Certification Examination Evaluator Training
Course Plan

Course Details

Description: This course provides in-depth instruction on the registration requirements for Registered Lead Evaluators and Skills Evaluators, processes and procedures to request and successfully deliver both written and skills certification examinations, and information on making the transition from instructor to evaluator.

Designed For: Personnel affiliated with an Accredited Regional Training Program (ARTP) or an Accredited Local Academy (ALA) who will be serving as either a Registered Lead Evaluator or Skills Evaluator for a certification examination process (written and/or skills).

Authority: Office of the State Fire Marshal

Prerequisites: Instructor 1: Instructional Methodology (2012) or (2019)

Endorsement by the director of an ARTP or ALA. Lead Evaluator candidates must be a Registered Instructor in good standing with SFT; Skills Evaluator candidates must meet the requirements to serve as a Fire Fighter Instructor as set forth in the SFT Procedures manual.

Standard: N/A

Hours: 4 hours

Maximum Class Size: 50

Instructor Level: Primary instructor

Instructor/Student Ratio: 1 primary instructor per 50 students

Restrictions: This course is scheduled and taught by OSFM staff only.

SFT Designation: FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

Required

- SFT Procedure Manual (OSFM, Current edition)
- Instructor Guide (OSFM, Current edition)

Student Resources

To participate in this course, students need:
- SFT Procedure Manual (OSFM, Current edition)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom equipped for 30 students
- Whiteboards or easel pads with appropriate writing implements
- Projector/TV with appropriate laptop connections
- Wifi/Internet access

Time Table

Segment	Lecture	Application	Unit Total
Unit 1:			
Topic 1-1: Introduction	0.25	0.0	
Topic 1-2: Registered Skills Evaluator	0.5	0.0	
Topic 1-3: Registered Lead Evaluator	0.5	0.0	
Topic 1-4: Certification Examination Administration Process	1.0	0.0	
Topic 1-5: Conducting the Skills Examination	0.5	0.0	
Topic 1-6: Conducting the Written Examination	0.25	0.0	
Topic 1-7: Appeals and Audits	0.25	0.0	
Topic 1-8: Practical Exercises	0.0	0.5	
Topic 1-9: Discussion & Summary	0.25	0.0	
Unit 1 Totals	**3.5**	**0.5**	**4.0**
Course Totals	**3.5**	**0.5**	**4.0**

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled and the acquired structure selected for training. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Objectives

Course Objectives

1. A working knowledge of the State Fire Training procedures for Evaluator registration, responsibilities, accountability, and maintenance.
2. A working knowledge of the State Fire Training procedures for Certification Exam scheduling and administration.
3. Tools to navigate the State Fire Training system successfully.

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application
The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes
The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference
The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.