

**State of Oregon
Department of Public Safety Standards and Training**

Evaluation Guide for:

**Entry Level Fire Fighter
NFPA Fire Fighter I
NFPA Fire Fighter II**

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Additional copies of this document may be downloaded from the DPSST web site:

<http://www.oregon.gov/DPSST>

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DPSST Requirements

INTRODUCTION

Continuous improvement of fire service training and certification is everyone's goal. To that end, DPSST herein provides Oregon fire departments with this Evaluation Book for Entry Level Fire Fighter, Fire Fighter I & Fire Fighter II.

Entry Level Fire Fighter is provided here so that individual departments have a baseline level to train individuals to that meets the criteria of NFPA 1403, Standard on Live Fire Training Evolutions. NFPA 1403 establishes, as a minimum standard, a base level of training necessary for individuals to participate in live fire training **under supervision**. Entry Level Fire Fighter is not intended to replace the very necessary JPRs required to perform basic firefighting operations as outlined in Fire Fighter I and Fire Fighter II in this book. DPSST does not certify this training position.

The purpose of this Evaluation Book is two-fold: 1) to provide standard reference whereby fire service trainers and evaluators have a single source for Job Performance Requirements (JPRs) and related data, and 2) an alternate method of determining eligibility for certification.

As a reference source, this Evaluation Book contains comprehensive JPRs for the non-certification level of Entry Level Fire Fighter and the certification levels of Fire Fighter I & Fire Fighter II. Next, this book includes data that may be used to: a) assist in determining an individual's ability to perform at a particular level, and/or b) used as adjuncts in a department's training process. Last, this book contains all the information, requirements and forms for evaluating candidates. The forms are provided for photo copying so that a department can make as many as it needs. These and all other DPSST forms are also available on the web at: <http://www.orednet.org/dpsst/downloads/downloads.htm>.

The Fire Fighter I and Fire Fighter II JPRs covered in this Evaluation Book meet or exceed all NFPA published standards for these certification levels at the time of its publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards.

JOB PERFORMANCE REQUIREMENTS

The concept of Job Performance Requirements (JPRs) is not new, it has been around for many years. However, using them as a framework for DPSST fire certification is new. The requirements are still voluntary but benefit the profession by encouraging individual growth and development and a minimum standard of practice.

JPRs describe the performance required for a specific job. In this Evaluation Book they are grouped according to the duties of the job. The complete list of JPRs for each duty

defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and JPRs define the job parameters.

Each JPR is an assembly of three critical components:

- a) *The task to be performed.* The first component is a concise statement of what the person is supposed to do.
- b) *Tools, equipment, or materials that must be provided to successfully complete the task.* This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.
- c) *Evaluation parameters and/or performance outcomes.* This component defines how well one must perform each task — for both the performer and the evaluator. The JPRs guide performance towards successful completion by identifying evaluation parameters and/or performance outcomes. This portion of the JPRs promotes consistency in evaluation by reducing the variables used to gauge performance.

Example of a JPR

- | | |
|--|---|
| (a) Task | (a) Ventilate a pitched roof |
| (b) Tools, equipment, or materials | (b) Given an ax, a pike pole, an extension ladder, and a roof ladder |
| (c) Evaluation parameters and performance outcomes | (c) So that 4-ft x 4-ft hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure |

In addition to these three components, the JPRs contain requisite knowledge and skills. Just as the term requisite suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the JPRs might read as follows:

Example. The Fire Fighter I shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 4-ft ´ 4-ft hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

Requisite Knowledge: Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation.

Requisite Skills: The ability to remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

A word of caution: even though these JPRs appear similar to teaching objectives, they must be modified prior to instructional use. JPRs state the behaviors required to perform specific skill(s) on the job as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a Fire Fighter to “ventilate a pitched roof” should be converted into a measurable instructional objective for use when teaching the skill.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

EVALUATION

To become certified at the Fire Fighter I or Fire Fighter II level, an applicant must successfully complete the appropriate JPR related evaluation for that level or, complete the DPSST Task Book relative to that position. As a component of both this Evaluation Book and its relative, the Task Book, candidates must prove that she/he have all the Requisite Knowledge and Requisite Skills *before evaluating or participating with a Task Book*.

Once certification eligibility has been determined, and a decision has been made to utilize this Evaluation Book method for evaluating, the department training officer will arrange a date and time for the evaluation which will be conducted by the District Liaison Officer (DLO). The DLO may be on hand to act as a monitor for the evaluation or may have the lead evaluator act as monitor. The individual will perform the JPRs identified.

The DLO is a representative of DPSST and is present only to verify the validity of the evaluation and not to rate the performance of the individuals. The individual’s performance will be evaluated by three qualified personnel, usually from his/her own department. The evaluators will rate the individual’s performance and then submit their rating sheets to the DLO or lead evaluator who will then complete a DPSST approved application form for the position. All materials except the Application for Certification (A-1C) will be retained by the individual’s department. It is the responsibility of the training officer at the individual’s department to submit an Application for Certification

for each Certification candidate. If the training was completed in-house under a department agreement with DPSST, there is no need to send documentation; the training officer's signature on the application attests that the training was completed at the department. If the training was completed at a college, the training officer should submit an official transcript. If the training was completed by taking a certified class (with DPSST course number), the roster should have been sent to DPSST by the instructor of the class. If the student has a certificate of completion or a notice of course completion, the training officer should include a copy to DPSST with the application in order to document training.

When all prescribed requirements have been met, an Application for Certification signed by both the applicant and the Training Officer or Chief must be submitted to DPSST.

PROCEDURES

1. DPSST shall be notified no less than two weeks prior to the scheduled Test Book Evaluation. Form PTE-10 should be used for this purpose.
2. The evaluation monitor will be the District Liaison Officer representing DPSST.
3. Three evaluators should be selected. The in-house evaluators are listed on the department agreement with DPSST or the DLO can assist the training officer to choose evaluators from outside the department.
4. On the date selected, the monitor should meet with the evaluators prior to the evaluation and explain the procedures to be used and give them a copy of each JPR.
5. Each evaluator will complete an Evaluation Form for each individual participating in the evaluation. Consensus must be reached among the three evaluators that the individual met each of the individual JPRs being evaluated.
6. The monitor's function is to assure that the JPRs are performed adequately and that the evaluators are not excessively lenient or critical.

APPLICATION

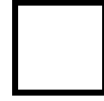
These JPRs serve as general guidelines. As such they are not intended to replace specific sequences of apparatus or equipment operation that may be outlined by manufacturer's specifications. At all times, standard operating procedures of the department in which the evaluation is being conducted will govern.

TASK BOOKS

As an alternative to this evaluation process, individuals may prove their qualification as Fire Fighter I or Fire Fighter II by completing the relevant Task Book as supplied by DPSST. Use of a Task Book necessitates the use of a Field Training Officer (FTO) whose sole purpose is to supervise the training of the individual Fire Fighter. The FTO certifies that the Fire Fighter I or Fire Fighter II in training has correctly completed all the JPRs found in that particular Task Book.

SCORING OF EVALUATION FORMS

Draw a diagonal line through the box on the right. The evaluator should place their initials in one half and indicate the current date on the other half.



It is very important that evaluators verify the indicated relative knowledge and relative skills. A candidate does not qualify for participation in an evaluation without having those relative requirements. To indicate that the candidate does possess them, the evaluator should indicate so in the boxes provided by checking them. See example below:

Requisite knowledge verified Requisite skills verified

NOTE TO EVALUATORS: The Evaluation Forms have multiple sides, be sure to complete all.

JOB PERFORMANCE REQUIREMENTS

ENTRY LEVEL FIRE FIGHTER

General. Entry Level Fire Fighter is provided here so that individual departments have a baseline level to train individuals to that meets the criteria of NFPA 1403, Standard on Live Fire Training Evolutions. NFPA 1403 establishes, as a minimum standard, a base level of training necessary for individuals to participate in live fire training under supervision. Entry Level Fire Fighter is not intended to replace the very necessary JPRs required to perform basic firefighting operations as outlined in Fire Fighter I and Fire Fighter II in this book. DPSST does not certify this training position.

General Knowledge Requirements. The organization of the fire department; the role of the Entry Level Fire Fighter in the organization; the mission of the fire service; the fire department's standard operating procedures and rules and regulations as they apply to Entry Level Fire Fighters; aspects of the fire department's member assistance program; the critical aspects of NFPA 1500, Standard of Fire Department Occupational Safety and Health Program, as they apply to Entry Level Fire Fighter (trainees); and the difference between life safety and utility rope.

General Skill Requirements. The ability to don personal protective clothing and devices; doff personal protective clothing and devices and prepare them for reuse; hoist tools and equipment using ropes.

EL3-3.1 Use SCBA during training operations, given SCBA and other personal protective equipment, so that the SCBA is properly donned and activated, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

Prerequisite Knowledge: Conditions that require respiratory protection, uses and limitations of SCBA, components of SCBA, donning procedures, breathing techniques, indications for and emergency procedures used with SCBA, and physical requirements of the SCBA wearer.

Prerequisite Skills: The ability to control breathing, replace SCBA air cylinders, use SCBA to exit through restricted passages, initiate and complete emergency procedures in the event of SCBA failure or air depletion, and complete donning procedures.

EL3-3.3 Enter into a hazardous structure, given personal protective equipment and an assignment, so that the structure is entered and exited safely and the dangers associated with fire and structural hazards are recognized.

Prerequisite Knowledge: Basic construction of structures within the department's community or service area and basic fire behavior.

Prerequisite Skills: The ability to recognize fire and structural safety hazards in live fire situations.

EL3-3.7 Utilize Class A, B & C fire extinguishers, given appropriate portable extinguishers, so that fires of each Class are extinguished safely.

Prerequisite Knowledge: Basic fire extinguisher types, their uses and limitations and their correct selection.

Prerequisite Skills: The ability to lift, carry and utilize Class A, B & C extinguishers of the size and configuration the department carries on apparatus; the ability to recognize and discern placarding as it relates to extinguisher selection and utilization.

EL3-3.5 Set up ground ladders, given single and extension ladders, an assignment, and team members as appropriate, so that hazards are assessed, the ladder is stable, the angle is proper for climbing, extension ladders are extended to the proper height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.

Prerequisite Knowledge: Parts of a ladder, hazards associated with setting up ladders, what constitutes a stable foundation for ladder placement, different angles for various tasks, safety limits to the degree of angulation, and what constitutes a reliable structural component for top placement.

Prerequisite Skills: The ability to carry ladders, raise ladders, extend ladders and lock flies, determine that a wall and roof will support the ladder, judge extension ladder height requirements, and place the ladder to avoid obvious hazards.

EL3-3.7 Extinguish fires in exterior Class A materials, given attack lines and master stream devices, and an assignment, so that the spread of fire is stopped, water application is effective and the fire is extinguished.

Prerequisite Knowledge: Types of attack lines and water streams appropriate for attacking various types of fires; various extinguishing agents and their effect on different material configurations the difficulties related to complete extinguishment of materials; water application methods for fire extinguishment; and dangers such as exposure to toxic or hazardous materials associated burning materials.

Prerequisite Skills: The ability to operate handlines or master streams; evaluate for complete extinguishment, operate hose lines and other water application

devices, evaluate and modify water application for maximum penetration, search for and expose hidden fires, and evaluate for complete extinguishment.

- EL3-3.12 Overhaul a training fire, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Prerequisite Skills: Types of fire attack lines and water application devices most effective for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene.

Prerequisite Skills: The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve obvious signs of area of origin and arson; and evaluate for complete extinguishment.

- EL3-3.14 Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.

Prerequisite Skills: Loading and off-loading procedures for mobile water supply apparatus; fire hydrant operation; and suitable static water supply sources, procedures, and protocol for connecting to various water sources.

Prerequisite Skills: The ability to hand lay a supply hose, connect and place hard suction hose for drafting operations, deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them, make hydrant-to-pumper hose connections for forward and reverse lays, connect supply hose to a hydrant, and fully open and close the hydrant.

JOB PERFORMANCE REQUIREMENTS

FIRE FIGHTER I

General. For certification at Fire Fighter I, the Fire Fighter shall meet the job performance requirements defined in Sections 3-2 through 3-5 of this standard and successfully complete an Oregon Hazardous Materials First Responder Awareness level course.

General Knowledge Requirements. The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures and rules and regulations as they apply to the Fire Fighter I; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program, as they apply to the Fire Fighter I; knot types and usage; the difference between life safety and utility rope; reasons for placing rope out of service; the types of knots to use for given tools, ropes, or situations; hoisting methods for tools and equipment; and using rope to support response activities.

General Skill Requirements. The ability to don personal protective clothing within one minute; doff personal protective clothing and prepare for reuse; hoist tools and equipment using ropes and the correct knot; tie a bowline, clove hitch, figure eight on a bight, half hitch, becket or sheet bend, and safety knots; and locate information in departmental documents and standard or code materials.

3-2 Fire Department Communications. This duty involves initiating responses, receiving telephone calls, and using fire department communications equipment to effectively relay verbal or written information, according to the following job performance requirements.

3-2.1* Initiate the response to a reported emergency, given the report of an emergency, fire department standard operating procedures, and communications equipment, so that all necessary information is obtained, communications equipment is operated properly, and the information is promptly and accurately relayed to the dispatch center.

Prerequisite Knowledge: Procedures for reporting an emergency, departmental standard operating procedures for taking and receiving alarms, radio codes or procedures, and information needs of dispatch center.

Prerequisite Skills: The ability to operate fire department communications equipment, relay information, and record information.

- 3-2.2 Receive a business or personal telephone call, given a fire department business phone, so that proper procedures for answering the phone are used and the caller's information is relayed.

Prerequisite Knowledge: Fire department procedures for answering non-emergency telephone calls.

Prerequisite Skills: The ability to operate fire station telephone and intercom equipment.

- 3-2.3 Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is promptly relayed and is accurate, complete, and clear.

Prerequisite Knowledge: Departmental radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.

Prerequisite Skills: The ability to operate radio equipment and discriminate between routine and emergency traffic.

- 3-3 **Fireground Operations.** This duty involves performing activities necessary to ensure life safety, fire control, and property conservation, according to the following job performance requirements.

- 3-3.1* Use SCBA during emergency operations, given SCBA and other personal protective equipment, so that the SCBA is properly donned and activated within one minute, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.

Prerequisite Knowledge: Conditions that require respiratory protection, uses and limitations of SCBA, components of SCBA, donning procedures, breathing techniques, indications for and emergency procedures used with SCBA, and physical requirements of the SCBA wearer.

Prerequisite Skills: The ability to control breathing, replace SCBA air cylinders, use SCBA to exit through restricted passages, initiate and complete emergency procedures in the event of SCBA failure or air depletion, and complete donning procedures.

- 3-3.2* Respond on apparatus to an emergency scene, given personal protective clothing and other necessary personal protective equipment, so that the apparatus is safely mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.

Prerequisite Knowledge: Mounting and dismounting procedures for riding fire apparatus; hazards and ways to avoid hazards associated with riding apparatus; prohibited practices; types of department personal protective equipment and the means for usage.

Prerequisite Skills: The ability to use each piece of provided safety equipment.

- 3-3.3* Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used properly, the barrier is removed, and the opening is in a safe condition and ready for entry.

Prerequisite Knowledge: Basic construction of typical doors, windows, and walls within the department's community or service area; operation of doors, windows, and locks; and the dangers associated with forcing entry through doors, windows, and walls.

Prerequisite Skills: The ability to transport and operate hand and power tools and to force entry through doors, windows, and walls using assorted methods and tools.

- 3-3.4* Exit a hazardous area as a team, given vision-obscured conditions, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.

Prerequisite Knowledge: Personnel accountability systems, communication procedures, emergency evacuation methods, what constitutes a safe haven, elements that create or indicate a hazard, and emergency procedures for loss of air supply.

Prerequisite Skills: The ability to operate as a team member in vision-obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazards and identify a safe haven.

- 3-3.5* Set up ground ladders, given single and extension ladders, an assignment, and team members as appropriate, so that hazards are assessed, the ladder is stable, the angle is proper for climbing, extension ladders are extended to the proper height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.

Prerequisite Knowledge: Parts of a ladder, hazards associated with setting up ladders, what constitutes a stable foundation for ladder placement, different angles for various tasks, safety limits to the degree of angulation, and what constitutes a reliable structural component for top placement.

Prerequisite Skills: The ability to carry ladders, raise ladders, extend ladders and lock flies, determine that a wall and roof will support the ladder, judge extension ladder height requirements, and place the ladder to avoid obvious hazards.

- 3-3.6* Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

Prerequisite Skills: Principles of fire streams as they relate to fighting automobile fires; precautions to be followed when advancing hose lines toward an

automobile; observable results that a fire stream has been properly applied; identifying alternative fuels and the hazards associated with them; dangerous conditions created during an automobile fire; common types of accidents or injuries related to fighting automobile fires and how to avoid them; how to access locked passenger, trunk, and engine compartments; and methods for overhauling an automobile.

Prerequisite Skills: The ability to identify automobile fuel type; assess and control fuel leaks; open, close, and adjust the flow and pattern on nozzles; apply water for maximum effectiveness while maintaining flash fire protection; advance 1 1/2-in. or larger diameter attack lines; and expose hidden fires by opening all automobile compartments.

- 3-3.7* Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.

Prerequisite Knowledge: Types of attack lines and water streams appropriate for attacking stacked, piled materials and outdoor fires; dangers-such as collapse-associated with stacked and piled materials; various extinguishing agents and their effect on different material configurations; tools and methods to use in breaking up various types of materials; the difficulties related to complete extinguishment of stacked and piled materials; water application methods for exposure protection and fire extinguishment; dangers such as exposure to toxic or hazardous materials associated with storage building and container fires; obvious signs of origin and cause; and techniques for the preservation of fire cause evidence.

Prerequisite Skills: The ability to recognize inherent hazards related to the material's configuration, operate handlines or master streams, break up material using hand tools and water streams, evaluate for complete extinguishment, operate hose lines and other water application devices, evaluate and modify water application for maximum penetration, search for and expose hidden fires, assess patterns for origin determination, and evaluate for complete extinguishment.

- 3-3.8 Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety-including respiratory protection-is not compromised.

Prerequisite Skills: Use of forcible entry tools during rescue operations, ladder operations for rescue, psychological effects of operating in obscured conditions and ways to manage them, methods to determine if an area is tenable, primary and secondary search techniques, team members' roles and goals, methods to use and

indicators of finding victims, victim removal methods (including various carries), and considerations related to respiratory protection.

Prerequisite Skills: The ability to use SCBA to exit through restricted passages, set up and use different types of ladders for various types of rescue operations, rescue a Fire Fighter with functioning respiratory protection, rescue a Fire Fighter whose respiratory protection is not functioning, rescue a person who has no respiratory protection, and assess areas to determine tenability.

- 3-3.9* Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is properly deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached safely, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are avoided or managed, and the fire is brought under control.

Prerequisite Skills: Principles of fire streams; types, design, operation, nozzle pressure effects, and flow capabilities of nozzles; precautions to be followed when advancing hose lines to a fire; observable results that a fire stream has been properly applied; dangerous building conditions created by fire; principles of exposure protection; potential long-term consequences of exposure to products of combustion; physical states of matter in which fuels are found; common types of accidents or injuries and their causes; and the application of each size and type of attack line, the role of the backup team in fire attack situations, attack and control techniques for grade level and above and below grade levels, and exposing hidden fires.

Prerequisite Skills: The ability to prevent water hammers when shutting down nozzles; open, close, and adjust nozzle flow and patterns; apply water using direct, indirect, and combination attacks; advance charged and uncharged 1 1/2-in. diameter or larger hose lines up ladders and up and down interior and exterior stairways; extend hose lines; replace burst hose sections; operate charged hose lines of 1 1/2-in. diameter or larger while secured to a ground ladder; couple and uncouple various handline connections; carry hose; attack fires at grade level and above and below grade levels; and locate and suppress interior wall and subfloor fires.

- 3-3.10 Perform horizontal ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are safely used, ladders are properly used, ventilation devices are properly placed, and the structure is cleared of smoke.

Prerequisite Skills: The principles, advantages, limitations, and effects of horizontal, mechanical, and hydraulic ventilation; safety considerations when

venting a structure; fire behavior in a structure; the products of combustion found in a structure fire; the signs, causes, effects, and prevention of backdrafts; and the relationship of oxygen concentration to life safety and fire growth.

Prerequisite Skills: The ability to transport and operate ventilation tools and equipment and ladders and to use safe procedures for breaking window and door glass and removing obstructions.

- 3-3.11 Perform vertical ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are properly positioned for ventilation, a sufficient opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

Prerequisite Skills: The methods of heat transfer; the principles of thermal layering within a structure on fire; the techniques and safety precautions for venting flat roofs, pitched roofs, and basements; basic indicators of potential collapse or roof failure; the effects of construction type and elapsed time under fire conditions on structural integrity; and the advantages and disadvantages of vertical and trench/strip ventilation.

Prerequisite Skills: The ability to transport and operate ventilation tools and equipment; hoist ventilation tools to a roof; cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements; sound a roof for integrity; clear an opening with hand tools; select, carry, deploy, and secure ground ladders for ventilation activities; deploy roof ladders on pitched roofs while secured to a ground ladder; and carry ventilation-related tools and equipment while ascending and descending ladders.

- 3-3.12 Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Prerequisite Skills: Types of fire attack lines and water application devices most effective for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene.

Prerequisite Skills: The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve obvious signs of area of origin and arson; and evaluate for complete extinguishment.

- 3-3.13 Conserve property as a member of a team, given salvage tools and equipment and an assignment, so that the building and its contents are protected from further damage.

Prerequisite Skills: The purpose of property conservation and its value to the public, methods used to protect property, types of and uses for salvage covers, operations at properties protected with automatic sprinklers, how to stop the flow of water from an automatic sprinkler head, identification of the main control valve on an automatic sprinkler system, and forcible entry issues related to salvage.

Prerequisite Skills: The ability to cluster furniture; deploy covering materials; roll and fold salvage covers for reuse; construct water chutes and catch-alls; remove water; cover building openings, including doors, windows, floor openings, and roof openings; separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination; stop the flow of water from a sprinkler with sprinkler wedges or stoppers; and operate a main control valve on an automatic sprinkler system.

- 3-3.14* Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.

Prerequisite Skills: Loading and off-loading procedures for mobile water supply apparatus; fire hydrant operation; and suitable static water supply sources, procedures, and protocol for connecting to various water sources.

Prerequisite Skills: The ability to hand lay a supply hose, connect and place hard suction hose for drafting operations, deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them, make hydrant-to-pumper hose connections for forward and reverse lays, connect supply hose to a hydrant, and fully open and close the hydrant.

- 3-3.15* Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and proper extinguisher-handling techniques are followed.

Prerequisite Skills: The classifications of fire; the types of, rating systems for, and risks associated with each class of fire; and the operating methods of, and limitations of portable extinguishers.

Prerequisite Skills: The ability to operate portable fire extinguishers, approach fire with portable fire extinguishers, select an appropriate extinguisher based on the size and type of fire, and safely carry portable fire extinguishers.

- 3-3.16 Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.

Prerequisite Skills: Safety principles and practices, power supply capacity and limitations, and light deployment methods.

Prerequisite Skills: The ability to operate department power supply and lighting equipment, deploy cords and connectors, reset ground-fault interrupter (GFI) devices, and locate lights for best effect.

3-3.17 Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.

Prerequisite Skills: Properties, principles, and safety concerns for electricity, gas, and water systems; utility disconnect methods and associated dangers; and use of required safety equipment.

Prerequisite Skills: The ability to identify utility control devices, operate control valves or switches, and assess for related hazards.

3-3.18*Combat a ground cover fire operating as a member of a team, given protective clothing, SCBA if needed, hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed.

Prerequisite Skills: Types of ground cover fires, parts of ground cover fires, methods to contain or suppress, and safety principles and practices.

Prerequisite Skills: The ability to determine exposure threats based on fire spread potential, protect exposures, construct a fire line or extinguish with hand tools, maintain integrity of established fire lines, and suppress ground cover fires using water.

3-4 Rescue Operations. This duty involves no requirements for Fire Fighter I.

3-5 Prevention, Preparedness, and Maintenance. This duty involves performing activities that reduce the loss of life and property due to fire through hazard identification, inspection, education, and response readiness, according to the following job performance requirements.

3-5.1 Perform a fire safety survey in a private dwelling, given survey forms and procedures, so that fire and life-safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

Prerequisite Skills: Organizational policy and procedures, common causes of fire and their prevention, the importance of a fire safety survey and public fire education programs to fire department public relations and the community, and referral procedures.

Prerequisite Skills: The ability to complete forms, recognize hazards, match findings to pre-approved recommendations, and effectively communicate findings to occupants or referrals.

- 3-5.2* Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred.

Prerequisite Skills: Parts of informational materials and how to use them, basic presentation skills, and departmental standard operating procedures for giving fire station tours.

Prerequisite Skills: The ability to document presentations and to use prepared materials.

- 3-5.3 Clean and check ladders, ventilation equipment, self-contained breathing apparatus (SCBA), ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Prerequisite Skills: Types of cleaning methods for various tools and equipment, correct use of cleaning solvents, and manufacturer's or departmental guidelines for cleaning equipment and tools.

Prerequisite Skills: The ability to select correct tools for various parts and pieces of equipment, follow guidelines, and complete recording and reporting procedures.

- 3-5.4 Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.

Prerequisite Skills: Departmental procedures for noting a defective hose and removing it from service, cleaning methods, and hose rolls and loads.

Prerequisite Skills: The ability to clean different types of hose; operate hose washing and drying equipment; mark defective hose; and replace coupling gaskets, roll hose, and reload hose.

FIRE FIGHTER I EVALUATION FORM

This form is to be used to score a candidate according to the corresponding Job Performance Requirements found in the DPSST Evaluation Guide. Once a candidate qualifies for certification, the training officer should complete the appropriate section of DPSST Form A-1C, Application for Certification, and forward a copy to DPSST. This evaluation form should be kept as a part of the candidate's permanent training record. Additional copies of this form are available for download at DPSST's web page:

<http://www.oredned.org/dpsst/downloads/downloads.htm>

- | | | |
|-------|--|--------------------------|
| 3-2.1 | Initiate the response to a reported emergency. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-2.2 | Receive a business or personal telephone call. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-2.3 | Transmit and receive messages via the fire department radio. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-3.1 | Use SCBA during emergency operations. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-3.2 | Respond on apparatus to an emergency scene. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-3.3 | Force entry into a structure. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-3.4 | Exit a hazardous area as a team. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |
| 3-3.5 | Set up ground ladders. | <input type="checkbox"/> |
| | Requisite knowledge verified <input type="checkbox"/> Requisite skills verified <input type="checkbox"/> | |

- 3-3.6 Attack a passenger vehicle fire operating as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.7 Extinguish fires in exterior Class A materials.
- Requisite knowledge verified Requisite skills verified
- 3-3.8 Conduct a search and rescue in a structure operating as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.9 Attack an interior structure fire operating as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.10 Perform horizontal ventilation on a structure operating as part of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.11 Perform vertical ventilation on a structure operating as part of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.12 Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a flashlight, and an assignment.
- Requisite knowledge verified Requisite skills verified
- 3-3.13 Conserve property as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.14 Connect a fire department pumper to a water supply as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 3-3.15 Extinguish incipient Class A, Class B, and Class C fires.
- Requisite knowledge verified Requisite skills verified
- 3-3.16 Illuminate the emergency scene.
- Requisite knowledge verified Requisite skills verified
- 3-3.17 Turn off building utilities.
- Requisite knowledge verified Requisite skills verified

- 3-3.18 Combat a ground cover fire operating as a member of a team.
Requisite knowledge verified Requisite skills verified
- 3-5.1 Perform a fire safety survey in a private dwelling.
Requisite knowledge verified Requisite skills verified
- 3-5.2 Present fire safety information to station visitors or small groups.
Requisite knowledge verified Requisite skills verified
- 3-5.3 Clean and check ladders, ventilation equipment.
Requisite knowledge verified Requisite skills verified
- 3-5.4 Clean, inspect, and return fire hose to service.
Requisite knowledge verified Requisite skills verified

JOB PERFORMANCE REQUIREMENTS

FIRE FIGHTER II

General. For certification at Fire Fighter II, the Fire Fighter I shall meet the job performance requirements defined in Sections 4-1 through 4-5 of this standard and successfully complete an Oregon Hazardous Materials Operations Level course.

General Knowledge Requirements. Responsibilities of the Fire Fighter II in assuming and transferring command within an incident management system, performing assigned duties in conformance with applicable NFPA and other safety regulations, department procedures, and the role of a Fire Fighter II within the organization.

General Skill Requirements. The ability to determine the need for command, organize and coordinate an incident management system until command is transferred, and function within an assigned role in the incident management system.

4-2 Fire Department Communications. This duty involves performing activities related to initiating and reporting responses, according to the following job performance requirements.

4-2.1 Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.

Prerequisite Knowledge: Content requirements for basic incident reports, the purpose and usefulness of accurate reports, consequences of inaccurate reports, how to obtain necessary information, and required coding procedures.

Prerequisite Skills: The ability to determine necessary codes, proof reports, and operate fire department computers or other equipment necessary to complete reports.

4-2.2* Communicate the need for team assistance, given fire department communications equipment, standard operating procedures (SOPs), and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.

Prerequisite Knowledge: Standard operating procedures for alarm assignments and fire department radio communication procedures.

Prerequisite Skills: The ability to operate fire department communications equipment.

4-3 Fireground Operations. This duty involves performing activities necessary to insure life safety, fire control, and property conservation, according to the following job performance requirements.

4-3.1* Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the proper type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, re-ignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.

Prerequisite Knowledge: Methods by which foam prevents or controls a hazard; principles by which foam is generated; causes for poor foam generation and corrective measures; difference between hydrocarbon and polar solvent fuels and the concentrates that work on each; the characteristics, uses, and limitations of fire-fighting foams; the advantages and disadvantages of using fog nozzles versus foam nozzles for foam application; foam stream application techniques; hazards associated with foam usage; and methods to reduce or avoid hazards.

Prerequisite Skills: The ability to prepare a foam concentrate supply for use, assemble foam stream components, master various foam application techniques, and approach and retreat from spills as part of a coordinated team.

4-3.2* Coordinate an interior attack line team's accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (for example, attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

Prerequisite Knowledge: Selection of the proper nozzle and hose for fire attack given different fire situations; selection of adapters and appliances to be used for specific fire ground situations; dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wall board, glass, and plaster on lath; search and rescue and ventilation procedures; indicators of structural instability; suppression approaches and practices for various types of structural fires; and the association between specific tools and special forcible entry needs.

Prerequisite Skills: The ability to assemble a team, choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement), evaluate and forecast a fire's growth and development, select proper tools for forcible

entry, incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts, and determine developing hazardous building or fire conditions.

- 4-3.3* Control a flammable gas cylinder fire operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

Prerequisite Knowledge: Characteristics of pressurized flammable gases, elements of a gas cylinder, effects of heat and pressure on closed cylinders, boiling liquid expanding vapor explosion (BLEVE) signs and effects, methods for identifying contents, how to identify safe havens before approaching flammable gas cylinder fires, water stream usage and demands for pressurized cylinder fires, what to do if the fire is prematurely extinguished, valve types and their operation, alternative actions related to various hazards and when to retreat.

Prerequisite Skills: The ability to execute effective advances and retreats, apply various techniques for water application, assess cylinder integrity and changing cylinder conditions, operate control valves, choose effective procedures when conditions change.

- 4-3.4* Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is properly noted and protected from further disturbance until investigators can arrive on the scene.

Prerequisite Knowledge: Methods to assess origin and cause; types of evidence; means to protect various types of evidence; the role and relationship of Fire Fighter IIs, criminal investigators, and insurance investigators in fire investigations; and the effects and problems associated with removing property or evidence from the scene.

Prerequisite Skills: The ability to locate the fire's origin area, recognize possible causes, and protect the evidence.

- 4-4 Rescue Operations.** This duty involves performing activities related to accessing and disentangling victims from motor vehicle accidents and helping special rescue teams, according to the following job performance requirements.

- 4-4.1* Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, so that the vehicle is stabilized, the victim can be disentangled without undue further injury, and hazards are managed.

Prerequisite Knowledge: The fire department's role at a vehicle accident, points of strength and weakness in auto body construction, dangers associated with

vehicle components and systems, the uses and limitations of hand and power extrication equipment, and safety procedures when using various types of extrication equipment.

Prerequisite Skills: The ability to operate hand and power tools used for forcible entry and rescue in a safe and efficient manner; use cribbing and shoring material; and choose and apply appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard.

- 4-4.2* Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are quickly recognized and retrieved, and the assignment is completed.

Prerequisite Knowledge: The Fire Fighter's role at a special rescue operation, the hazards associated with special rescue operations, types and uses for rescue tools, and rescue practices and goals.

Prerequisite Skills: The ability to identify and retrieve various types of rescue tools, establish public barriers, and assist rescue teams as a member of the team when assigned.

- 4-5 Prevention, Preparedness, and Maintenance.** This duty involves performing activities related to reducing the loss of life and property due to fire through hazard identification, inspection, and response readiness, according to the following job performance requirements.

- 4-5.1* Prepare a pre-incident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

Prerequisite Knowledge: The sources of water supply for fire protection; the fundamentals of fire suppression and detection systems; common symbols used in diagramming construction features, utilities, hazards, and fire protection systems; departmental requirements for a pre-incident survey and form completion; and the importance of accurate diagrams.

Prerequisite Skills: The ability to identify the components of fire suppression and detection systems; sketch the site, buildings, and special features; detect hazards and special considerations to include in the pre-incident sketch; and complete all related departmental forms.

- 4-5.2 Maintain power plants, power tools, and lighting equipment, given appropriate tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

Prerequisite Knowledge: Types of cleaning methods, correct use of cleaning solvents, manufacturer and departmental guidelines for maintaining equipment and its documentation, and problem-reporting practices.

Prerequisite Skills: The ability to select correct tools; follow guidelines; complete recording and reporting procedures; and operate power plants, power tools, and lighting equipment.

- 4-5.3 Perform an annual service test on fire hose, given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

Prerequisite Knowledge: Procedures for safely conducting hose service testing, indicators that dictate any hose be removed from service, and recording procedures for hose test results.

Prerequisite Skills: The ability to operate hose testing equipment and nozzles and to record results.

- 4-5.4* Test the operability of and flow from a fire hydrant, given a Pitot tube, pressure gauge, and other necessary tools, so that the readiness of the hydrant is assured and the flow of water from the hydrant can be calculated and recorded.

Prerequisite Knowledge: How water flow is reduced by hydrant obstructions; direction of hydrant outlets to suitability of use; the effect of mechanical damage, rust, corrosion, failure to open the hydrant fully, and susceptibility to freezing; and the meaning of the terms static, residual, and flow pressure.

Prerequisite Skills: The ability to operate a pressurized hydrant, use a Pitot tube and pressure gauges, detect damage, and record results of test.

FIRE FIGHTER II EVALUATION FORM

This form is to be used to score a candidate according to the corresponding Job Performance Requirements found in the DPSST Evaluation Guide. Once a candidate qualifies for certification, the training officer should complete the appropriate section of DPSST Form A-1C, Application for Certification, and forward a copy to DPSST. This evaluation form should be kept as a part of the candidate's permanent training record. Additional copies of this form are available for download at DPSST's web page:

<http://www.oredned.org/dpsst/downloads/downloads.htm>.

- 4-2.1 Complete a basic incident report.
- Requisite knowledge verified Requisite skills verified
- 4-2.2 Communicate the need for team assistance.
- Requisite knowledge verified Requisite skills verified
- 4-3.1 Extinguish an ignitable liquid fire, operating as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 4-3.2 Coordinate an interior attack line team's accomplishment of an assignment in a structure fire.
- Requisite knowledge verified Requisite skills verified
- 4-3.3 Control a flammable gas cylinder fire operating as a member of a team.
- Requisite knowledge verified Requisite skills verified
- 4-3.4 Protect evidence of fire cause and origin.
- Requisite knowledge verified Requisite skills verified
- 4-4.1 Extricate a victim entrapped in a motor vehicle as part of a team.
- Requisite knowledge verified Requisite skills verified

- 4-4.2 Assist rescue operation teams.
- Requisite knowledge verified Requisite skills verified
- 4-5.1 Prepare a pre-incident survey.
- Requisite knowledge verified Requisite skills verified
- 4-5.2 Maintain power plants, power tools, and lighting equipment.
- Requisite knowledge verified Requisite skills verified
- 4-5.3 Perform an annual service test on fire hose.
- Requisite knowledge verified Requisite skills verified
- 4-5.4 Test the operability of and flow from a fire hydrant.
- Requisite knowledge verified Requisite skills verified

***APPENDIX**

- A-3-2.1 The Fire Fighter I should be able to receive and accurately process information received at the station.
- A-3-3.1 The Fire Fighter I should already be wearing full protective clothing prior to the beginning of this SCBA-donning procedure. In addition to fully donning and activating the SCBA, the Fire Fighter I should also replace any personal protective clothing (i.e., gloves, protective hood, helmet, etc.) displaced during the donning procedure and activate the PASS device within the specified 1-min time limit.
- A-3-3.2 Other personal protective equipment might include hearing protection in cabs that have a noise level in excess of 90 dBa, eye protection for Fire Fighters riding in jump seats that are not fully enclosed, and SCBAs for those departments that require Fire Fighters to don SCBAs while en route to the emergency.
- A-3-3.3 The Fire Fighter I should be able to force entry through wood, glass, and metal doors that open in and out; overhead doors; and windows common to the community or service area.
- A-3-3.4 When training exercises are intended to simulate emergency conditions, smoke-generating devices that do not create a hazard are required. Several accidents have occurred when smoke bombs or other smoke-generating devices that produce a toxic atmosphere have been used for training exercises. All exercises should be conducted in accordance with the requirements of NFPA 1404, Standard for a Fire Department Self-Contained Breathing Apparatus Program.
- A-3-3.5 The Fire Fighter should be able to accomplish this task with each type and length of ground ladder carried by the department.
- A-3-3.6 Passenger vehicles include automobiles, light trucks, and vans.
- A-3-3.7 The Fire Fighter I should be able to extinguish fires in stacked or piled materials such as hay bales, pallets, lumber, piles of mulch, sawdust, other bulk Class A materials, or small unattached structures that are attacked from the exterior. The tactics for extinguishing each of these types of fires are similar enough to be included in one JPR.

Live fire evolutions should be conducted in accordance with the requirements of NFPA 1403, Standard on Live Fire Training Evolutions. It is further recommended that prior to involvement in live fire evolutions, the Fire Fighter demonstrate the use of SCBA in smoke and elevated temperature conditions.

In areas where environmental or other concerns restrict the use of Class A fuels for training evolutions, properly installed and monitored gas-fueled fire simulators might be substituted.

- A-3-3.9 The Fire Fighter I should be proficient in the various attack approaches for room and contents fires at three different levels (at grade, above grade, and below grade). Maintenance of body posture in the standard refers to staying low during initial attack, protecting oneself from falling objects, and otherwise using common sense given the state of the fire's growth or suppression.

Live fire evolutions should be conducted in accordance with the requirements of NFPA 1403, Standard on Live Fire Training Evolutions. It is further recommended that prior to involvement in live fire evolutions, the Fire Fighter demonstrate the use of SCBA in smoke and elevated temperature conditions.

In areas where environmental or other concerns restrict the use of Class A fuels for training evolutions, properly installed and monitored gas-fueled fire simulators might be substituted.

- A-3-3.14 Static water sources can include portable water tanks, ponds, creeks, and so forth.

- A-3-3.15 The Fire Fighter I should be able to extinguish incipient Class A fires such as wastebaskets, small piles of pallets, wood, or hay; Class B fires of approximately 9-ft²; and Class C fires where the electrical equipment is energized.

- A-3-3.18 Protective clothing is not personal protective clothing as used throughout the rest of this document. Some jurisdictions provide Fire Fighters with different clothing for ground cover fires than is worn for structural fires. This clothing can be substituted for structural protective clothing in order to meet the intent of this job performance requirement.

- A-3-5.2 The Fire Fighter I should be able to present basic information on how to (a) stop, drop, and roll when one's clothes are on fire; (b) crawl low in smoke; (c) perform escape planning; (d) alert others of an emergency; (e) call the fire department; and (f) properly place, test, and maintain residential smoke detectors. The Fire Fighter I is not expected to be an accomplished speaker or instructor.

- A-4-2.2 The Fire Fighter II could be assigned to accomplish or coordinate tasks away from direct supervision. Many of these tasks could result in the need for additional or replacement personnel due to the ever-changing conditions on the scene of an emergency. The Fire Fighter II is expected to identify these needs and effectively communicate this information within an incident management system. Use of radio communication equipment necessitates that these communications be accurate and efficient.

A-4-3.1 The Fire Fighter II should be able to accomplish this task with each type of foam concentrate used by the jurisdiction. This could include the use of both Class A and B foam concentrates on appropriate fires. When using Class B foams to attack flammable or combustible liquid fires, the Fire Fighter II should extinguish a fire of at least 100-ft². The Fire Fighter II is not expected to calculate application rates and densities. The intent of this JPR can be met in training through the use of training foam concentrates or gas-fired training props.

A-4-3.2 The Fire Fighter II should be able to coordinate the actions of the interior attack line team at common residential fires and small business fires in the fire department's district. Complex or large interior fire management should be left to the officers; however, this job performance requirement will facilitate the development of the Fire Fighter II towards effectively handling specific assignments within large fires.

Jurisdictions that use Fire Fighter IIs as acting company officers should comply with the requirements of DPSST Fire Officer I.

A-4-3.3 Controlling flammable gas cylinder fires can be a very dangerous operation. The Fire Fighter II should act as a team member, under the direct supervision of an officer, during these operations.

A-4-3.4 The Fire Fighter II should be able to recognize important evidence as to a fire's cause and maintain the evidence so that further testing can be done without contamination or chain-of-custody problems. Evidence should be left in place (when possible, otherwise chain-of-custody must be established), not altered by improper handling, walking, and so forth, and not destroyed. Possible means to protect evidence is to avoid touching, protect with salvage covers during overhaul, or rope off the area where the evidence lies. The Fire Fighter II is not intended to be highly proficient at origin and cause determination.

Jurisdictions that use Fire Fighter IIs to determine origin and cause should comply with the requirements of DPSST Fire Officer I.

A-4-4.1 In the context of this standard, the term "extricate" refers to those activities required to allow emergency medical personnel access to the victim, stabilization of the vehicle, the displacement or removal of vehicle components obstructing victim removal, and the protection of the victim and response personnel from hazards associated with motor vehicle accidents and the use of hand and power tools on a motor vehicle.

As persons performing extrication can be different from those performing medical functions, this standard does not address medical care of the victim. An awareness of the needs and responsibilities of emergency medical functions is recommended to allow for efficient coordination between the "extrication" team and the "medical" team.

- A-4-4.2 The Fire Fighter II is not expected to be proficient in special rescue skills. The Fire Fighter II should be able to help special rescue teams in their efforts to safely manage structural collapses, trench collapses, cave and tunnel emergencies, water and ice emergencies, elevator and escalator emergencies, energized electrical line emergencies, and industrial accidents.
- A-4-5.1 The Fire Fighter II should be able to compile information related to potential emergency incidents within their community for use by officers in the development of pre-incident plans. Jurisdictions that use Fire Fighter IIs to develop pre-incident plans should comply with the requirements of DPSST Fire Officer I.
- A-4-5.3(a) One method for conducting hose testing can be found in Chapter 5, Service Testing, of NFPA 1962, Standard for the Care, Use, and Service Testing of Fire Hose Including Couplings and Nozzles.
- A-4-5.4 All Fire Fighters should be able to flow test a hydrant. While not all fire departments have hydrants in their jurisdiction, departments without hydrants in their jurisdiction can effectively train and evaluate a Fire Fighter II's flow testing skills by using hose streams.