

Vermont Fire Academy
FIRE INSTRUCTOR I – CHALLENGE EXAMINATION
Practical Evaluation Guide

The practical skills exam consists of 2 practical skill stations based on the requisite skills outlined in the current edition of NFPA 1041. The stations will consist of delivering a cognitive presentation and delivering a psychomotor presentation. The topics and prepared lesson materials for the practical skill exam presentations will be assigned and provided to the candidate 14 days prior to the exam date. Candidates will be provided with a standard LCD projector, PC equipped with the current version of PowerPoint, paper easel, and markers. Candidates are responsible for providing any additional equipment that may be necessary for their presentations.

Evaluated Presentations

Each student is required to present two evaluated presentations to successfully complete certification testing. A cognitive and psychomotor presentation will be completed using prepared material assigned to the student by the Vermont Fire Academy two weeks in advance of the test date (NFPA 1041, 4.4.3). The Instructor I candidate will deliver these speeches as assigned using supplied lesson plans, visual aids, and an evaluation tool for their topic.

Evaluation of presentations will take into consideration the following presentation skills:

1. Student introduction
2. References used
3. Objectives explained
4. Use of 4-step method of instruction
5. Adherence to outline
6. Use of instructional aids
7. Involvement of the students in class
8. Evaluation of students
9. General communication skills
10. Presentation met lesson objectives

Evaluators will grade the presentation using the Student Presentation Evaluation Form. Candidates are required to pass both the cognitive and psychomotor presentations with a minimum score of 70%. The evaluation will be performed by at least two evaluators and the scores from their Evaluation Forms will be averaged to determine the student's score for that presentation. Any candidate who fails to achieve a minimum score of 70% on these presentations will be allowed a second opportunity to pass the presentation after waiting 2 weeks from the first presentation delivery. A second attempt at a failed presentation must be made within 60 days of the date of the failed attempt.

SA4: Cognitive Presentation

The topic for this presentation will be assigned by the Vermont Fire Academy. The candidate will be advised that they are instructing a group of recruit firefighters who are in a structured fire academy. This is their first class with you as the instructor. The presentation must meet the following criteria:

1. Speech must be between 10 and 15 minutes in length (NFPA 1041, 4.3.2, 4.3.3).

2. Candidate must utilize PowerPoint slides provided during speech (NFPA 1041, 4.4.6, 4.4.7).
3. Candidates will follow the lesson plan provided covering all elements within it. Student may adapt the lesson plan to student audience and classroom characteristics but may not modify the lesson plan content by altering objectives or outcomes (NFPA 1041, 4.4.2, 4.4.4).
4. Candidates will administer a sample quiz to students and use that quiz to evaluate and provide feedback to students (NFPA 1041, 4.5.2, 4.5.3, 4.5.4, 4.5.5).

SA5: Psychomotor Presentation

The candidate will be instructed that they are instructing a group of recruit firefighters who are in a structured fire academy. This is their first class with you as the instructor. (NFPA 1041, 4.4.5)

1. Speech must be between 10 and 15 minutes in length (NFPA 1041, 4.3.2, 4.3.3).
2. Candidate must utilize skill sheet provided during demonstration (NFPA 1041, 4.4.6, 4.4.7).
3. Candidate will follow the lesson plan provided covering all elements within it.
4. Candidate may adapt the lesson plan to student audience and classroom characteristics but may not modify the lesson plan content by altering objectives or outcomes (NFPA 1041, 4.4.2, 4.4.4).
5. Candidate will select at least one audience member to perform the skill and evaluate the student's performance to provide feedback to student (NFPA 1041, 4.5.2, 4.5.3, 4.5.4, 4.5.5).

Random Skill Evaluation

In the event that a candidate fails the first attempt at either practical stations, a third practical evaluation station will be tested. Any of the following Fire Instructor I skills may be evaluated:

1. Administer and Grade a Written Evaluation (NFPA 1041, 4.5.2): The candidate will be given a written evaluation instrument (quiz) and an answer key. The candidate must demonstrate how to administer and grade a written evaluation to a class or student.
2. Administer and Grade a Practical Skill Evaluation (NFPA 1041, 4.5.3): The candidate will be given a practical skill evaluation sheet. The candidate must demonstrate how to administer and grade a practical skill evaluation when given a student and all necessary equipment to perform the skill.
3. Provide Feedback on Evaluation Results (NFPA 1041, 4.5.5): The candidate will be given the results of a student's written evaluation. After reviewing the results, the candidate will provide feedback and suggested behavioral modifications to the student based on the evaluation results.
4. Record and Report Evaluation Results (NFPA 1041, 4.5.4): The candidate will be given graded written evaluations and a typical class grade sheet. The candidate will then accurately record and report the results of the evaluations.

Fire Instructor I
Psychomotor and Cognitive Presentation Evaluation
 Evaluator Scoring Rubric

1. Did the student introduce him/herself and his/her lesson plan topic?					
0	1	2	3	4	5
No introduction of self or topic.	Stated either name or topic only. No additional introductory information.	Stated name and topic with minimal or no other information.	Stated name, rank, department, topic. An average introduction to the presenter and topic.	Stated name, rank, department topic, and somewhat addressed qualifications to instruct this topic.	Impactful introduction, stated name, rank, department, topic, and established his/her qualifications to instruct this topic.
2. Were the objectives for the lesson plan stated and covered during the presentation?					
0	1	2	3	4	5
Objectives of the lesson were not presented and not achieved in the lesson.	Incompletely stated the objectives and did not completely cover them in the lesson.	Incompletely stated the objectives but covered them in the lesson.	Stated the objectives adequately and covered them in the lesson satisfactorily. Met the intent but did so with a need for improvement.	Stated the objectives well and covered them in a slightly above average presentation that only requires minor adjustments.	Stated objectives completely in a manner that provided clear expectations for the lesson and then met the objectives in a way that added to the presentation.
3. Were the references used for the lesson plan properly stated?					
0	1	2	3	4	5
No references stated.	Referenced only title, publisher, or chapter. Limited or incorrect reference information provided.	Limited and incomplete reference information, missing title, edition, or publisher, needs additional information to be accurate.	Adequately referenced title, edition, publisher, and chapter.	Provided reference information beyond title, edition, publisher, and chapter. Requires minor adjustment to be complete.	Provided reference to title, edition, publisher, chapter, specific section of chapter or skill drill, and/or referenced page numbers.
4. Did the presenter use the preparation step to introduce the instruction and motivate students to learn?					
0	1	2	3	4	5
Did not explain the importance or relevance of the lesson to motivate the students.	Inadequately used the preparation step which failed to show students the importance of the lesson.	Employed the preparation step in a manner that was not motivating to the students.	Adequately introduced the importance of the lesson in the preparation step.	Above average use of the preparation step to relate the lesson to real-world applications and motivate students.	Excellent use of preparation step to capture the student's attention and motivate them to learn in a manner that added to the presentation.
5. Did the instructor follow the provided lesson outline when presenting the lesson plan?					
0	1	2	3	4	5
Was unprepared and did not follow the lesson plan.	Followed the lesson plan minimally, presentation was disorganized and did not flow well, or much of the material in the plan was not presented.	Deviated moderately from the lesson plan, lesson was disorganized, some critical material in the plan was not presented.	Followed the lesson plan adequately, all critical material within the plan was presented.	Lesson plan was followed with all materials contained within the plan presented.	Lesson plan followed exactly, well-organized presentation, flowed smoothly, had a clear purpose and direction, all material in the lesson plan was presented.

6. Did the instructor use audiovisual aids to enhance the learning environment?					
0	1	2	3	4	5
No AV aids were used in the presentation.	Presentation lacked AV aids and the presentation could have been enhanced with the use of different media formats.	AV aids may have been present but were not effectively used to enhance the learning environment. Aids may have been distracting.	Used the minimum AV aids necessary to enhance the learning environment, AV aids were used effectively.	Used two or more forms of AV that enhanced the learning environment.	Used more than two forms of AV, which contributed to a more much effective presentation.
7. Did the instructor use the application step to engage the students in the learning process?					
0	1	2	3	4	5
Presented the information without relating the topic to job tasks, no interaction with students.	Attempted the application step but did not accurately relate the topic to common job tasks and was unable to engage the students.	Interacted with the students, but was unable to clearly relate the topic to job tasks, students were engaged but not with the topic.	Presented the information and related its application to job tasks, satisfactory interaction with students.	Interacted with students well and provided above-average explanations of how the topic related to job tasks.	Connected with the students through frequent interaction and could provide great insight to the relevance of the topic to job tasks.
8. Did the instructor evaluate the students understanding of the performance objectives?					
0	1	2	3	4	5
Did not verify the student's comprehension during or after the presentation of the lesson.	Minimally tested comprehension through evaluation, ineffective in determining student understanding of performance objectives.	Tested comprehension using an evaluation means but did not provide constructive remediation or feedback.	Verified comprehension orally during the lesson and offered remediation as necessary.	Used at least two means to verify comprehension of the lesson and provided appropriate constructive remediation or feedback	Frequently verified comprehension by written, oral, or performance evaluation during and after the lesson and provided constructive remediation or feedback.
9. Were there any distracting characteristics or mannerisms during the presentation?					
0	1	2	3	4	5
Monotone, softly spoken, difficult to hear or understand throughout, excessive use of filler words (um, uh, er, ah, ok, like, right), excessive distracting actions, no eye contact with students.	Appears uncomfortable, difficult to hear or understand at times, fidgets, frequent use of filler words, frequent distracting actions, poor eye contact with students.	May be difficult to hear at times, frequent use of filler words, some distracting actions, doesn't make good eye contact with students.	Clear voice projection, easy to hear and understand, minimal use of filler words, minimal distracting actions.	Clear voice projections, good eye contact with all students, no use of filler words, minimal distracting actions.	Displays confidence, good eye contact with all students, moves about the room, strong and clear voice projection, doesn't use filler words, no distracting actions.
10. Was the lesson presented within the suggested time allotment?					
0	1	2	3	4	5
Presentation was less than 10 or more than 15 minutes in length.	Presentation is between 10 and 15 minutes, deviated from lesson plan to condense or lengthen the presentation due to poor time management.	Presentation was falling less than 10 minutes and students intervened to lengthen the total time due to poor time management.	Presentation was just over 10 or just under 15 minutes, most components of the lesson plan were covered.	Presentation is comfortably between 10 and 15 minutes and most of the lesson plan components were covered.	Presentation is between 10 and 15 minutes in length and includes all components of the lesson plan, exhibited good time management.

Vermont Fire Academy
Fire Service Instructor I—Student Presentation Evaluation Form

Score	/50
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Student Name	Date of Presentation
Subject/Topic	Evaluator Signature

Skill: Demonstrate the ability to present a prepared lesson plan. (NFPA 1041; 4.4.3)

Competencies: Present the lesson plan completing the following tasks:

- o Assemble and organize and adapt course materials (4.2.2, 4.3.2, 4.3.3)
- o Prepare classroom environment for presentation (4.4.2)
- o Operate/use audiovisual equipment (4.4.6, 4.4.7)
- o Adjust and adapt lesson plan to differences in learning styles (4.4.3, 4.4.4, 4.4.5)
- o Present prepared lesson plans using appropriate teaching methods (4.4.3)
- o Use four-step teaching method (4.4.5)
- o Administer written or manipulative performance test (4.5.2)
- o Grade and report student test results and provide feedback to students (4.5.5)

Instruction Rating Scale

1. Did the student introduce himself or herself and his or her lesson plan topic?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
2. Were the objectives for the lesson plan stated and covered during the presentation?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
3. Were the references used for lesson plan properly stated?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
4. Did the instructor use the preparation step to introduce the instruction and motivate students to learn?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
5. Did the instructor follow the provided lesson outline when presenting the lesson plan?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
6. Did the instructor use audiovisual aids to enhance the learning environment?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
7. Did the instructor use the application step to engage the students in the learning process?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
8. Did the instructor evaluate the students understanding of the performance objectives?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
9. Were there any distracting characteristics or mannerisms during the presentation?

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments
10. Was the lesson presented within the suggested time allotment? (10 to 15 minutes)

<input type="checkbox"/>	_____					
0	1	2	3	4	5	Comments

General comments: _____

Minimum Passing Score: 70% or 35 Points Pass ____ Fail ____



Practical Skill Examination

Candidate: _____ Date: _____

Fire Instructor I

Skill Drill 4.5.2

NFPA 1041, 4.5, 2012 Edition

Administer & Grade a Written Evaluation

Evaluator Instructions: Evaluate the candidate's ability to administer and evaluate written student evaluation instruments to a student audience. Provide the candidate with an audience of 1 or more persons to serve as simulated students and a written evaluation instrument (quiz and answer sheet) which is provided with the test kit. Instruct the candidate to set up the room appropriately and administer the written evaluation to the audience using accepted best practice to minimize distractions and potential for cheating. At the conclusion of the evaluation, the candidate is to collect the evaluation instrument and grade them using the answer sheet provided. When the candidate is done correcting the quizzes, the evaluator will verify that they are scored correctly. You will use role players, who will act as students, to enter the room and take the quiz once the candidate indicates that the room is ready for the evaluation to begin.

Items Needed:

- 1 – Secure Test Kit containing:
- 3 – Written Quiz
- 1 – Quiz Answer Key
- 4 – Pencils
- 2 – Pens
- Role players acting as students

Task: Administer and grade a written evaluation instrument.

Performance Outcome: Administer and grade a written evaluation instrument to measure student performance.

Candidate Directive: You are tasked with administering a written evaluation to a class following a training session and accurately grading that quiz. A secure test kit containing copies of the quiz and an answer key is provided for you. You will have time to set up the evaluation area prior to the start of the evaluation to ensure that the area is without distractions, maintains result confidentiality, and reduces the risk of cheating. You are then to administer the quiz with a ten-minute time limit. Once the evaluation is complete, you are to grade the quizzes using the answer key provided. Throughout this evaluation, you are to use accepted best practice for evaluation administration as expected of a Fire Instructor and following the evaluation policies and procedures of your agency. You must always maintain security and confidentiality of the test items. The students will enter the evaluation area once you are ready to begin. Do you have any questions?

No.	Task Steps	Results	
		P	F
1.	Properly arranges room and seating for evaluation.		
2.	Distribute the testing instrument to the students.		
3.	Maintains security and confidentiality of test materials.		
4.	Identifies answer key information.		
5.	Accurately grades evaluation.		
6.	Completes skill using professional and ethical approach.		

SKILL EVALUATION RESULT:	PASS	FAIL
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Evaluator Comments:

Evaluator Signature

Date



Practical Skill Examination

Candidate: _____ Date: _____

Fire Instructor I

Skill Drill 4.5.3

NFPA 1041, 4.5, 2012 Edition

Administer & Grade a Practical Skill Evaluation

Evaluator Instructions: Evaluate the candidate's ability to administer and grade a practical skill evaluation to a student audience given an evaluation instrument. Provide the candidate with an audience of 1 or more persons to serve as simulated students, a practical skill evaluation instrument (skill sheet), and all necessary equipment to perform the selected skill. Instruct the candidate that they are the instructor assigned to evaluate the skill following a skill training session. The student may review the provided equipment and skill sheet prior to beginning the evaluation. If they have questions on the operation or use of either, you may answer their questions. Have them prepare the skill evaluation area and equipment and then bring the student into the evaluation area to begin the evaluation.

Items Needed:

- 1 – Secure test kit containing:
- 1 – Skill evaluation sheet
- 2 – Pens
- Equipment necessary to perform skill indicated on skill evaluation sheet.
- Role player acting as student

Task: Administer and grade a practical skill evaluation instrument.

Performance Outcome: Administer and grade a practical evaluation instrument to measure student performance.

Candidate Directive: You are assigned to conduct a practical skill evaluation at the conclusion of a training session. The goal is to evaluate the student's performance on a skill that was learned in the training. You are provided with a test instrument, which is a skill sheet, and all necessary equipment that the student will need to perform the skill. Take a moment to familiarize yourself with the equipment and skill sheet that is provided to ensure that you know how to use each. Do you have any questions about the equipment or skill sheet?

Arrange the evaluation area so that it is safe, free of distractions, and well suited to perform the skill evaluation. Once you are ready to begin, invite the student into the evaluation area and begin the skill evaluation using the provided equipment and skill sheet. Document the student's performance on the skill sheet and then grade the skill sheet after the evaluation is complete. Throughout this evaluation, you are to use accepted best practice for evaluation administration as expected of a Fire Instructor and following the evaluation policies and procedures of your agency. You must always maintain security and confidentiality of the test items. The students will enter the evaluation area once you are ready to begin. Do you have any questions?

No.	Task Steps	Results	
		P	F
1.	Properly arranges evaluation area for evaluation.		
2.	Provides the student with clear instructions on the conduct of the skill evaluation.		
3.	Administers test according to skill sheet guidance.		
4.	Maintains security and confidentiality of test materials.		
5.	Carefully observes accurately records student performance.		
6.	Accurately grades skill evaluation sheet.		
7.	Completes skill using professional and ethical approach.		
SKILL EVALUATION RESULT:		PASS	FAIL

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Evaluator Comment:

Evaluator Date



Practical Skill Examination

Candidate: _____ Date: _____

Fire Instructor I

Skill Drill 4.5.4

NFPA 1041, 4.5, 2012 Edition

Record or Report Evaluation Results

Evaluator Instructions: Evaluate the candidate's ability to record or report evaluation results. Provide the candidate with a set of written evaluations that have already been completed by the students and graded and a grade recording sheet. Instruct the candidate to record or report the evaluation results using the graded evaluations and the grade recording sheet provided. Offer them the opportunity to look over the provided materials before the evaluation begins. You may answer any questions concerning the provided materials but may not coach them on the task steps that they are being evaluated on.

Items Needed:

- 1 – Secure test kit including:
- 6 – Graded evaluation instruments (chapter quizzes)
- 1 – Grade book reporting sheet
- 2 – Pens

Task: Record or report the evaluation results.

Performance Outcome: Accurately record or report the evaluation results.

Candidate Directive: Record or report the evaluation results for the written evaluation tool using the grade book sheet and graded evaluations (chapter quizzes) that you have been provided. For this scenario, assume that you are instructing for a State Fire Academy whose policies and procedures require instructors to forward evaluation results to the Academy Administrative Office while maintaining confidentiality of test scores and evaluation materials throughout the process. After you have recorded the evaluation results, you must secure the evaluation materials for return to the Academy. Please look over the materials that you have been provided to ensure that you are familiar with the materials. Do you have any questions?

No.	Task Steps	First Test	
		P	F
1.	Accurately record or report the results on the grade report form.		
2.	Forward the report according to agency procedure.		
3.	Report any unusual circumstances.		
4.	Maintains security and confidentiality of test materials and results.		
5.	Completes skill using professional and ethical approach.		
SKILL EVALUATION RESULT:		PASS	FAIL

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Evaluator Comment:

Evaluator

Date



Practical Skill Examination

Candidate: _____ Date: _____

Fire Instructor I

Skill Drill 4.5.5

NFPA 1041, 4.5, 2012 Edition

Provide Feedback on Evaluation Results

Evaluator Instructions: Evaluate the candidate's ability to provide feedback to a student regarding evaluation results. Provide the candidate with a simulated student and a set of evaluation results. Allow the candidate the opportunity to review the provided materials and ask any questions pertaining to those materials. You or another role player will be playing the role of a student who has failed a chapter quiz after two attempts. The program policy allows for three attempts to pass a quiz and after a third failed attempt, the student would have to retake the training for that chapter. You may answer questions that the candidate has pertaining to the materials provided, but may not coach the candidate on the task steps of the evaluation.

Role Player Instructions: You are having difficulty understanding the information contained within the chapter. You have read the chapter twice and thought that you understood the material, but are still unable to pass the quiz on that chapter after two attempts. You are concerned that if you fail the quiz for the third time that you will have to drop out of the program because you can not attend a make-up class due to work commitments.

Items Needed:

- 2 – Completed and graded failed chapter quizzes
- Role player acting as a student

Task: Provide feedback to a student regarding evaluation results.

Performance Outcome: Provide feedback to a student regarding evaluation results and suggest behavior modification.

Candidate Directive: You are an instructor within a training program. The program policy allows for three attempts to pass a quiz and after a third failed attempt, the student would have to retake the training for that chapter. You are meeting with a student who is enrolled in the program and has been struggling with chapter quizzes. The student has failed two attempts at a chapter quiz and you must inform them that they need to re-take the quiz to get a passing grade. You must inform the student that they will have to re-take the training for this chapter if they fail the quiz for a third time. The two failed quizzes are provided for you. Take a moment to look them over and when you are ready, the evaluation will begin. You must provide the student with feedback on the evaluation results and suggestions for behavior modifications that may improve his/her performance. Do you have any questions?

No.	Task Steps	Results	
		P	F
1.	Review the evaluation data with the student.		
2.	Provide specific feedback to the student regarding the evaluation results.		
3.	Provide suggestions for behavior modification based on the results.		
4.	Completes skill using professional and ethical approach.		
SKILL EVALUATION RESULT:		PASS	FAIL

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Evaluator Comments:

Evaluator

Date