



# PENNSYLVANIA STATE FIRE ACADEMY FIRE & EMERGENCY SERVICE INSTRUCTOR II CERTIFICATION

## Fire & Emergency Services Instructor II Skill Stations NFPA 1041 (2019 Edition) Chapter 5

Practicum for Skills (Rated and Verified by PSFA Certification Staff)		Yes	No
<b>Station A</b>	<b>Instructor Evaluation</b>		
<b>Station B</b>	<b>Instructional Lesson Plan Development</b> <i>* See evaluator note below.</i> Evaluator 1    ___ Pass    ___ Fail Evaluator 2    ___ Pass    ___ Fail		
<b>Station C</b>	<b>High-Hazard Training Supervision</b> <i>* See evaluator note below.</i> Evaluator 1    ___ Pass    ___ Fail Evaluator 2    ___ Pass    ___ Fail		
<b>Station D</b>	<b>Classroom Lecture Presentation</b>		
<b>Application</b>	<b>Program Management Validation (Section V)</b>		

**NOTE:** Certification is awarded upon passing the written test and all practical skills, in addition to an appropriate attestation signature regarding program management validation (**Section V** in the Fire Service Instructor II application).

	PASS	FAIL
<b>Final Skills Rating (4 of 4)</b>		
<b>Written Exam</b>		
<b>Program Management Validation</b>		

**Evaluator Note:** The initial evaluation shall be done by one evaluator; if a candidate is unsuccessful, revisions will be requested. Any/all revisions received will likewise be evaluated by one evaluator. If, however, during the second review the evaluator determines the candidate is unsuccessful, prior to notifying the candidate a second evaluator **MUST** also review the revisions submitted. If both evaluators concur, the candidate would then be rated unsuccessful and notified to provide additional revisions. If, however, a difference exists between the ratings, PSFA certification staff shall review the revisions and evaluators' ratings and make a FINAL decision. Attempts to pass **shall** fall under the current certification testing policy (i.e., maximum of eight attempts or one year before expiration).



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STATION A – Instructor Evaluation		Reference NFPA 1041 (2019 Edition) Chapter 5 Mandatory Station JPR 5.2.6	
Test Site	Test Date	Candidate #	Check the Test Type ____ Initial ____ Retest

**Note:** The instructor evaluation criteria tool is provided in Section 2 (reverse side / next page).

**Directions:** Using the criteria provided in Section 2, evaluate a candidate-instructor. Be sure to document your observations using the form in Section 2, provide a summary report detailing the strengths/weaknesses and recommendations originating from your observation, and provide a feedback to the the instructor observed.

**Performance Outcome:** Pass / Fail is determined by **4 of 4** tasks being correctly performed.

No.	Tasks	Yes	No
1.	Completes the provided evaluation form (candidate follows the evaluation criteria)		
2.	Identifies instructor strengths / weaknesses and documents these through observations <i>Mark the type of observation done:</i> ____ In-person ____ AV Medium		
3.	Coaching - candidate notes in their summary and / or evaluation the following: a) Conveys strengths and weakness to the instructor observed b) Recommends changes in instructional methods, content and/or communication method c) Provides an opportunity for instructor feedback to the evaluator (written and/or in person)		
4.	All documentation prepared is typed, complete, and grammatically correct		
<b>Please indicate skill outcome</b>		<b>PASS</b>	<b>FAIL</b>

**Evaluator Comments:** \_\_\_\_\_

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**Evaluator Signature:** \_\_\_\_\_

**Evaluator #** \_\_\_\_\_



# PENNSYLVANIA STATE FIRE ACADEMY

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### SECTION 2 - CANDIDATE EVALUATION FORM

Skill A - Instructor Evaluation (JPR 5.2.6)

**Directions:** Using the criteria below, evaluate an instructor who delivered an instructional unit of training (in-person or via a provided AV medium). Document your observations and **provide a summary report along with this evaluation form** of your assessment. Return both documents with your practicum packet.

**Evaluation Performance Outcome:** Successful evaluation is determined by **9 of 12** tasks correctly performed.

No.	Tasks	Yes	No
1	Was the instructor appropriately dressed for the subject taught?		
2	Did the instructor provide an appropriate training environment (e.g., lighting, seating arrangement, noise control, etc.) for the type of training conducted?		
3	Did the instructor use an appropriate instructional delivery method (e.g., lecture, demonstration, etc.) for subject matter presented?		
4	Did the instructor use appropriate voice pitch and modulation, and appropriate gestures?		
5	Did the instructor avoid inappropriate language, slang, and distracting mannerisms?		
6	Did the instructor demonstrate familiarity with and competency in the content presented?		
7	Did the instructor use a lesson plan and provide smooth transitions through the “four-step process”?		
8	Did the instructor use appropriate aids / props for the content presented?		
9	Did the instructor seek feedback from “students” by asking for questions or comments, and/or by questioning students?		
10	Did the instructor effectively answer the student(s) questions?		
11	Did the instructor effectively manage the time allotted for the training session?		
12	Performs all tasks in a professional manner? (NO indicates a failure)		
		<b>PASS</b>	<b>FAIL</b>

**Candidate Comments:** \_\_\_\_\_  
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**Candidate - Print Name:** \_\_\_\_\_

**Candidate's Signature:** \_\_\_\_\_



## PENNSYLVANIA STATE FIRE ACADEMY FIRE & EMERGENCY SERVICE INSTRUCTOR II CERTIFICATION

<b>STATION B – Instructional Lesson Plan Development</b>		<b>Reference NFPA 1041 (2019 Edition) Chapter 5 Mandatory Station JPRs 5.3.2, 5.5.2, 5.5.3</b>	
<b>Test Site</b>	<b>Test Date</b>	<b>Candidate #</b>	<b>Check the Test Type</b> ____ <b>Initial</b> ____ <b>Retest</b>

**Evaluator Note:** Tasks 11, 13, 14, and 16 are a mandatory “Yes” to pass. Also, if Task 12 does not apply, then mark as N/A and adjust the Pass / Fail performance outcome based on 11 of 15.

**Directions:** Develop a lesson plan and supporting documentation so that the learning objectives, lesson outline, course content/materials, instructional technology tools, and evaluation instrument are addressed, and so that the lesson plan can effectively be utilized by an alternative/another instructor.

**Performance Outcome:** Pass / Fail is determined by **12 of 16** tasks being correctly performed.

**Topic:** \_\_\_\_\_

No.	Tasks	Yes	No
1	The lesson plan contains an appropriate title / name		
2	The lesson plan identifies the level of instruction.		
3	The lesson plan contains an objective(s) that identifies the expected behavior.		
4	The lesson plan contains an objective(s) that identifies the condition(s) under which the performance will be accomplished.		
5	The lesson plan contains an objective(s) that identifies the standard to which the behavior will be accomplished.		
6	The lesson plan lists all material/equipment/instructional technology needed for the lesson.		
7	The lesson plan list references used in development.		
8	The lesson plan has an identifiable presentation step.		
9	The lesson plan has an identifiable application step.		
10	The lesson plan has an identifiable lesson summary.		
11	The lesson has an appropriately designed student evaluation instrument for the material taught. <i>(Mandatory YES to Pass)</i>		
12	The lesson plan has an assignment (if appropriate for the content being taught).		
13	The lesson has an appropriate course/lesson evaluation form). <i>(Mandatory YES to Pass)</i>		

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### Skill Station B (Page 2 of 2)

No.	Tasks	Yes	No
14	<p>The lesson has instructional instructional technology/material/equipment/instructional aids consistent with the content of the lesson. <i>(Mandatory YES to Pass)</i></p> <p>In addition to the lesson plan, the candidate <b>MUST</b> submit materials in <b>AT LEAST THREE (3)</b> other formats as listed below (check those submitted):</p> <p>_____ Diagrams            _____ Charts / graphs            _____ Information sheets            _____ Student worksheets            _____ Job-aids / Checklist            _____ Overhead transparencies            _____ Instructional technology device (specify _____)            _____ Computer-based media (specify type _____)            _____ Other (specify type _____)</p> <p><b>NOTE: All materials <u>MUST BE PREPARED BY THE CANDIATE.</u></b></p> <p style="text-align: center;"><b>Commercially prepared / available products are NOT acceptable.</b></p>		
15	The lesson materials submitted are neat, orderly, and professional in appearance.		
16	The lesson materials submitted are original & appear to be the candidate's original work. <i>(Mandatory YES to Pass)</i>		
<b>Please indicate skill outcome</b>		<b>PASS</b>	<b>FAIL</b>

**Evaluator Comments:** \_\_\_\_\_

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**Evaluator Signature:** \_\_\_\_\_ **Evaluator #** \_\_\_\_\_



## PENNSYLVANIA STATE FIRE ACADEMY FIRE & EMERGENCY SERVICE INSTRUCTOR II CERTIFICATION

<b>STATION C – High Hazard Training Supervision</b>		<b>Reference NFPA 1041 (2019 Edition) Chapter 5 Mandatory Station JPR 5.4.3</b>	
<b>Test Site</b>	<b>Test Date</b>	<b>Candidate #</b>	<b>Check the Test Type</b> ____ <b>Initial</b> ____ <b>Retest</b>

**Evaluator Note:** Read and evaluate the candidate’s safety plan for this training scenario. A training safety plan is **NOT** a lesson plan. Rate the training safety plan based on the criteria below.

**Directions:** Given a specialized training scenario with increased hazard exposures and the responsibility to supervise other instructors and students during the training, develop and submit a training safety plan on the assigned topic so that applicable safety standards and practices are followed.

**Performance Outcome:** Pass / Fail is determined by **7 of 7** tasks being correctly performed.

**Assigned Training Scenario:** \_\_\_\_\_

No.	Tasks	Yes	No
1	Identifies relevant regulations, standards, policies, and/or recommended practices and their impacts.		
2	Identifies significant safety issues / concerns posed by the specialized training scenario.		
3	Identifies resources (e.g., staff, equipment, facilities, apparatus) needed to address the identified safety issues / concerns (from Task 2).		
4	Describes how the resources identified in Task 3 will be utilized within ICS / IMS.		
5	Identifies procedures to be implemented that address the identified safety issues / concerns, per the ICS / IMS and for the given leadership techniques.		
6	Utilizes the Authority Having Jurisdiction’s (AHJ) Incident Management System (IMS).		
7	Describes how he/she will supervise all aspects of the safety plan (i.e., personnel, facility(s), and resources).		
<b>Please indicate skill outcome</b>		<b>PASS</b>	<b>FAIL</b>

**Evaluator Comments:** \_\_\_\_\_  
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**Evaluator Signature:** \_\_\_\_\_ **Evaluator #** \_\_\_\_\_



## PENNSYLVANIA STATE FIRE ACADEMY FIRE & EMERGENCY SERVICE INSTRUCTOR II CERTIFICATION

<b>STATION D – Classroom Lecture Presentation</b>		<b>Reference NFPA 1041 (2019 Edition) Chapter 5 JPR 5.4.2</b>	
<b>Test Site</b>	<b>Test Date</b>	<b>Candidate #</b>	<b>Check the Test Type</b> ____ <b>Initial</b> ____ <b>Retest</b>

**Evaluator Note:** A candidate who has the Fire Service Instructor I or Fire & Emergency Services Instructor 1 certification meets the equivalency for this skill. A copy of the certification certificate is required for equivalency.

**Directions:** Given a topic and a target audience, conduct a class using a lesson plan the instructor prepared which involves the utilization of multiple teaching methods and techniques so that the lesson objectives are achieved.

**Performance Outcome:** Pass / Fail is determined by **9** of **13** tasks being correctly performed.

No.	Tasks	Yes	No
1	Appropriately dressed for the subject taught		
2	Adjust the learning / training environment (i.e., seating, layout, lighting, noise control) for an effective learning / training session		
3	Selects an appropriate instructional delivery method (i.e., lecture, demonstration, illustrated-lecture, discussion, etc.) for subject matter presented		
4	Uses appropriate pitch, gestures, and voice modulation		
5	Avoids inappropriate language, slang, and distracting mannerisms.		
6	Demonstrates familiarity with and competency in subject matter presented.		
7	Utilizes appropriate aids / props for subject matter presented in lesson.		
8	Seeks feedback from “students” by soliciting questions, comments, or by other means.		
9	Answers questions effectively from a “student(s)”.		
10	Follows the lesson plan and provides effective transitions in the four-step process that are smooth but evident.		
11	Administers a quiz and provides the “student” appropriate feedback of results <i><b>Evaluator Note:</b> You should inject an incorrect answer to at least one question.</i>		
12	Observes appropriate safety precautions / stresses safety during lesson delivery <i>(NO is an automatic failure)</i>		
13	Stays within the lesson time frame (+ / - 5 minutes)		
<b>Please indicate skill outcome</b>		<b>PASS</b>	<b>FAIL</b>

**Evaluator Comments:** \_\_\_\_\_

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**Evaluator Signature:** \_\_\_\_\_ **Evaluator #** \_\_\_\_\_