INSTRUCTOR/EVALUATOR/PROCTOR HANDBOOK
GENERAL INFORMATION

This planning template should be used by the Lead Instructor
and Lead Evaluator in planning this course.

March 2024

IMPORTANT RULES

1. All classes require at least 30 days notification to the State prior to the start date.
2. Retests must be at least 10 days out.
3. The Lead Instructor cannot serve as the Proctor or Evaluator.
4. The Lead Instructor must be at least an Instructor I.
5. The Lead Evaluator must hold an Instructor II or Instructor II/III certification for the class that they are evaluating.
6. The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.

HOW TO REGISTER A CLASS WITH THE STATE

Prior to starting an application, please have the following information in hand: Lead Instructor name and PSID, Lead Evaluator name and PSID, Proctor name and PSID, contact person name and PSID.

1. Go to the Acadis Portal and either log into your account or create one if you don't already have one.
2. Select the Academy Resources Tab at the top, then select Complete a Webform. Select Fire - Certification Course Request.
3. From the Course Name dropdown, choose the type of class you are going to offer.
4. Select Private Course if this is a class you don't want available for anyone to register for the course, and it is limited to select departments.
5. Select the test date, understanding that it must be at least 30 days out.
6. Fill out the required information for the location, Lead Instructor, Lead Evaluator, Point of Contact and Proctor.
7. When you have all of the information entered, hit Submit. It will ask you if you are sure. Hit yes. Your class is now locked and submitted to the State.

LEADER INSTRUCTOR SECTION

Important Rules

- The Lead Instructor cannot serve as the Proctor or Evaluator.
- The Lead Instructor must be at least an Instructor I.

Customizing the Presentation

Instructors may customize presentations to meet local needs; however, all NFPA JPR's must be covered as outlined in course-specific skills sheets.

Planning Your Instruction

The amount of time allotted to training varies significantly from agency to agency. It is essential that you select any additional material that meets both your jurisdictional requirements and your available time. Use provided sample test questions appropriately to expand the students' learning and judge the effectiveness of the instructor's course presentation. You may use the questions in the curriculum in various ways, for example, as a graded check on progress or as the basis for class discussion. Course skill sheets are provided to benefit the instructor and students; review the required skills to determine how you will include all the skill sheets in your lesson plan.

Coaching

An Academy Coach will reach out by email prior to the course being approved for registration to gather course information.

Quality Assurance

As part of our quality assurance, an Academy Program Manager may reach out to the Lead Instructor, Lead Evaluator and Proctor to coordinate a site visit. These site visits are to ensure quality, consistency and compliance with the educational requirements of the course.

IFSTA ResourceOne for Instructors and Students

https://auth.ifsta.org/login

All instructors and students can be given access to IFSTA ResourceOne accounts. These accounts will assist the instructor by giving them access to plans of instruction, syllabus templates, lesson plans, PowerPoints, quizzes and tests. Access to these accounts will need to be set up through the IFSTA representative and are free of charge. The only cost for the course will be the cost of any books needed for students.

Demarcation of Training vs. Testing for the Skills Portfolio

The entity shall demonstrate that credit is not given for skills accomplished during training, class work or other means outside the testing mode. Testing can be accomplished during the same time period as training if there is a distinct line between the training mode and the testing mode of that time period.

Code of Ethics

The personal code of ethics is a public statement by fire service educators and instructors that establishes clear expectations and principles to guide practice and inspire professional excellence. It is the belief of fire services instructors that commonly held set of moral principles and values can assist in the individual exercise of professional judgement.

Those moral principles and values are the core values of the teaching profession as well as the fire service. The individual instructor should integrate these values into their professional and private lives to ensure the equity of their actions and decisions.

As a Fire Service Instructor, you shall:

- Place safety and learning of the student above all other concerns.
- Nurture the intellectual, physical, emotional, social and civic potential of each student.
- Create support and maintain a challenging learning environment for all students.
- Apply your professional knowledge and skills to promote student learning at all times.
- Establish and maintain a clear set of standards for behavior and civility within the learning environment.
- Be a positive role model by displaying those habits of mind and work necessary to develop and apply knowledge while simultaneously displaying courtesy and enthusiasm for learning.
- Strive to affirm the importance and the honor of the profession.
- Conduct both personal and official business in a manner that will inspire confidence and respect of others.
- Never be disrespectful of others in public and private.
- Be committed to your own learning and professional growth in order to further develop in the teaching profession and the fire service.
- Collaborate with colleagues and other professionals in the interest of student learning.
- Recognize cultural and linguistic heritage, gender, family, community, ethnicity and race, and their influences on experience and learning.
- Make decisions and take all actions based on the moral and ethical values of this State and this organization.
- Never allow or participate in cheating of any kind.

Evaluation Strategy

Evaluation of learning is accomplished by a combination of formal and informal methods. Formative evaluation is accomplished during each chapter through questions by the instructor and a written quiz at the conclusion of each chapter. The instructor guide for each chapter lists specific questions to be asked which will evaluate participant understanding of the skills and concepts.

Summative evaluation of each chapter is accomplished through a multiple-choice test administered at the end of each chapter.

Need-To-Know Items for Lead Instructors

1. ALL skills outlined in the Practical Skill Sheets must be completed as outlined on the skill sheets by **ALL** students.
2. Skills may be completed in any order during training.
3. Skills may also be completed in groups such as working a scenario as long as a student fulfills each role/task.

Students Rights

The primary function of a course of instruction is to deliver the information in an educational forum where students can prepare, learn, practice and test themselves constructively to meet the challenges of the State practical skills and written examination. Students should be provided with the full opportunity to inquire, to question and to exchange ideas during course delivery.

1. Students shall have the responsibility to learn and to respect the rights of others to learn.
2. Students shall also respect the rights of others to teach.
3. Students shall have the right to hear and express various points of view on subjects without fear of reprisal or penalty provided the students recognize the rights of others and the limitations imposed by the laws of libel, slander and obscenity.
4. Students have the right to due process as outlined by the Academy.
5. Students have the right to privacy.
6. Students should be given an opportunity to express opinions concerning the instruction received.

Request To Have Test Read Aloud

The Americans with Disabilities Act (ADA) is not applicable in certification testing situations as an employer/employee relationship is nonexistent. Indiana administrative rule 655 IAC 1-1-12 (J)(12) states, *"A proctor shall not discuss any test question or possible answer thereto with any student taking the examination."*

LEAD EVALUATOR SECTION

Important Rules

1. The Lead Evaluator must hold an Instructor II or Instructor II/III certification for the class that they are evaluating.
2. The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.

General Information

This section of the handbook has been developed to serve as an instructional resource for Lead Evaluators. Evaluators will use this document as a reference while evaluating skills examinations.

Prior to evaluation, the Lead Instructors are to ensure that all students receive training on each course NFPA skill(s). Each student must demonstrate competency through practical skills evaluations. Once a student has passed a skill evaluation, the evaluator shall sign off on the Lead Evaluator Acknowledgement. Once students complete all required skills, the Lead Evaluator shall complete the Lead Evaluator Acknowledgement form certifying that students have been evaluated. Lead Evaluator Acknowledgement forms should be stored in a student's permanent record.

Evaluation can be accomplished during the same time period as training as long as there is a distinct line between the training mode and evaluation mode. There will be no credit given for skills accomplished during training, classwork or other means outside the testing mode.

Evaluators may use this document as a reference while evaluating skills examinations.

This document serves as a guideline that will cover most courses. As written, it is understood that there may be times where adjustments to the equipment, materials list and the task steps will be necessary to complete the objectives. Adjustments may be required if the host department does not have the exact equipment as listed. In this instance an alternative piece of equipment may be used as long as the intent of the objective is met. It may also be necessary to adjust the task steps based on equipment, procedures or manufacturers recommendations. The training entity shall provide facilities and equipment that ensure the health and safety of all participants.

The intent of this document is to ensure that all persons who achieve certification have met the minimum NFPA standard. All persons seeking certification must demonstrate competency in **all** skills. This is true even if the student is not required to perform the skill at his/her fire department. For instance, your jurisdiction does not have any structures that employ the use of sprinklers; therefore, your fire department does not train on sprinkler systems. You will still be required to complete all the sprinkler skills. It will be the responsibility of the Lead Instructor to schedule the use of facilities and/or assemble all props necessary to ensure that training on all skills is completed. The Academy has identified skills that may be difficult to complete by providing guidance that will ensure compliance. The guidance is located on the identified skill sheet. In addition, the Academy recommends the following actions be taken to provide students with quality instruction and a positive learning experience:

- Determine your resource needs and identify where you can get them.
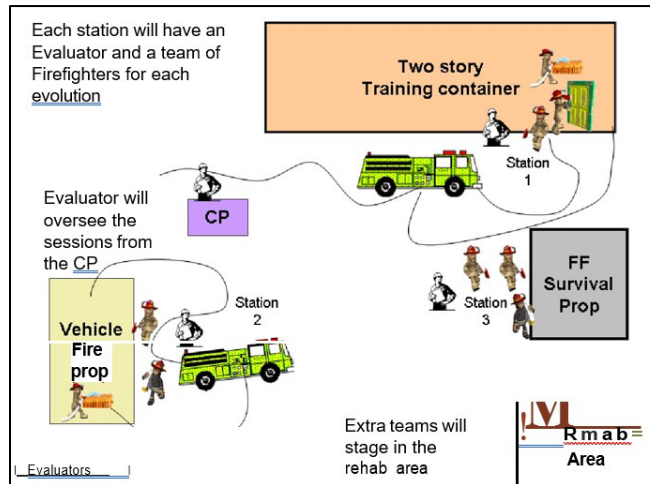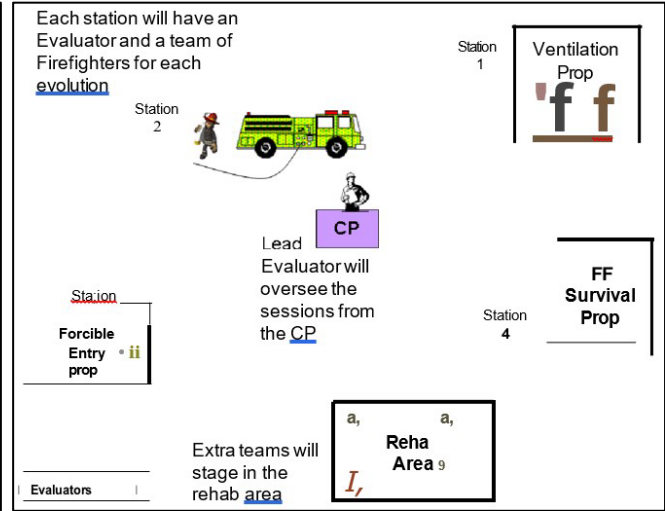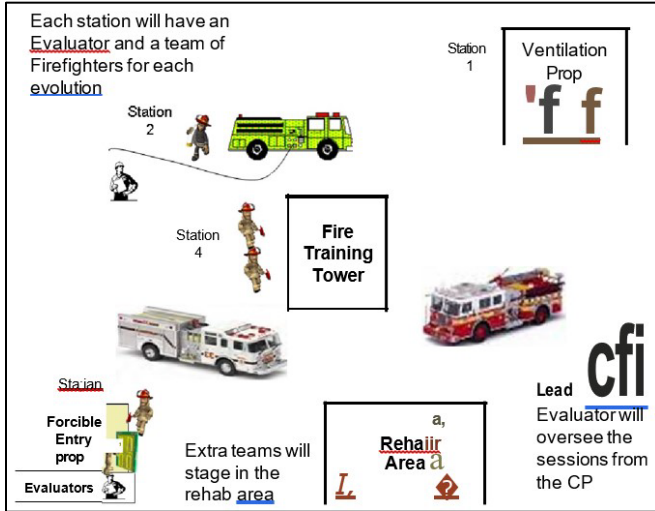 - Props

- o Books
- o Instructors
- o Evaluators
- Conduct skill sessions at a training center.

If you find that you are unable to complete any skill(s), you must contact the Academy Program Manager for your District and provide justification. Your justification will be taken into consideration and further direction will be given. It is critical to preplan your courses to avoid last-minute problems. Failure to obtain a prop will not excuse students from completing any of the required skills but will result in delaying the completion of the class.

The skill sheets are used as a reference for the practical skills examination. The Lead Evaluator or his/her designee must be present to witness all skills tests. Testing sites shall provide adequate space for knowledge and manipulative skills testing [NFPA 1000 5.1.8(A) 2022 ed.].

A digital copy of the completed skill sheets will be kept on file in the training institution's files in accordance with all record keeping best practices. A digital copy of the completed Lead Evaluator Acknowledgement form will be provided to the candidate. Once all practical skills are completed, the Lead Evaluator will complete the skills workflow assignment on the Acadis Portal.

SAMPLE PRACTICAL SKILL DIAGRAMS

Each station will have an Evaluator and a team of Firefighters for each evolution

Station 1 — Ventilation Prop

Station 2

Station 4 — Fire Training Tower

Station — Forcible Entry prop

Evaluators

Extra teams will stage in the rehab area

Rehair Area

cfi

Lead Evaluator will oversee the sessions from the CP

Each station will have an Evaluator and a team of Firefighters for each evolution

Station 1 — Ventilation Prop

Station 2

CP

Lead Evaluator will oversee the sessions from the CP

Station — Forcible Entry prop

Station 4 — FF Survival Prop

Extra teams will stage in the rehab area

Reha Area

Evaluators

Each station will have an Evaluator and a team of Firefighters for each evolution

Two story Training container

Evaluator will oversee the sessions from the CP

CP

Station 1

Station 3 — FF Survival Prop

Station 2

Vehicle Fire prop

Evaluators

Extra teams will stage in the rehab area

Rmab Area

Lead Evaluator Instructions

1. The Lead Evaluator must review acceptable test performance criteria with all evaluators prior to the evaluation process.
2. The Lead Evaluator must cover the proper completion of any skill sheets used in the evaluation process with all evaluators.
3. The Lead Evaluator must review all procedures for handling questions or problems that arise during testing with all evaluators.
4. The Lead Evaluator must instruct all evaluators to report all behavior that violates the code of ethics listed earlier in this document immediately so that appropriate action can be taken.

Evaluation Station Setip and Rules

1. Skill testing areas should be set up to allow the Lead Evaluator to monitor several testing stations simultaneously and assist evaluators monitoring the individual testing stations.
2. There shall be an instructor with each group of students being evaluated, and at no time shall the students be able to observe or communicate with others that have been evaluated or are waiting to be evaluated.
3. Students are to be instructed that talking to others outside their group while evaluation testing is being completed may result in not passing the skills evaluation and testing in part or whole.
4. Students should have access to personal protective ensemble, apparatus and other equipment that meet or exceed applicable NFPA standards or equivalent standards adopted by the AHJ in order to perform skills training/testing [NFPA 1000 5.2.3(B) 2022 ed].

Need-To-Know Items for Lead Evaluators

1. Skill evaluations are composed of an evaluator(s) evaluating and signing off on successfully completed skills. An email will be sent to Lead Evaluator to complete a webform located in their Acadis Portal to sign off on skills.
2. Ensure the test site for the skills examination has all necessary facilities and props to complete all skills.
3. Contact your Academy Program Manager for assistance with obtaining props.

APPENDIX A

16 Life Safety Initiatives

The National Fallen Firefighters Foundation has set a high priority on preventing line-of-duty deaths and injuries through the 16 Life Safety Initiatives.

As an instructor, you are encouraged to integrate these initiatives into your instruction process where applicable.

16 Life Safety Initiatives	
Access: https://www.everyonegoeshome.com/16-initiatives/	
#1 Cultural Change	#9 Fatality, Near-Miss Investigation
#2 Accountability	#10 Grant Support
#3 Risk Management	#11 Response Policies
#4 Empowerment	#12 Violent Incident Response
#5 Training & Certification	#13 Psychological Support
#6 Medical & Physical Fitness	#14 Public Education
#7 Research Agenda	#15 Code Enforcement & Sprinklers
#8 Technology	#16 Apparatus Design & Safety

Online class is found here and should be assigned to the students:
https://www.everyonegoeshome.com/16-initiatives/

FREQUENTLY ASKED QUESTIONS

I have someone who wants to join the class but wasn't included on the original roster. What do I do?

Your options are limited to contacting the Academy and asking for guidance. The Board Rules are specific about time notification requirements. If you are not flexible on moving your test date back in order to accommodate a late registrant, you will likely have to decline their admittance to the class.

Can a student take the class if they do not have all the prerequisites?

It can be done but is not considered a best practice by IDHS. Students may take the classes out of order, but they may **_NOT_** obtain certification or test out of order without an appeal to the Board. The student would be well advised to take the classes as they appear, but TEST in the order required. Skills (JPR's) are only valid for 180 days, so if the student cannot complete the testing needed within the time frame, they will need to retake the class.

The class is very large, and I need multiple Evaluators. Do they all have to be Instructor II or Instructor II/III?

No. Only the Lead Evaluator must be an instructor II or Instructor II/III; the others may be an Instructor I. However, the Lead Evaluator is accepting responsibility for ALL of the actions of all other evaluators.

I have someone who is going to teach a part of the class who is great at a particular area, but they are not an Instructor I, II, II/III or even a firefighter. Can I still use them?

Yes. Instructors with a particular knowledge area but who do not have fire service certifications are known as Subject Matter Experts (SMEs). One example would be to use a trucking company SME to teach the portion of Hazardous Materials Operations where the SME's information would be beneficial. Keep in mind, the Lead Instructor is still responsible for anything that the SME presents in the class.

What are the records keeping requirements? What happens if I get audited?

Students are required to keep copies of the work they did in order to meet the Job Performance Requirements (JPR's). Lead Instructors must keep copies of the classroom materials taught. Lead Evaluators must keep copies of the skills for each student they evaluated. An audit will request that you produce documentation in order to answer a single specific question concerning a portion of the class.

What classes are subject to audit?

ALL classes are subject to audit or site visit at any time by the State of Indiana. Please refer to the Code of Ethics statement found in this document. It is better to expect and prepare to be audited rather than "roll the dice."