

# Department of Public Safety Standards and Training



## Task Book for certification as a **Fire Instructor I and II**

**January 2002**

Task Book Assigned To:	
Name	AP#
Department Name	Date Initiated
Signature of Department Head or Training Officer	Date Completed

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Task Book Qualification Record Books (Task Book) have been developed for various certification levels within the Department of Public Safety Standards and Training (DPSST) system. Each Task Book lists the job performance requirements (JPRs) for the specific certification level in a format that allows a candidate to be trained and evaluated. Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator will result in the candidate's eligibility for DPSST certification.

To become certified at a specific level, the applicant must successfully complete the job performance requirements. Before a job performance evaluation can be taken, all requisite knowledge and skills must be satisfied. In addition, all relative task book evaluations must be checked off by the evaluator. When all prescribed requirements have been met, an application for Certification will be forwarded to DPSST. All certificates are mailed to the Training Officer at his/her department.

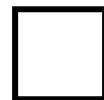
Note to departments: These JPRs serve as general guidelines. At all times, standard operating procedures of the department in which the evaluation is being conducted will govern. Departments should have available for evaluators a copy of the department's standard operational guidelines.

The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance requirements and data, see the individual DPSST Test Book for that certification level.

#### HOW TO EVALUATE PERFORMANCE:

Each JPR has one corresponding box to the right in which to confirm a candidate's success. The evaluator shall indicate successful passing by the candidate of each JPR by initialing and dating (see example).

3-1.1 Perform the routine tests, inspections, and servicing functions specified in the following list, given a fire department aerial apparatus, so that the operational readiness of the apparatus is verified.





# TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

## FIRE INSTRUCTOR I

Prior to becoming certified in this position, the Fire Instructor I candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of each. For each JPR there are requisite knowledge and skill requirements. The evaluator shall initial and date in the box provided to indicate the meeting of those requirements before the firefighter may proceed.

2-2.2 Assemble course materials, given a specific topic, so that lesson plans, class materials, resources and equipment are obtained.

**Requisite Knowledge:** Components of lesson plans, policies & procedures for procurement of materials & equipment & resource availability.

2-2.3 Prepare Training records and report forms as per policy so that required reports are submitted in accordance with the procedures.

**Requisite Knowledge:** Types of records and reports required; policies and procedures for processing records and reports.

**Requisite Skills:** Basic Report Writing.

2-3.2. Review instructional materials, given materials for a specific topic, target audience and learning environment , so that elements of the lesson plan, learning environment, and resources that need adaptation are identified

**Requisite Knowledge:** Recognition of student limitations, methods of instruction, types of resource materials; organizing the learning environment, policies and procedures.

**Requisite Skills:** Analysis of resources, facilities, and materials.



2-3.3. Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

**Requisite Knowledge:** Elements of a lesson plan, selection of instructional aids and methods, origination of learning environment.

**Requisite Skills:** Instructor preparation and organizational skills.

2-4.2. Organize the classroom laboratory or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

**Requisite Knowledge:** Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement and methods and techniques of instruction.

**Requisite Skills:** Use of instructional media and materials.

2-4.3. Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s) so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.

**Requisite Knowledge:** The laws and principles of learning, teaching, methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

**Requisite Skills:** Oral communications techniques, teaching methods and techniques, utilization of lesson plans in the instructional setting.



2-4.4. Adjust presentation, given a lesson plan and changing circumstances in the class environment so that class continuity and the objectives or learning outcomes are achieved.

**Requisite Knowledge:** Methods of dealing with changing circumstances.

2-4.5. Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained. Respond to a public inquiry, given the policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

**Requisite Knowledge:** Basic coaching and motivational techniques, adaptation of lesson plans or materials to specific instructional situations.

2-4.6. Operate audiovisual equipment, and demonstration devices, given a learning environment and equipment so that the equipment functions properly.

**Requisite Knowledge:** Components of audiovisual equipment.

**Requisite Skills:** Use of Oral communications techniques, teaching methods and techniques, utilization of lesson plans in the instructional setting.

2-4.7. Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and the media is returned to storage.

**Requisite Knowledge:** Media types, limitations, and selection criteria.

**Requisite Skills:** Transition techniques within and between media. .



2-5.2. Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedure of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

**Requisite Knowledge:** Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

**Requisite Skills:** Use of skills checklists and oral questioning techniques. .

2-5.3. Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so that the examinations are accurately graded and properly secured.

**Requisite Knowledge:** Grading and maintaining confidentiality of scores.

2-5.4. Report test results, given a set of test answer sheets or skills checklists, a report form and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

**Requisite Knowledge:** Reporting procedures, the interpretation of test results.

**Requisite Skills:** Communication skills, basic coaching.

2-5.5. Provide evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data.

**Requisite Knowledge:** Reporting procedures, the interpretation of test results.

**Requisite Skills:** Communication skills, basic coaching.



3-5.5. Conduct an in-house presentation of different topics of not less than 30 minutes that will be evaluated by no less than three evaluators (preferably Instructor I or above).

**One Cognitive or Affective .**

**One Psychomotor**

3-5.6 Develop and present a student note-taking guide (Power Point, outline, etc).



# TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

## FIRE INSTRUCTOR II

Prior to becoming certified in this position, the Fire Instructor II candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of each. For each JPR there are requisite knowledge and skill requirements. The evaluator shall initial and date in the box provided to indicate the meeting of those requirements before the firefighter may proceed..

- 3-2.2. Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

**Requisite Knowledge:** Department policy, scheduling processes, supervision techniques, and resource management

- 3-2.3. Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

**Requisite Knowledge:** Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

**Requisite Skills:** Resource analysis and forms completion.

- 3-2.4. Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to management.

**Requisite Knowledge:** Agency policies, purchasing procedures, budget management.

**Requisite Skills:** Forms completion.

- 3-2.5. Coordinate training record keeping, given training forms, department policy and training activity, so that all agency and legal requirements are met.

**Requisite Knowledge:** Record keeping processes, departmental





policies, laws affecting records and disclosure of training information, professional standards applicable to training record, databases used for records keeping.

**Requisite Skills:** Record auditing procedures.

- 3-2.6. Evaluated instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.

**Requisite Knowledge:** Personnel evaluation methods, supervision techniques, department policy effective instructional methods and techniques.

**Requisite Skills:** Coaching, observation of evaluation forms.

- 3-3.2. Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

**Requisite Knowledge:** Elements of a lesson plan, components of learning objectives, instructional methods and techniques.

**Requisite Skills:** Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques and resource needs analysis. .

- 3-3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation system.

**Requisite Knowledge:** Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, evaluation techniques, and sources of references and materials.

**Requisite Skills:** Basic research, using job performance



requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

- 3-4.2. Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

**Requisite Knowledge:** Use and limitations of teaching methods and techniques.

**Requisite Skills:** Transition between different teaching methods, conference, and discussion leadership

**NOTE: In order to sign off on 3-4.3, the Field Training Officer must have been trained as an Incident Safety Officer.**

- 3-4.3 Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

**Requisite Knowledge:** Safety rules, regulations and practices, the incident command system used by the agency, and leadership techniques.

**Requisite Skills:** : ICS implementation

- 3-5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.

**Requisite Knowledge:** Evaluation methods, development of forms, effective instructional methods, and techniques

**Requisite Skills:** : Evaluation item construction and assembly of evaluation instruments :



3-5.3. Develop a class critique instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, coursed content, and student materials.

**Requisite Knowledge:** Evaluation methods, test validity.

**Requisite Skills:** Development of evaluation forms

3-5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

3-5.6. Conduct an in-house presentation of different topics of not less than 30 minutes that will be evaluated by no less than three evaluators (preferably Instructor I or above).

**One Cognitive or Affective**

**One Psychomotor**

3-5.6 Develop and present a student note-taking guide (Power Point, outline, etc).