

**WSP – Fire Protection Bureau
Fire Standards, Accreditation & Certification**

NFPA 1041 Instructor 2 Pre-Test
Referenced to: IFSTA Fire and Emergency Services Instructor 6th Edition

1. What non-traditional methods can help to achieve training goals?

2. What are the key elements to cover in instructor evaluations?

3. An instructor should always answer questions thoroughly even when only one student is interested.

4. How does an instructor ensure copyrights are not infringed upon?

5. Investigating after an injury has occurred is useful to determine who is at fault and cast blame on the responsible party.

6. The role of the instructor in safety includes stating the positive purpose of investigations.

7. Writing rules and regulations is the first step to a safe training program.

8. The majority of accidents can be attributed to a lack of skill.

9. The examination of current and past accident records occurs during incident management.

10. Worker's compensation laws are examples of statutory law.

11. If a fire instructor regularly conducts an occupational or job analysis he/she is practicing foreseeability.

12. What is the first step in the planning process model?

13. List the three domains of learning.

14. The Law of _____ means a person is prepared to learn.

15. How can self-esteem needs of the learner be met?

16. The law of _____ stresses the idea that the more an act is practiced the faster and surer the learning.

17. The law of effect states that learning is always more effective when _____.

18. The law of _____ assumes that habits and memories used repeatedly are strengthened and habits not used are weakened.

19. The law of _____ says that it is easier to learn by relating new information to similar information from past experiences.

20. The law of recency is closely associated with the law of _____ and with the idea that _____ and _____ are aids to learning.

21. The two laws of _____ and _____ are the reasons why instructors include an overview and a strong introduction plus a summary and a strong review in their instruction.

22. The law of _____ differs from the law of _____ in that it states that the first of a series of learned acts will be remembered better than other acts taught later.

23. The law of _____ says that if the stimulus is _____ and _____ it will more likely change or have an effect on _____ and/or _____.

24. When conducting occupational analysis you are using the selection component of the planning process model.

25. Standards describe:

26. If you are interpreting and solving fire ground problems what level of learning are you at?

27. For effective learning to occur the cognitive, psychomotor, and affective domains must “not” overlap or interrelate with each other.

28. Disciplinary records should be analyzed to determine learner needs.

29. Resolving on the job problems can be accomplished by doing a needs analysis.

30. Injuries that result from real fire and rescue situations have special legal defenses. These defenses do not apply to persons responsible for setting up situations that result in injuries in the learning environment.

31. Exposing learners to hazardous training environments when an instructor does not have adequate control of the elements could be perceived as negligence in court if an injury occurs.

32. Providing learners with a written course description and maintaining written objectives and documenting each training session are precautions an instructor can take to minimize the chances of becoming involved in a liability case.

33. An instructor may leave learners unattended while they are practicing potentially dangerous skills if he feels they have had the proper verbal instruction.

34. What is the correlation between budget and time frame?

35. When considering discipline what action is a necessary part of documenting a counseling session?

36. What is the first thing an instructor reviews when considering the modification of a lesson plan?

37. A task analysis is one of the basic steps done when creating and/or modifying lesson plans.

38. Summative evaluations occur throughout the course.

39. A needs analysis does not take into account the allowed budget.

40. A _____ is used to provide learners with opportunities to apply rules or use multiple skills to complete an activity.

41. When an instructor documents procedures, rules, or other requirements that learners are required to learn or follow it is important that the learner sign the document.

42. A short definition of an objective describes:

43. Lesson plans can contain a list of references, assignments for the next class, and a list of needed materials.

44. What term describes the standard or degree of performance or states how well a learner must perform to be considered acceptable?

45. What term describes items given and the situations under which the performance is to occur.

46. What term describes what the learner is expected to do or describes the product or result of doing something?

47. A behavioral objective consists of the following components _____, _____, _____.

48. Behavioral objectives must be stated in terms of measurable performance.

49. List the parts of an occupational analysis. _____, _____, _____.

50. What are information sheets?

51. Operations (doing units) and keypoints (knowing units) are parts of a job sheet.

52. Key points are small steps to performing a job.

53. An activity sheet can also be called a worksheet or a practical activity sheet.

54. An activity sheet provides clear directions to explain the activity but does not detail how to complete it.

55. Study sheets are important tools that can arouse learner interest in a topic and explain specific areas to study.

56. Self-practice exercises that allow learners to prepare for competency profiles or performance evaluations are called job breakdown sheets.

57. An instructor should not base testing on objectives.

58. Lesson plans are utilized to document what was taught and verify that the information presented is appropriate for testing.

59. The application step is used primarily to evaluate learning.

60. In psychomotor learning it is important for the instructor to discipline learners during the coaching process.

61. During high hazard training if learners are required to wear protective gear this does not mean the instructor should wear the same gear.

62. If an instructor has a limited amount of time to deliver a large amount of information what method of deliver is the best?

63. What are the four methods of instruction?

64. What are prescriptive tests used for?

65. Prescriptive tests are usually given at the middle or end of instruction.

66. When is a good time for an instructor to use oral tests?

67. What is the difference between “subjective” test items and “objective” test items?

68. Subjective tests are not effective for measuring the higher cognitive levels of analysis, evaluation, and interpretation.

69. Objective tests cannot be used to measure higher levels of cognitive learning such as interpretation and analysis.

70. A test item that presents a problem and asks the learner to choose the best tool for solving the problem is objective and requires the learner to interpret and analyze.

71. In a subjective test there can be only one correct answer.

72. Performance tests are based on standard criteria and performance objectives.

73. Why is it important to base performance standards on objectives?

74. Subjectivity is a kind of analysis, method, description, or judgement in which people differ because their values, opinions, attitudes, preferences, bias, and perceptions are different.

75. The two most important conditions of a well designed test are validity and point value for question items.

76. To be valid a test must always measure what the candidate is capable of.

77. A reliable test is free of ambiguous items or directions, vague scoring criteria, environmental distractions, and opportunities for cheating or guessing.

78. When developing a valid test the instructor should identify the content of the course and the behavioral objectives to be measured.

79. Mock ups are best suited for illustration lessons.

80. Safety should be the most important consideration when demonstrating a skill such as climbing a ladder.

81. When supervising high hazard training the Incident Command system instructor must be sure that all other instructors are qualified to teach and supervise learners.

82. High hazard training involving petroleum/ hydrocarbon fuel fires pose both safety and environmental concerns.

83. Limiting products of combustion and controlling/containing runoff are subject to federal guidelines only.

84. When using a tank for confined space rescue what can be done to facilitate access and provide emergency egress?

85. CPR manikin practice constitutes high hazard training.

86. What is the ratio for learner to instructor in high hazard training such as live fire set by NFPA and WAC?

87. Live fire training may be subject to federal and local guidelines such as the guidelines limiting products of combustion.

88. In the instructional process it is important to make clear who is being evaluated and when.

89. True/False questions minimize the opportunity for guessing.

90. The cost to the building owner must be considered when acquiring structures to be used for high hazard training.

91. Three elements critical to measuring success in an evaluation are:

92. Course evaluations should be designed to provide feedback to improve the teaching/learning process.

93. Formative evaluation looks at the process, summative evaluation looks at the product.

94. Comprehensive tests are designed to determine if the learner has achieved the course objectives.

95. A policy is a guiding principle that organizations can use to?

96. A fire hazard situation that creates the illusion of fire and smoke is called?

97. Training aids should support and emphasize the main points.

98. How would you describe a LAN (local area network)?

99. Why are Local Area Networks and Intranet important?

100. Why is it important that training schedules be managed by one person?

101. The training needs of the organization should always be planned according to existing funding.

102. Financial growth of the training program can only occur if the budget process is used to achieve the organization's training goals and objectives.

103. Expenditures should be tracked only at the end of the budget cycle.

104. What items would be classified as capital expenses?

105. What items would be classified as operational expenses?

106. What are the five principles of budget management?

107. What are acceptable methods to use when justifying a training budget?

108. The most common method of budgeting by fire departments is called?

109. What type of budget categorizes programs into personnel services, maintenance, operations, and capital?

110. A capital goods budget allows for expenses required for normal day to day functions of a training program.

111. When developing a training schedule it is important to consider leaving some open time.
