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (2) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Ohio Fire Academy
Fire Instructor 2
Activity Sheet for Skill -002
NFPA Objective 5.2.3
Formulating Budget Needs

You are a lead instructor and have been assigned to deliver a vertical ventilation class for 12 students. Write a report that indicates all resources (internal and external) needed and what needs to be purchases to deliver the class. Consider all possibilities when identifying resources.

Training Goals:

Deliver a vertical ventilation class for 12 students, in which each student shall perform vertical ventilation.

Agency Budget Policy:

In order to fund a training class the Lead Instructor must:

- Identify a need for the training requested and justify the need for the class;
- Provide a line item break down of anticipated resources;
- Show how the training goals are to be met.

Once the class is approved, it must be completed in its entirety within the projected budget and time frame.

Considerations:

- Tools used: powered/manual/non-traditional;
- Identify resources needed to satisfy safety requirements;
- Instructor to student ratio;
- Expendable resources;
- Facility or location for practical exercise.

Current Resources:

- Vertical ventilation simulator;
- 4-4x8 sheets of plywood left over from last class; NFPA equipped Quint;
- Training facility appropriate for delivery of lesson plan.

Training Budget

Training Activity: _____

Training Date(s): _____

Item	Quantity	Unit Cost	Total Cost
Instructor Fees			
O/T Cost			
Student Manuals			
Hand-outs or Printing Cost			
Purchase Lesson Plan(s)			
A/V Equipment Rental			
Training Room/Site Rental			
Food/Hydration Expenses			
Site Preparation Cost			
Roof Vent cutouts			
Drywall Panels			
Smoke Fluid			
Class "A" Foam			
Class "B" Foam			
Other			
Fire Extinguishers			
Fuel			
Straw			
Pallets			
LP Gas			
Vehicle Cost			
Engine			
Ladder			
Other			
Vehicles for Extraction Training			

Budget Prepared By: _____

Date: _____

Approved By: _____

Date: _____



OHIO FIRE ACADEMY FIRE INSTRUCTOR 1 COMPETENCY EVALUATION

Candidate Name: _____

Program Management

Objective(s): **5.2.4** Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

5.2.4 (B) Requisite Skills. Forms completion.

Reference: NFPA Std. 1041, 2002 Edition

Primary Task: The candidate will assume that budget needs established in **Skill No. 1041FINST1-002** of the Program Management Competency Evaluations have been approved by the Authority Having Jurisdiction. The candidate will demonstrate how to acquire training resources so that delivery is attained within established timelines, budget constraints, and policy.

Skill No. 1041FINST2-003 **PERFORMANCE CRITERIA AND INSTRUCTIONS**

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided the results of their needs analysis from **Skill No. 1041FINST1-002**.
2. The candidate shall be provided an agency acquisition/purchasing policy. (attached)
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below before beginning the exercise.
5. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are provided the results of your needs analysis from Skill No. 1041FINST1-002 and an agency acquisition/purchasing policy. Based upon your needs analysis, you will demonstrate how to acquire training resources and properly document expenditures and purchases. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Correctly follow agency acquisition/purchasing policy.			
2. Adhere to the established budget.			
3. Meet established timelines for implementation of purchases.	©		
4. Demonstrate how to acquire training resources.	©		
5. Properly document expenditures and purchases.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 18 Pages 442-448	TOTAL		

<p>©<i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (3) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Ohio Fire Academy
Fire Instructor 2
Activity Sheet for Skill – 003
NFPA Objective 5.2.4
Purchase Policy for Any Town Fire Department

All training materials will be acquired through a requisition to the Purchasing Department. The following information must be on the request:

Course of instruction requiring the expenditure
Cost for each expenditure
Total cost for the program.
Signature of Division Supervisor

All requests must be submitted 30 days prior to the class.
Receipts shall be obtained and forwarded upon receipt of the items.

Any expenses exceeding \$ 500.00 total shall be subject to reevaluation by the Purchasing Department.



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Program Management

Objective(s): **5.2.5** Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

5.2.5 (B) Requisite Skills. Record auditing procedures.

Reference: NFPA Std. 1041, 2002 Edition

Primary Task: The candidate will document training activity according to training policy and record keeping practices. The candidate will utilize proper forms and databases, and ensure all agency requirements, legal requirements, and professional standards for record keeping are followed.

Skill No. 1041FINST2-004 **PERFORMANCE CRITERIA AND INSTRUCTIONS**

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided with a simulated training activity requiring record keeping.
2. The candidate shall be provided agency policy and procedures for training record keeping, forms and/or databases.
3. The candidate shall be provided departmental training rosters or forms.
4. The candidate shall be provided pen/pencil and paper.
5. The candidate shall be given the instructions below before beginning the exercise.
6. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are provided with a training activity and necessary activity information requiring record keeping. Additionally, you are provided with the agency policy and procedures for training record keeping, forms and/or databases and departmental training rosters and/or forms. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Correctly document training activity.	©		
2. Utilize appropriate record keeping forms.			
3. Adhere to agency record keeping policy.			
4. Adhere to professional record keeping standards.	©		
5. Adhere to all legal requirements for record keeping.	©		
6. Properly utilize applicable record keeping database.			
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 3, 6 Pages 61-77, 125-134	TOTAL		

<p>©<i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (3) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Ohio Fire Academy
Fire Instructor 2
Activity Sheet #1 for Skill 4
Record Keeping

You are the lead instructor and have completed a Vertical Ventilation training class. You shall complete all applicable training records in compliance with departmental requirements. Three students on the class roster are not affiliated with your department. You will need to complete the appropriate continuing education form for those individuals.

Training Activity:

- Vertical Ventilation class-3 hours

Training Forms:

- Class roster
- Individual training record
- Certificate of Completion

Ohio Fire Academy
Fire Instructor 2
Activity Sheet for Skill -004
NFPA Objective 5.2.5
Evaluations

Policy and Procedures Manual
Any Town Emergency Services Division
Training Policy #1
1-01-07

The following policy and procedures shall be followed by all personnel assigned to the Emergency Services training Staff (ESTS).

Policy:

1. All training sessions' content shall be approved by the appropriate Section Chief prior to scheduling (Suppression, EMS, HazMat).
2. National standards shall dictate the criteria for performance and knowledge content of all training classes.
3. Any tools or equipment use shall be in accordance with the manufacturers suggested practices.

Procedure:

1. All Lesson plans shall be in the ESTS standard format for presentation and documentation. A copy shall be kept in the file by the appropriate Section Chief.
2. Each training class must have a roster that lists all students in attendance.
3. Individual departmental training records must be updated after each class.
4. Documentation shall include the date of the class, subject of class, and names of students attending, Instructor/Evaluator and signature, and any recommendations for course improvements.
5. Certificates of Training will be completed and furnished to all non departmental personnel.
6. Any certifications received due to the completion of the class/course shall be forwarded to the Section Chief for proper salary adjustments and validation.

All documentation shall meet the requirements of NFPA 1401, Recommended Practice for Fire Service Training Reports and Records. EMS records shall also meet the Division of EMS mandatory record keeping standard.

Mission Statement:

Basic test scores for written test shall have a minimum of 70% for a passing grade. Pass/Fail competencies must be met. These scores and results shall be the basis for further growth of the trainee and serve as a basis for departmental monthly training.

Ohio Fire Academy
 Fire Instructor 2
 Activity Sheet #2 for Skill 4
 Record Keeping

Fire Department Training Class Roster

Course Name:
Subject:

Date	Name	Department	P-Present A-Absent	# of Hours
	Case, Richard	Any Town	P	
	Combs, Tim	Any Town	P	
	Dillon, Alan	Any Town	P	
	Dillon, James	Any Town	P	
	Grubbs, Joseph	Individual	P	
	McDaniels, Seth	Any Town	A	
	Myers, Martin	Individual	P	
	Orozco, Joe	Any Town	P	
	Prescott, Mike	Any Town	P	
	Smith, Kim	Any Town	P	
	Taylor, William	Individual	P	
	Thomas, Bubba	Any Town	P	
	Wages, Martin	Any Town	A	
	Washington, Joe	Any Town	P	
	Young, Shelby	Any Town	P 1 ST Half	
	Yourself	Any Town	P	
Instructor:				Date:
Training Officer:				Date:

Ohio Fire Academy
 Fire Instructor 2
 Activity Sheet #3 for Skill 4
 Record Keeping

Individual Training Record

	Ladders	Ventilation	SCBA	Hose	Safety	Communications	Blood Borne Pathogens	Pump Operations	Officer Development	National Fire Academy	Track B Higher level	Non-Credit
Case, Richard	2	2		0.5				2	1		10	
Combs, Tim	2		3	0.5				2				
Dillon, Alan	2	2	3	0.5				2			15	
Dillon, James			5	0.5				2	1			1
Grubbs, Joseph												
McDaniels, Seth	3	2.5	2		2			2			6	
Orozco, Joe	1	1.5		0.5	2			2	1		6	2.5
Prescott, Mike			4.5	0.5	2			2				
Smith, Kim	4	1.5		0.5	2			2	1	12	6	4
Thomas, Bubba	1		5.5	0.5							6	
Wages, Martin	4	1						2				
Washington, Joe	3			0.5				2	1	80		2
Young, Shelby	1		5.5	0.5				2				
Yourself	2			0.5					1	80		
Total	25	10.5	28.5	5.5	8	0	0	22	6	172	49	9.5

Ohio Fire Academy
Fire Instructor 2
Activity Sheet #4 for Skill 4
Record Keeping

Certificate of Training

awarded to:

for

Name of Class:

<i>Date of Training:</i>	<i>Hours Awarded:</i> _____	<i>Signed by Training Officer/Instructor</i>



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Program Management

Objective(s): **5.2.6** Evaluate instructors, given an evaluation form, department policy, and JPRs, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods and provides opportunity for instructor feedback to the evaluator.

5.2.6 (B) Requisite Skills. Coaching, observation techniques, completion of evaluation forms.

Reference: NFPA Std. 1041, 2002 Edition

Primary Task: The candidate will complete a teaching evaluation on an instructor. Use the evaluation method provided by the evaluator, candidate's department policy and Fire Service Instructor 2 Job Performance Requirements. The evaluation must reveal strengths and weaknesses, recommendations for changes in style or communication method and allow for feedback from the evaluated instructor to the candidate evaluator.

Skill No. 1041FINST2-005 **PERFORMANCE CRITERIA AND INSTRUCTIONS**

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided with an instructor presenting a program to a class of students.
2. The candidate must provide a departmental training policy and procedures.
3. The candidate shall be provided an evaluation form and agency evaluation methods and requirements.
4. The candidate shall be provided pen/pencil and paper.
5. The candidate shall be given the instructions below before beginning the exercise.
6. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are provided with an instructor presenting a program to a class of students, evaluation form and agency evaluation method and requirements. You will evaluate the instructor’s performance in accordance your departmental training policy and procedures that you have provided me. The evaluation must reveal strengths and weaknesses, recommendations for changes in style or communication method and allow for feedback from the evaluated instructor to you. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Observed the teaching presentation of the instructor being evaluated.			
2. Evaluated in a manner so as not to disrupt the learning environment.			
3. Completed necessary forms or other documents.			
4. Identified strengths and weaknesses of the instructor.	©		
5. Make written recommendations for changes in instructional style or method.	©		
6. Allowed for feedback from the instructor being evaluated.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 4, 10, 15, 19 Pages 85-97, 232-245, 357-362, 461-469	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (3) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Ohio Fire Academy Instructional Scoring Guide

Competency	4 - Excellent	3 - Average	2 - Limited/ Needs Improvement	1 - Seriously Deficient	Score
OPENING THE SESSION					
1. Gave Title of Topic					
2. Established importance of topic					
3. Stated objectives and purpose					
4. Created favorable attitude					
USING THE TEACHING OUTLINE					
1. Used an outline					
2. Knew the contents					
3. Presented ideas in sequence					
4. Summarized points					
TEACHING SKILLS					
1. Used questions					
2. Allowed student participation					
3. used visual aids					
4. Used transitions					
4. Spoke with authority					
6. Used eye contact					
7. Used personal experiences					
PERSONALITY OF INSTRUCTOR					
1. Spoke clearly					
2. Showed motivation					
3. Used showmanship					
4. Created the proper atmosphere					
5. Made a good appearance					
6. Used good mannerisms					

Add individual scores from each of the categories together. Place total score in the box below. Minimum acceptable score is 59.

Total Score

Recommendations for changes: (Required)

(Use back of sheet if necessary)



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Instructional Development

Objective(s): **5.3.2** Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs for the topic are achieved, and the plan includes objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.2 (B) Requisite Skills. Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

Reference: NFPA Std. 1041, 2002 Edition

Primary Task: The candidate, given a topic and a target audience, will CREATE a lesson plan using standard format so the job performance requirements for the topic are met. The lesson plan shall include learning objectives, lesson outline, course materials, instructional aids and an evaluation plan.

Skill No. 1041FINST2-006

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided a topic and a target audience.
2. The candidate shall be provided a standard lesson plan format. (attached)
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below before beginning the exercise.
5. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are provided with a topic and a target audience. You will CREATE a lesson plan using the standard format so the job performance requirements for the topic are met. The lesson plan shall include learning objectives, lesson outline, course materials, instructional aids and an evaluation plan. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Create a lesson plan.			
2. Meet requirements for topic and target audience.	©		
3. Include learning objectives, lesson outline, course materials.	©		
4. Include instructional aids and evaluation plan.	©		
5. Utilize standard lesson plan format.			
6. Use job performance requirements to develop behavior objectives.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 7, 8, 9, 14, 18 Pages 137-158, 163-186, 189-196, 321-324, 431-439	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (4) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

LESSON TITLE:

LEVEL OF INSTRUCTION: (Circle 1) *BASIC* - 1 2 3
 INTER - 1 2 3
 ADV. - 1 2 3

OBJECTIVES:

- A –
- B –
- C –
- D –

TEACHING AIDS:

REFERENCES:

SPECIAL INSTRUCTIONS (if applicable)

I. PREPARATION (of the learner)

II. PRESENTATION (of information or skills)

Instructional Topics or Steps	Things to Remember to do or say – Key Points (Safety, Questions, Stds. Etc.)

III. APPLICATION (Questions, assignments, or practice under supervision)

IV. EVALUATION (Check on comprehension or performance skills)

IV. SUMMARY



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Instructional Development

Objective(s): **5.3.3** Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

5.3.3 (B) Requisite Skills. Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

Reference: NFPA Std. 1041, 2002 Edition

Primary Task: The candidate, given a topic and a target audience, will MODIFY an existing lesson plan using standard format so the job performance requirements for the topic are met. The lesson plan shall include learning objectives, lesson outline, course materials, instructional aids and an evaluation plan.

Skill No. 1041FINST2-007

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided a topic, an existing lesson plan (attached) and a target audience.
2. The candidate shall be provided a standard lesson plan format.
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below before beginning the exercise.
5. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You are provided with a topic, existing lesson plan and a target audience. You will MODIFY the existing lesson plan using the standard format so the job performance requirements for the topic are met. The lesson plan shall include learning objectives, lesson outline, course materials, instructional aids and an evaluation plan. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Modify an existing lesson plan.	©		
2. Meet requirements for topic and target audience.	©		
3. Include learning objectives, lesson outline, course materials.	©		
4. Include instructional aids and evaluation plan.	©		
5. Utilize standard lesson plan format.			
6. Use job performance requirements to develop behavior objectives.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 7, 8, 9, 11, 14, 18 Pages 137-158, 163-186, 189-196, 249-274, 321-324, 431-439	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (5) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Lesson Plan: Proper use of a Fire Extinguisher

Teaching aids: Portable extinguisher

Given a portable fire extinguisher the student shall properly demonstrate its' operation utilizing the P.A.S.S. method to 100% efficiency

A portable fire extinguisher is the first aid appliance for incipient fires. Only through proper operation, in a timely manner will it serve the purpose. Extinguishers are placed in many facilities throughout our daily environment. Stopping a fire in the early stages will prevent the more invasive firefighting operations and improve the chances for reduced life and property losses.

This basic class will give you the skill to efficiently activate the extinguisher.

- I. Extinguishers are classified as to their use
 - a. A: Wood paper, and cloth
 - b. B: Flammable liquid
 - c. C: Electrical
 - d. D: Metals
 - i. If required a more in depth training will be given in a separate class
- II. Steps to operation
 - a. Pull the locking Pin
 - b. Aim the nozzle
 - c. Squeeze the handle
 - d. Sweep the nozzle over the burning object

Student operation of the extinguisher: PASS method-

PPULL the locking pin

AIM the nozzle

SQUEEZE the handle

SWEEP the nozzle over the fire

Student evaluation must be done in order:

PASS

___ Pull

___ AIM

___ Squeeze

___ Sweep

Score _____

Pass or retest after review session.



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Instructional Delivery

Objective(s): **5.4.2** Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, so that the lesson objectives are achieved.

5.4.2 (B) Requisite Skills. Transition between different teaching methods, conference and discussion leadership.

Reference: **NFPA Std. 1041, 2002 Edition**

Skill No. 1041FINST2-008

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided a topic and a target audience, and a prepared lesson plan (attached).
2. The candidate shall be provided the necessary instructional aids.
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below before beginning the exercise.
5. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You shall conduct a class using a lesson plan that you have prepared and that involves the utilization of multiple teaching methods and techniques, given the topic and a target audience, so that the lesson objectives are achieved. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Taught from lesson plan prepared by candidate.	©		
2. Adapted lesson plans to target audience.	©		
3. Included discussion method of teaching.			
4. Used multiple teaching methods, techniques, and instructional aids.			
5. Smoothly transitioned between teaching methods.	©		
6. Effectively utilized instructional aids.			
7. Achieved lesson plan.	©		
8. Completed instruction in time frame provided.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 2, 7, 9, 10, 11, 12, 17 Pages 35-57, 137-159, 219-245, 249-274, 277-299, 415-428	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (5) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Instructional Delivery

Objective(s): **5.4.3*** Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

5.4.3 (B) Requisite Skills. Implementation of an incident management system used by the agency.

Reference: **NFPA Std. 1041, 2002 Edition**

Skill No. 1041FINST2-009

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The evaluator shall be provided the candidate with a training scenario with increased potential hazard exposure.
2. This skill may be completed either as a role-play scenario in which the candidate supervises an increased hazard exposure training exercise or the skill may be completed in written format as an in-class or take-home assignment in which the candidate completes a narrative describing the procedures for supervising an increased hazard exposure training exercise.
3. In written format, the narrative must include information to meet all of the steps for this skill.
4. Examples of increased hazard exposure training include live fire exercises, hazardous materials, above and below grade rescue, and evolutions that involved the use of power tools.
5. The candidate shall be provided sufficient students and evaluators to safely accomplish the training scenario.
6. The candidate shall be given the instructions below before beginning the exercise.
7. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You have been provided with a training scenario with increased potential hazard exposure and sufficient students. You will conduct the training scenario using the appropriate incident management and adhere to all safety standards and practices. You will ensure all lesson objectives are achieved. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Identified applicable safety guidelines for the training scenario			
2. Supervised an increased hazard training scenario.	©		
3. Properly implement the Incident Command System (NIMS).	©		
4. Adhered to safety standards and practices.	©		
5. Meet instructional goals.	©		
6. Provide positive safety control over training scenario.	©		
7. Respond to safety issues and addressed them as they occurred.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 2, 3, 12, 17 Pages 35-57, 61-77, 277-299, 415-428	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (6) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Evaluation and Testing

Objective(s): **5.5.2** Develop student evaluation instrument, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates performance in an objective, reliable, and verifiable manner, and the instrument is bias-free to any audience or group.

5.5.2 (B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

Reference: **NFPA Std. 1041, 2002 Edition**

Skill No. 1041FINST2-010 **PERFORMANCE CRITERIA AND INSTRUCTIONS**

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided learning objectives to be evaluated, target audience, and the training goals.
2. The candidate shall be provided pen/pencil and paper.
3. The candidate shall be given the instructions below before beginning the exercise.
4. The candidate shall have 60 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You shall create two evaluation instruments, both a written test and a skill evaluation form for evaluated learning. The evaluation instruments must determine if the student has achieved the learning objectives; and evaluate performance in an objective, valid, reliable, and verifiable manner. The instrument must be bias-free to any audience or group. You have 60 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Created a student evaluation instrument.	©		
2. Created an instrument that determines if the student has achieved the learning objectives.	©		
3. Created an instrument that evaluates performance in an objective manner.	©		
4. Created an instrument that evaluates performance in a reliable manner.	©		
5. Created an instrument that evaluates performance in a verifiable manner.	©		
6. Created an instrument that evaluates performance in a valid manner.			
7. Included instructions.			
8. Included a question example with a sample response.			
9. Included an answer key.			
10. Created an instrument that is bias-free to any audience or group.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 13, 16 Pages 303-317, 375-411	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (7) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Evaluation and Testing

Objective(s): **5.5.3** Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

5.5.3 (B) Requisite Skills. Development of evaluation forms.

Reference: **NFPA Std. 1041, 2002 Edition**

Skill No. 1041FINST2-011

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided evaluation goals.
2. The candidate shall be provided pen/pencil and paper. Computer if available and/or needed.
3. The candidate shall be given the instructions below before beginning the exercise.
4. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“You have been provided with evaluation goals, you will create a written class instrument that allows students to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. You have 30 minutes to complete this skill.”

PERFORMANCE

	CRITICAL STEP	YES	NO
1. Created a class evaluation instrument.	ⓐ		
2. Developed an instrument that allows feedback from students to the instructor.	ⓐ		
3. Included opportunity for feedback on instructional methods.	ⓐ		
4. Included opportunity for feedback on communication techniques.	ⓐ		
5. Included opportunity for feedback on learning environment.	ⓐ		
6. Included opportunity for feedback on course content, and student materials.	ⓐ		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 15, 21 Pages 357-371, 503-518	TOTAL		

© **Critical Step** – Failure on this step mandates failure on task!

CANDIDATE MUST COMPLETE (6) STEPS TOTAL TO PASS SKILL.

Time:

TEST DATE: _____ LOCATION: _____

EVALUATOR NAME (PRINT) _____

EVALUATOR (SIGNATURE) _____

EVALUATOR NAME (PRINT) _____

EVALUATOR (SIGNATURE) _____

**PREVENT & STOP
UNSAFE ACTS!**



OHIO FIRE ACADEMY FIRE INSTRUCTOR 2 COMPETENCY EVALUATION

Candidate Name: _____

Evaluation and Testing

Objective(s): 5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

5.5.4 (B) Requisite Skills. Item analysis techniques.

Reference: NFPA Std. 1041, 2002 Edition

Skill No. 1041FINST2-012

PERFORMANCE CRITERIA AND INSTRUCTIONS

INSTRUCTIONS TO THE EVALUATOR

1. The candidate shall be provided student evaluation instruments, test data, and learning objectives. (attached)
2. The candidate shall be provided agency policies.
3. The candidate shall be provided pen/pencil and paper.
4. The candidate shall be given the instructions below before beginning the exercise.
5. The candidate shall have 30 minutes to complete this skill.

INSTRUCTIONS TO THE CANDIDATE

“Given test data, evaluation instruments and learning objectives, you shall the analyze student evaluation instruments (exam, skill sheet) to determine the validity of the evaluation instrument. You shall recommend changes necessary for the evaluation instrument to be valid. You have 30 minutes to complete this skill.”

PERFORMANCE	CRITICAL STEP	YES	NO
1. Performed item analysis of evaluating instrument.	©		
2. Conduct analysis using learning objectives.	©		
3. Conduct analysis using test data.	©		
4. Conduct analysis using agency policies.	©		
5. Determine instrument validity or lack thereof.	©		
6. Recommend necessary changes to create valid evaluation instrument.	©		
Reference: IFSTA Fire and Emergency Services Instructor 7th Edition, Chapter 16 Pages 375-411	TOTAL		

<p>© <i>Critical Step</i> – Failure on this step mandates failure on task!</p>	<p><i>CANDIDATE MUST COMPLETE (6) STEPS TOTAL TO PASS SKILL.</i></p>
<p><i>Time:</i></p>	<p>TEST DATE: _____ LOCATION: _____</p>
<p>PREVENT & STOP UNSAFE ACTS!</p>	<p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p> <p>EVALUATOR NAME (PRINT) _____</p> <p>EVALUATOR (SIGNATURE) _____</p>

Ohio Fire Academy
Fire Instructor 2
Activity Sheet #1 for Skill -012
NFPA Objective 5.5.4
Analysis 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 Firefighter's Handbook: Basic Essentials of Firefighting, pp. 314-334, Thompson Learning.

Ohio Fire Academy
Fire Instructor 2
Activity Sheet #2 for Skill -012
NFPA Objective 5.5.4
Analysis Student Evaluation Instruments

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 sprinkle head indicates:
 - a. Sprinkler System Universal
 - b. Standard Sprinkler United
 - c. Sprinkler Standard Union
 - d. Standard Sprinkler Upright

2. Sprinkler head orifice sizes other than $\frac{1}{2}$ in. or $\frac{17}{32}$ in. 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 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, Piping

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

Ohio Fire Academy
 Fire Instructor 2
 Activity Sheet #3 for Skill -012
 NFPA Objective 5.5.4
 Analysis Student Evaluation Instruments

<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>