

Department of Public Safety Standards and Training



**Task Book
for certification as a**

Public Fire and Life Safety Educator Public Information Officer

July 2001

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 Oregon 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.

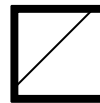
Note to departments: These JPRs serve as general guidelines. At all times, standard operating procedures of the department in which the evaluation is being conducted will govern. Departments should have available for evaluators a copy of the department's standard operational guidelines.

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 a box to the right in which to confirm a candidate's success in performing a task. The evaluator shall indicate successful passing by the candidate of each JPR by initialing and dating (see example). They may be attempted in any order and don't have to be completed in sequence.

3.1 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

PUBLIC FIRE AND LIFE SAFETY EDUCATOR I

Prior to becoming certified in this position, the candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of that requirement. 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 individual may proceed. Asterisks (*) indicate that additional information is available in the Appendix of the Evaluation Guide.

2-1 General Requirements

Requisite Knowledge: Fire Behavior, organizational structure, function, and operation; human behavior during fire; injury causes/prevention; escape planning; hazard identification and correction; basic fire protection systems and devices; emergency reporting; fire fighter personal protective equipment; special needs for those with disabilities; time management

Requisite Skills: Communicate in writing, communicate verbally.

2-2 Administration

2-2.1* Document public fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form is completed.

Requisite Knowledge: Required forms or formats, reporting procedures, scheduled activities.

Requisite Skills: Utilize forms, gather and assemble information.



2-2.2* Prepare written activity reports, given specific forms or formats and information on activities, so that all components of the form or format are completed with the correct information.

Requisite Knowledge: Types of education activity, classifications for activities, types of documentation methods and authority having jurisdiction preferred methods, the purpose of the forms or formats, implications of not appropriately documenting activities.

Requisite Skills: Maintain records, compile information.

2-2.3 Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

Requisite Knowledge: Scheduling limitations and program requests.

Requisite Skills: Schedule events without conflict, schedule time for pre-activity requirements.

2-3 Identify partners for addressing fire and life safety issues, given fire and life safety issues and community agencies, organizations and associations, so that information and resources are shared.

Requisite Knowledge: Community and organizations, fire and life safety issues, background information on the issues.

Requisite Skills: Identify organizations with common fire and life safety goals, recognize opportunities for shared effort.

2-4 Education

2-4.1* Select instructional materials, given a subject, learning objectives, the intended audience, and related resources so that the materials are specific to the audience and activity objectives.



Requisite Knowledge: Learning characteristics of varied audiences and instructional material content.

Requisite Skills: Assess instructional materials, locate instructional materials.

- 2-4.2** Maintain safety during fire and life safety education activities, given a lesson plan and a list of equipment so that the public fire and life safety activities are conducted without injury to educator or audience.

Requisite Knowledge: Potential hazards, injury reduction strategies.

Requisite Skills: Recognize and mitigate potential hazards.

- 2-4.3** * Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.

Requisite Knowledge: Lesson content, presentation methods, specific audience needs.

Requisite Skills: Implement lesson plans with identified learning objectives, apply presentation management skills, demonstrate presentation methods, use audiovisual equipment and materials.

- 2-4.4** Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are included.

Requisite Knowledge: Publicity methods, local media resources, policies regarding dissemination of information.

Requisite Skills: Distribute information.



2-4.5 Distribute educational information, given material, a specified audience, and time frame, so that the information reaches the audience within the specified time.

Requisite Knowledge: Legal requirements and policies for the distribution and posting of materials, distribution methods, venues for communicating with various audiences, time requirements for processing information.

Requisite Skills: Distribute information.

2-4.6 Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are known.

Requisite Knowledge: Evaluation instruments, learning objectives, testing policies and procedures.

Requisite Skills: Apply testing policies and procedures.

2-4.7 Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.

Requisite Knowledge: Scoring techniques, grading techniques, grading scales.

Requisite Skills: Information analysis.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

Prior to becoming certified in this position, the candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of that requirement. 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 individual may proceed. Asterisks (*) indicate that additional information is available in the Appendix of the Evaluation Guide.

3-1 General Requirements

Requisite Knowledge: Learning theory; statistical analysis methods, resources; evaluation techniques.

Requisite Skills: Ability to transfer content knowledge verbally and in writing.

3-2 Administration

- 3-2.1 Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.

Requisite Knowledge: Budgetary process; governmental accounting procedures, federal, state, and local laws; organizational bidding process; and organization purchase requests.

Requisite Skills: Estimate project costs; complete budget forms; create request statements; collect, organize and format budgetary information; complete program budget proposal; complete purchasing requests.



3-2.2 Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.

Requisite Knowledge: Resource availability and cost, budgetary methods or process.

Requisite Skills: Retrieve and organize past budget information, project expenditures.

3-3 Planning and Development

3-3.1 *Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.

Requisite Knowledge: Content of reports and data.

Requisite Skills: Collect data, analyze data, establish priorities.

3-3.2 Develop an evaluation strategy, given educational program goals, objectives and evaluation instruments, so that program outcomes are measured.

Requisite Knowledge: Evaluation methods.

Requisite Skills: Collect data, analyze data, implement evaluation strategy.

3-3.3 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcomes.

Requisite Knowledge: Testing methods.

Requisite Skills: Measure program outcome, validate testing instrument.



3-3.4 *Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

Requisite Knowledge: Statistical analysis methods and resources, evaluation techniques.

Requisite Skills: Implement evaluation methods.

3-3.5 Participate in fire and life safety collaborative partnership, given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines, so that the fire and life safety education objectives for the partnership are achieved.

Requisite Knowledge: Meeting times and locations of existing coalitions, group process.

Requisite Skills: Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort.

3-3.6 Prepare a request for support resources, given an organizational policy on requesting resources and a description of the resources needed, so that the request conforms to the provider's requirements.

Requisite Knowledge: Legal issues, organizational policies for requesting resources, sources of assistance.

Requisite Skills: Write proposals.

3-4 Education

3-4.1 *Develop informational material, given an identified fire or life safety objective, so that information provided is accurate, relevant to the objective, and specific to the audience.



Requisite Knowledge: Data resources, information systems including format and materials, learning theory.

Requisite Skills: Assemble information in specific format, generate written communication.

3-4.2* Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met.

Requisite Knowledge: Lesson plan format, needs assessment, instructional methods/techniques.

Requisite Skills: Design lesson plan, adapt lesson plan based on audience need.

3-4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.

Requisite Knowledge: Types of educational materials, instructional developments, and graphics.

Requisite Skills: Design educational materials.

3-4.4* Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.

Requisite Knowledge: Lesson plan format, needs assessment, instructional methods/techniques, and audience analysis.

Requisite Skills: Design lesson plan, adapt lesson plan based on audience need.

3-4.5 Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are given.

Requisite Knowledge: Needs assessment, evaluation instruments, educational methodology.

Requisite Skills: Compile, organize and evaluate educational program elements.



3-4.6 Adapt an educational program, campaign or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.



Requisite Knowledge: Educational methods.

Requisite Skills: Write specific objectives, write lesson plans, analyze data.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

PUBLIC FIRE AND LIFE SAFETY EDUCATOR III

Prior to becoming certified in this position, the candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of that requirement. 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 individual may proceed. Asterisks (*) indicate that additional information is available in the Appendix of the Evaluation Guide.

4-1 General Requirements

Requisite Knowledge: Current organizational policy, procedures, guidelines.

Requisite Skills: Write report, analyze data.

4-2 Administration

- 4-2.1 Develop a fire and life safety education budget, given schedules and guidelines concerning its preparation, so that capital operating and personnel costs are determined and justified.

Requisite Knowledge: Basic accounting methods, budgeting methods, budget cycles that affect strategy, cost allocation breakdown, local budget guidelines and requirements and budget administrative issues.

Requisite Skills: Collect, organize, and format budgetary information, analyze projected budgetary needs, compile program needs to develop strategic budget.



4-2.2 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.



Requisite Knowledge: Local, state, and federal employment regulations, personnel evaluation techniques.

Requisite Skills: Complete specific evaluation forms, document subordinate performance.

4-3 Planning and Development

4-3.1 Develop a comprehensive organizational public fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.



Requisite Knowledge: Public fire and life safety education issues, program administration issues, community concerns, available community resources, and cost/benefit analysis methods.

Requisite Skills: Design program strategy; select program components; interact with community groups, partnerships, and collaborative efforts.

4-3.2 Create a collaborative fire and life safety education partnership, given a description of local organizations and agencies, a list of fire and injury priorities, and organizational policies for interagency partnerships, so that a specific fire or injury priority is mitigated by the partnership.



Requisite Knowledge: Potential community partners with shared concerns and resources, team development dynamics.

Requisite Skills: Facilitate meetings, motivate partners, manage/maintain teamwork.



4-3.3* Project current fire and life safety issues, given current and future trends, so that proactive planning is accomplished within the organizational mission.

Requisite Knowledge: Demographics, governmental regulations, environmental issues, and technological changes.

Requisite Skills: Analyze trends, prepare plans.

4-3.4 Develop a public policy recommendation, given a fire or injury issue, and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.

Requisite Knowledge: Procedures for legislative implementation at the jurisdiction level, fire and injury issue.

Requisite Skills: Format policy, project possible outcome.

4-4 Education

4-4.1 Create educational materials, given an identified issue, so that the materials created are accurate, address the issue, and are specific to the audience.

Requisite Knowledge: Technical content, educational materials and curriculum development process, characteristics of the audience.

Requisite Skills: Research issues, design materials, analyze issues.

4-4.2 Establish administrative policies for the public fire and life safety education program, given organizational mission and policies, so that program policies are clearly stated and support the organizational mission and policies.

Requisite Knowledge: Agency policy development process.



Requisite Skills: Devise standard operating guidelines for the education program, interpret the mission in terms of the program.

- 4-4.3** Create a training program for public fire and life safety educators, given identified job performance requirements and training program goals, so that the educators are able to carry out the program performance requirements and so that the training program goals are achieved.

Requisite Knowledge: Job performance requirements, course development guidelines.

Requisite Skills: Design training program, evaluate performance of personnel.

- 4-4.4** Create an awareness campaign within the organization, given identified public and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.

Requisite Knowledge: Organization mission statement, communication systems, goals, policies, education strategy.

Requisite Skills: Created an awareness campaign, disseminate information internally, implement market strategy.

- 4-4.5** Create a comprehensive public fire and life safety education report for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, and outcomes are clearly described.

Requisite Knowledge: Public policy process of the organization, educational activities, and outcomes.

Requisite Skills Generate reports, analyze data.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

PUBLIC INFORMATION OFFICER

Prior to becoming certified in this position, the candidate shall successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion of that requirement. 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 individual may proceed. Asterisks (*) indicate that additional information is available in the Appendix of the Evaluation Guide.

5-1 General Requirements

Requisite Knowledge: Report writing, professional appearance based on situation, media characteristics, news process, organizational policies, methods for informal dissemination, laws and procedures for release of information.

Requisite Skills: Communicate verbally, communicate in writing, exhibit professional demeanor, manage interaction with the media, use various means of information technology.

5-2 Administration

5-2.1 Conduct media interviews, given incident information, public information officer (PIO) worksheets, and department policies, so that all information compiled on worksheets is disseminated to the media in a timely, accurate, and understandable manner.

Requisite Knowledge: Interview methodology.

Requisite Skills: Demonstrate interview techniques, collect incident information, complete PIO worksheets.



5-2.2 Establish a media area at an emergency incident, given incident information, departmental policies, and types of media present at incident, so that the area provides for the safety of all media, provides communication with incident commander, and is accessible and clearly identified.

Requisite Knowledge: Incident management system, incident safety considerations, other responding agencies.

Requisite Skills: Manage media area participants, coordinate communication between commander and media.

5-2.3 Coordinate dissemination of information to specific nonmedia groups, given departmental policies and methods available for contacting other groups and organizations available to assist, so that the information is communicated to the groups accurately and within the desired timetable.

Requisite Knowledge: Awareness of nonmedia groups.

Requisite Skills: Maintain liaison with community groups.

5-2.4* Write news release, given incident information, departmental policies, and news release format, so that the news releases are accurate, pertinent, and concise.

Requisite Knowledge: Media requirements for news releases.

Requisite Skills: Compose information in accordance with media source specifications.

5-2.5* Write a media advisory, given information to be disseminated, media advisory format, and departmental policy, so that the media advisories are accurate, pertinent, and concise.



Requisite Knowledge: Media requirements for media advisories.

Requisite Skills: Compose information in accordance with media source specifications.

- 5-2.6** Disseminate information to the media, given news release or media advisory, characteristics of local media including deadlines, department policies, and methods available to reach media, so that, prior to deadline, the information reaches the media in a form usable to each specific level of medium.



Requisite Knowledge: Specific methods for disseminating information to the media.

Requisite Skills: Maintain liaison with media group.

- 5-2.7** Disseminate information to organizational personnel, given incident or event information, departmental policies, methods available to reach personnel, and timetable for releasing information, so that the information reaches all desired personnel within the time frame and is accurate and concise.



Requisite Knowledge: Specific methods for disseminating information within the organization.

Requisite Skills: Maintain liaison with organizational personnel, operate office information systems.

- 5-2.8** Coordinate a press conference for local media, given an event or issue, local media characteristics, methods available for reaching media, and departmental policies on press conferences, so that a site is obtained, desired media are notified, a press conference agenda is established, a media information package is produced, and participants in the conference are notified.



Requisite Knowledge: Event planning requirements.

Requisite Skills: Liaison with media, disseminate information, coordinate site selection and use, review media materials.

