

Updated February 11, 2022

**Monitoring Checklist
S-190 Introduction to Wildland Fire Behavior (2020)**

To ensure that sufficient wildland fire training opportunities are available for private sector contractors who participate in the Pacific Northwest crew and engine/tender contracts, and that this training meets or exceeds National Wildfire Coordination Group (NWCG) standards, the Pacific Northwest Wildfire Coordination Group (PNWCG) has entered into memorandums of understanding (MOUs) with representatives of two groups of training providers. The groups are firefighting contractor associations (FCA) and public training providers (PTP).

The United States Forest Service (USFS) MOU Representative and staff administer the FCA MOUs for PNWCG and monitor FCA courses and instructors.

The Interagency Zone Training Committee (IZTC) representatives perform PTP MOUs administration for PNWCG and monitor PTP courses and instructors in their respective geographic zones of responsibility. The IZTC may also be asked to have representatives monitor FCA courses by the MOU-Rep when needed.

This checklist outlines the key facilities, course concepts and teaching elements that course monitors should be observing and documenting.

Course monitors will introduce themselves to the lead instructor and explain that they are evaluating the course per the Memorandum of Understanding (MOU). Course monitoring checklists (see APPENDIX A) for each NWCG course being monitored will be provided to the IZTC member agency representative monitors in advance of assignments. The checklists will serve as both a form for evaluating the course instruction and a report to be sent to the IZTC. Course checklists may be completed through course monitoring and by examination of the written agenda, lesson plan, test(s), student evaluations or other documents presented by the instructor. Upon completion of the course monitoring/evaluation, monitor will scan and email the completed monitoring documentation to the R-6 Fire Contract Operations inbox SM.FS.fact@usda.gov (within 2-3 working days of monitoring course delivery). The R-6 Fire Contract Operations Specialist will then forward monitoring documentation to the (FCA) or (PTP) the training provider is affiliated with; within ten (10) working days of training delivery.

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NOTE: Serious deficiencies include omitting required course modules, substitution of training material that results in dropping portions of required course material, course instruction time varying greatly from recommendations listed in the NWCG Standards for Course Delivery, PMS 901-1 (PMS 901-1), required oral and written testing not done or done with open book, or other deficiencies that limit the ability of students to learn the course objectives.

**Monitoring Checklist for
S-190 Introduction to Wildland Fire Behavior (2020)**

Name of Monitor _____ **Phone:** _____

Address _____ **Unit/Agency** _____

Course Location _____ **Date:** _____

Lead Instructor _____ **Phone:** _____

Address _____ **Certifying Association** _____

Unit Instructor _____ **Phone:** _____

Address _____ **Certifying Association** _____

Unit Instructor _____ **Phone:** _____

Address _____ **Certifying Association** _____

Interpreter _____ **Phone:** _____

Address _____ **Certifying Association** _____

S-190 Introduction to Wildland Fire Behavior

| Language Requirements | | |
|-------------------------------------------------------------------------------------|----------|----------|
| | Y | N |
| Non-English Speaking Students Present? | | |
| Instructor able to Converse Fluently in Language of Non-English Speaking Students? | | |
| If Instructor was Non-Fluent in Specific Language, was a Fluent Translator Present? | | |
| Translator's Name: | | |
| Comments/Suggestions: | | |
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| Course Materials | | |
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| <i>Were the March 2020 course materials listed below used?</i> | Y | N |
| NFES 2900 S-190 Instructor Guide | | |
| NFES 2901 Student Workbook, one per student | | |
| NFES 2902 CD-ROM Course Materials | | |
| Incident Response Pocket Guide (IRPG), PMS 461 | | |
| S-190 Student Evaluation Task Sheet | | |
| Fire Weather Cloud Chart, PMS 438 | | |
| NWCG Fire Environment Poster, PMS 439 | | |
| NWCG Glossary of Wildland Fire, PMS 205 | | |
| Language Specific Course Materials Provided for Non-English Speaking Students? | | |
| Comments/Suggestions: | | |
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| Audiovisuals | | |
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| <i>Were any audiovisual aids used to instruct including:</i> | Y | N |
| Computer, projector, and screen. | | |
| White board with markers and eraser. | | |
| Easel with extra flip chart pads and markers. | | |

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| Comments/Suggestions: | | |
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| Teaching Facility | | |
| <i>Did the Teaching Facility Provide for Adequate?</i> | Y | N |
| Space? | | |
| Lighting? | | |
| Seating? | | |
| Ventilation? | | |
| Comments/Suggestions: | | |
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| Course Administration | | |
| | Y | N |
| Was Attendance Documented with the use of a Sign in Sheet? | | |
| Was a Course Agenda Provided? | | |
| Did each student complete a course evaluation form (Appendix D)? | | |
| Was the final exam administered? | | |
| Comments/Suggestions: | | |
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S-190 Introduction to Wildland Fire Behavior (2020) Course Objectives:

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| Unit 0 – Introduction | | |
| (30 Min.) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Introduce instructors and students. | | |
| Discuss administrative concerns | | |
| Explain the purpose of the course | | |
| Explain course objectives: | | |
| Discuss expectations | | |
| Explain course evaluation methods | | |
| Explain where the course fits in the wildland fire behavior curriculum. | | |
| Comments/Suggestions: | | |
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| Unit 1 – Basic Concepts of Wildland Fire | | |
| (1 hour) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe basic terminology used in wildland fire | | |
| Describe the elements of the fire triangle. | | |
| Describe the methods of heat transfer. | | |
| Comments/Suggestions: | | |
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| Unit 2 – Fuels | | |
| (1 Hour) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe the term fuels | | |
| Describe how fuel type and fuel characteristics affect fire behavior. | | |
| Comments/Suggestions: | | |
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| Unit 3 – Temperature and Moisture Relationships | | |
| (1 Hour) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe dry bulb temperature, wet bulb temperature, dew point, and relative humidity. | | |
| Describe how temperature and relative humidity can influence wildland fire behavior. | | |
| Determine relative humidity and dew point by using a Psychometric Table and given inputs. | | |
| Did the instructor facilitate a review of lesson objectives at the end of this unit? | | |
| Comments/Suggestions: | | |
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| Unit 4 – Topography | | |
| (45 Min.) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Identify topographic features found in the wildland fire environment | | |

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| Describe the basic characteristics of topography and how they can affect wildland fire behavior. | | |
| Did the instructor facilitate a review of lesson objectives at the end of this unit? | | |
| Comments/Suggestions: | | |
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| Unit 5 – Atmospheric Stability, Winds, and Clouds | | |
| (1 Hour) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe atmospheric stability and discuss the effects on fire behavior. | | |
| Describe wind and its effects on fire behavior. | | |
| Explain cloud classifications and their impact on fire behavior. | | |
| Explain the similarities between smoke layers and clouds in relation to impact on fire behavior. | | |
| Did the instructor facilitate a review of lesson objectives at the end of this unit? | | |
| Comments/Suggestions: | | |
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| Unit 6 – Critical Fire Weather | | |
| (1 Hour) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe critical fire weather conditions. | | |
| Describe critical fire weather events such as cold fronts, thunderstorms, foehn winds, and other local phenomenon that can impact fire behavior. | | |
| Did the instructor facilitate a review of lesson objectives at the end of this unit? | | |
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| Comments/Suggestions: |
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| Unit 7 – Alignment | | |
| (45 Min.) Start Time: _____ End Time: _____ | | |
| <i>Did the instructor cover the following objectives?</i> | Y | N |
| Describe how the primary wildland fire environment components – fuels, weather, and topography are made more complex by interaction with each other. | | |
| Describe how alignment of these components greatly increases the potential for extreme fire behavior. | | |
| Did the instructor facilitate a review of lesson objectives at the end of this unit? | | |

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| Comments/Suggestions: |
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