

Chapter 3

TRAINING EVALUATION SYSTEM



LESSON PLAN OUTLINE

PROGRAM: SMOKEJUMPER

LESSON: TRAINING EVALUATION SYSTEM

OBJECTIVES: The objective of the training evaluation system is to aid the instructors in determining the progress of the individual during training. Evaluation begins with clear, measurable objectives so that both the instructor(s) and students know what the intended performance outcome will be. This lesson will give the instructor a framework for developing a performance based training and evaluation system.

INTRODUCTION: The overall objective of training is for the trainees to meet the performance based objectives for each individual unit at the end of the training period. It is essential that both the trainers and trainees know and understand what is expected of them throughout the training units so that the maximum effort can be put forth to achieve success in smokejumper operations. It is also a basis for the performance of each individual throughout training.

I. INTRODUCTION

- A. The foundation of a training evaluation system is performance based objectives. An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself. Throughout the training guide, individual lessons have these objectives that the trainees must achieve prior to becoming a smokejumper or prior to becoming a re-qualified smokejumper.
- B. The evaluation process, itself, needs to be used daily to determine progress and it is critical to evaluate all individuals, debrief, and document performance. If any trainee does not meet the daily objectives for a unit, an unsatisfactory rating will be given and this

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sub-par performance will be discussed with the individual and the appropriate overhead for further observation.

C. Every objective must have three characteristics that help make it communicate an intent. These three characteristics must answer three questions: (1) What should the learner be able to do?

(2) Under what conditions do you want the learner to be able to do it? and (3) How well must it be done? Answering these questions in clear text will communicate to the trainee what is expected, how many, how fast, in what sequence, to what level, how often, given what timeframe, given what margin of error, and what is the level necessary for success. By answering these questions in objectives, the performance necessary is evident to both trainers and trainees.

D. If, within this training guide, objectives are not present or not to the individual base expectations, adapt your own so that there is no doubt as to the perceived outcome of trainer and trainees. Communicate, document, and follow through with debriefings.