

Fire & Emergency Services Instructor II Skill Station Information

Skill Station A: Instructor Evaluation

In this skill, the candidate will evaluate another instructor and document their observations. The evaluation should identify strengths and weaknesses of the observed instructor's lesson delivery; the candidate shall document their observations and make recommendations to address the instructional style, and delivery and communication methods. The documentation SHALL include a summary report and the evaluation performance form provided in Skill A (Page 2).

For candidates testing in a residential setting at a test-site, the evaluation shall be provided both orally and in writing to the instructor; observations must be documented on the approved form (Page 2 Skill A) and in a summary report. For candidates who are challenging the test, you MUST document your observations and provide a DETAILED summary report of your assessment and return this document with the completed evaluation form (Page 2 Skill A) with your practicum packet.

NOTE: For either method, Section 2 (Page 2) of Skill A MUST be used in the evaluation process.

Skill Station B: Instructional Lesson Plan Development

In this skill, the candidate develops a lesson plan with supporting documents and/or other necessary resources for a unit of instruction. In designing the lesson plan, ample detail MUST be provided so that the lesson plan can be easily and effectively utilized by an alternative instructor. Essential components in the plan development include:

- Title
- Lesson goal or overview
- Prerequisites needed prior to this lesson
- Learning objective(s) that address the three criteria of an effective learning objective
- Level of instruction
- Time (estimated or actual)
- Setting(s) / Location(s)
- Equipment and materials
- References (multiple sources shall be listed with each listed in an approved format):
 - (Example: Brannigan, F. L. & Corbett, G. P. (2008). *Building Construction for the Fire Service, 4th Ed.*, Boston, MA: Jones and Bartlett Publishers)
- Four components of instructional delivery
- Instructional content
- Evaluation / assessment tool(s)
- Three different medium forms (refer to Skill B Page 2)

The lesson MUST be developed by the candidate; it CANNOT be a commercially developed plan.

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Skill Station C: High Hazard Training Supervision

Given a high-hazard training topic with inherent increased hazard and/or risk potential, the candidate SHALL develop a training safety plan (NOT a lesson plan) which identifies and addresses the hazards and/or risks. In this skill, you are the supervisor for the training program (i.e., drill) or course. A list of topics is provided below; you will use one of these topics. More details about these topics are provided below.

The topics are either a course or a training evolution. **NOTE:** By definition:

- *A course represents a scenario whereby you are the supervising/lead instructor, and the skills are done in a repetitive manner.*
- *A training evolution indicates you are the supervising training officer, and the skills may occur one or more times (e.g., a drill session).*

Whether developing the safety plan for a course or training evolution, your role and responsibility is to prepare the plan and supervise the staff, instructors, and students within a management system, thus creating awareness of and eliminating/mitigating the hazards/risks involved.

The topics are:

- Trench Rescue (T-Trench or L-Trench) – **Training Evolution**
 - Topic Details:
 - Training Evolution: T-Trench
 - As the training officer, you are tasked with setting up a training evolution for your technical rescue team. The evolution will focus on shoring procedures for T-Trench rescues given a recent incident highlighted the team's weakness in these skills. Mid- December is the only time available to complete the training.
 - Training Evolution: L-Trench
 - As the training officer, you are tasked with setting up a training evolution for your technical rescue team. The quarterly training topic is L-Trenches. The training day will focus on the practical skills necessary for shoring an 8-foot L-Trench. Mid-April is the only time available to complete this training.
- High Angle Rescue (Single rescuer pick-off or self-rescue) – **Course**
 - Topic Details:
 - Course: High Angle Single Rescuer Pick-Off
 - You are preparing for a High Angle Rescue Program. Develop a high-hazard safety plan for the next class which involves demonstration of and having the students perform a single-rescuer pick-off.
 - Course: High Angle Self-Rescue
 - Develop a high-hazard safety plan that involves both a demonstration and performance skill sessions for a high angle self-rescue situation.

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- **Swift Water Rescue (Line system or Boat) – Training Evolution**
 - Topic Details:
 - Training Evolution: Swift-water Rescue: Line Systems
 - Your water rescue team asked you to set up and lead a training evolution using the Dynamic Ferry technique. Your training session is scheduled for late April.
 - Training Evolution: Swift-water Rescue: Boat
 - A neighboring water rescue company requested that you lead a training session involving boats. The primary objective for this training will be to assist victims into the boat.
- **Structural Collapse – Training Evolution**
 - Topic Details:
 - Training Evolution: Structural Collapse
 - Your technical rescue team was given a Type II (non- combustible), two-story building that was heavily damaged by mine subsidence. Your assignment is to direct a training evolution for your team using this structure. Your primary objective is shoring procedures for Lean-To collapses.
- **Confined Space Rescue – Training Evolution**
 - Topic Details:
 - Training Evolution: Confined Space Rescue: Above Grade – Horizontal Entry
 - Your upcoming technical rescue training involves making horizontal entries into confined spaces that are above grade. Your training facility has a representative space that is 15-feet above grade leading to a series of 24-inch tubes.
- **Firefighter Survival (Bail-out, rope slide) – Training Evolution**
 - Topic Details:
 - Training Evolution: Firefighter Survival: Bail-out & Rope Slide
 - This week's training topic involves firefighter survival skills to include the low window bail and the rope slide. These skills will be completed at the local training facility on the first Thursday of the month.
- **HAZMAT Chlorine Containment – (Railcar Chlorine C-Kit) – Training Evolution**
 - Topic Details:
 - Training Evolution: Chlorin “C-Kit” Railcar
 - Your staff received a request by the HAZMAT team for a training evolution involving the application of a Chlorine C-Kit for a railcar dome leak. The training request is for the second Saturday of next month; you assembled the needed resources and now need to complete the high-hazard safety plan.
- **Structural Burn Session (Acquired structure) – Course**
 - Topic Details:
 - Course: Structural Burn Session – Acquired Structure
 - You were provided an acquired structure for live fire training. The training will focus on coordinated fire attacks.

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- Structural Burn Session (Fixed facility) – **Course**
 - Topic Details:
 - Course: Structural Burn Session – Fixed Facility
 - The “XYZ” Fire Department asked you to lead a Structural Burn Session at the PA State Fire Academy - the burning building is 25' wide, 60', long, and 45' in height. The fire chief expressed interests in working with standpipes and 2.5" handlines. The chief indicated there will be 24 participants.
- Advance Vehicle Rescue (i.e., commercial truck vs. passenger vehicle) – **Training Evolution**
 - Topic Details:
 - Training Evolution: Advanced Vehicle Rescue – Commercial Truck vs. Passenger Vehicle
 - The training schedule indicates this month's topic is cribbing of vehicle under-rides. The local wrecking yard agreed to provide both heavy trucks and passenger vehicles, and to provide an operator and equipment to "place" vehicles for your scenarios.
- Rapid Intervention Team (Obscured / Smoke-Induced Environment) – **Training Evolution**
 - Topic Details:
 - Training Evolution: Rapid Intervention Team (in obscured/smoke-induced environments)
 - Your fire department acquired a structure in the middle of town; however, since exposures are a significant concern, using it for live fire training is not an option. The decision was made to use the structure for RIT training, specifically firefighter rescues while working in zero visibility (i.e., obscured / smoke filled environments).

NOTE: If a candidate has an interest in developing a safety plan for a topic not listed above, the individual **MUST** contact the certification staff at PSFA and get approval **BEFORE** using the topic.

For any topic selected, at minimum the following components **MUST** be addressed in the safety plan. As a reminder, this is a training safety plan, **NOT** a lesson plan.

- **Emergency Notification/Procedures**
 - List the relevant personnel and agencies necessary to contact in the event of an emergency;
 - Write the necessary procedures/protocols to follow in the event an emergency occurs.
- **Compliance/Reference Criteria**
 - List the applicable NFPA Standards and Federal, state, local, or other regulations, laws, policies, procedures, or permits relevant to the high-hazard training or course;
 - List all text references used in program development.
 - Describe, briefly, the relevance of the cited regulation, law, standard, etc. to the training or course and how these direct the preparedness activities, command and control, mitigation efforts practices, procedures, etc. This description **MUST** be done for each cited document.
- **Objectives**
 - List SMART objectives to meet operational needs. These are objectives focused on mitigation, elimination, procedures, or control and **NOT** lesson plan objectives;
 - It is recommended the ICS-202 form and/or an Incident Action Plan (IAP) be used.

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- **Incident Command Structure**
 - Provide a clear and cohesive incident command reporting structure for the course or training evolution (i.e., drill);
 - It is suggested the ICS 203 or 207 form be used to simplify the reporting structure.
- **Safety Issues and Mitigation Tactics/Procedures/Protocols**
 - List the specific high hazards associated with the type/nature of the training to be conducted; these components need to be specific to the training and **NOT** of a general nature. For example, for RIT training, the following are components normally planned for: anxiety/panic attacks, loss of communications, patient mishandling with potential for physical injuries, etc. Discussing loss of smoke generation is not a high hazard; it is a logistics concern to be addressed elsewhere in the plan.
 - Address the safety concerns; describe the mitigation/control efforts and who, how, and what to do to mitigate and operational processes; consider location, weather, staffing, etc.; recommend ICS-215A form).
- **Preparation**
 - Consider the briefings, the types, the who, what, when, how;
 - Consider preparedness, that is walk-throughs, procedure reviews, communications protocols, command structure, etc.;
 - Describe the reporting structure, accountability, records management, checklist, RIT and MAYDAY procedures (if relevant) and resumption plan contingencies.
- **Resources**
 - Identify the positions and personnel, and make sure the plan is cohesive throughout;
 - Describe the roles and responsibilities of all personnel, how communications are managed and the protocol; it is recommended an ICS-204 form be used to address this aspect.
 - Identify how the positions and responsibilities defined are held accountable to mitigate, control, or eliminate the specific high hazards. **DO NOT** simply state that the safety officer is responsible to assure all activities are completed safely. While this is true in an overall picture, in actual training operations, it is the assigned personnel/staff that assures compliance to procedures. Protocols, etc. are met. You need to map these responsibilities to the identified high hazards noted in your plan. It is recommended a matrix be used to map and cross-reference this requirement.
- **Evaluation Criteria**
 - List the references used that established acceptable performance in high-risk scenarios.

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NOTE: A few points about the safety plan, as assessed by the JPR criteria, are clarified below.

- Task 1: *“Identifies relevant regulations, standards, policies, and/or recommended practices and their impacts”.*
 - Simply providing a list of standards, regulations, etc. for a live burn course **as illustrated below DOES NOT** meet the intent of the Standard. You **MUST** provide their impact, that is what the referenced document is meant to address, control, manage, etc. as it relates to hazards or perceived risks.
 - OSFC/PSFA Live Fire Suppression Policy
 - PSFA MSA Structural Burn (SBS)
 - OSFC/PSFA Facial Hair/SCBA Use Policy (May 2013)
 - NFPA 1010 Standard for Firefighter Professional Qualifications
 - NFPA 1020 Standard for Live Fire Training Evolutions
 - PSFA Personal Protective Equipment (PPE) Inspection Checklist
- Task 2: *“Identifies significant safety issues/concerns”*
 - Based on the topic, you need to list specific high hazards associated with the training evolution or course. For example, if conducting a burn session, simply stating that “*wet surfaces and stairways must be expected and will be addressed at the briefing*” **IS NOT** a specific high hazard. Wet surfaces can happen during wet-line drills without live fire or even during a rainstorm event; and while it is prudent to create awareness of this condition, it would not fulfill the specificity warranted by the Standard for this level of training. Discussing, respiratory or thermal burns, anxiety or panic attacks, loss of water during an interior attack, etc. **WOULD BE** a high hazard specific to this type of training.
- The safety plan **SHALL** correlate the hazards and risks you identify to the tactics/procedures/protocols developed and used and shall be correlated to the specific positions (i.e., personnel) accountable to carry-out these functions. In addition, the plan needs to relate the resources used to these actions taken during the training evolution or course thereby assuring safe delivery. The plan **MUST** clearly identify the supervisory roles and describe how these roles oversee the program delivery; essentially, a command-and-control structure **MUST** be defined.

Skill Station D: Classroom Lecture Presentation

In this skill, the candidate conducts a training session using a lesson plan the instructor prepared. The lesson **MUST** involve utilization of multiple teaching methods and techniques to include instructional technology and shall demonstrate that the lesson objectives are achieved. Both a topic and a target audience shall be identified in this process.

NOTE: A candidate who holds a Fire Service Instructor I or Fire & Emergency Services Instructor 1 national certification (i.e., ProBoard or IFSAC) meets the equivalency criterion for this skill. A copy of the national certification certificate is required, and **MUST** be submitted with the application to receive equivalency for this skill.