

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire Instructor III
Task Book

Task Book Assigned To:	
Name	DPSST Fire Service #
Agency Name	Date Initiated
Signature of Agency Head or Training Officer	Date Completed

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Department of Public Safety Standards and Training
4190 Aumsville Hwy SE.
Salem, Oregon 97317
(503) 378-2100

Additional copies of this document may be downloaded from the DPSST web site:
<http://www.oregon.gov/DPSST/FC/FireCertFormFree.shtml>

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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 during three (3) sequential sessions. 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 in sequence. 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 Fire Service Agency.

NOTE TO FIRE SERVICE AGENCIES: 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 specifications. At all times, standard operating procedures of the Fire Service Agency in which the evaluation is being conducted will govern. Fire Service Agencies should have available for evaluators a copy of manufacturer specifications and the Fire Service Agencies standard operational guidelines.

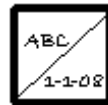
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance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

***A vertical line (|) to the left of the document indicates a change from the previous standard.**

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).

6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire Instructor III

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

6.1 General. The Fire Service Instructor III shall meet the requirements for Fire Service Instructor II and the JPRs defined in Sections 6.2 through 6.5 of this standard.

6.2 Program Management.

6.2.1 Definition of Duty. The administration of agency policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

6.2.2* Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed.

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(A) Requisite Knowledge. Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

(B) Requisite Skills. Development of forms and report generation.

6.2.3 Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved.

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(A) Requisite Knowledge. Agency procedures and training program goals, and format for agency policies.

(B) Requisite Skills. Technical writing.

6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals.

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(A) **Requisite Knowledge.** Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff, and agency goals.

(B) **Requisite Skills.** Evaluation techniques.

6.2.5 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies.

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(A) **Requisite Knowledge.** Evaluation methods, agency policies, staff schedules, and job requirements.

(B) **Requisite Skills.** Evaluation techniques.

6.2.6 Write equipment purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum.

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(A) **Requisite Knowledge.** Equipment purchasing procedures, available department resources, and curriculum needs.

(B) **Requisite Skills.** Evaluation methods to select the equipment that is most effective and preparation of procurement forms.

6.2.7 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures.

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(A) **Requisite Knowledge.** Statistical evaluation procedures and agency goals.

(B) **Requisite Skills.** Presentation skills and report preparation following agency guidelines.

6.3 Instructional Development.

6.3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curricula.

6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified and solutions are recommended.



(A) **Requisite Knowledge.** Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods for classroom, training ground, and distance learning, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

(B) **Requisite Skills.** Conducting research, committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

6.3.3 Design programs or curricula, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job-related, the design is performance-based, adult learning principles are utilized, and the program meets time and budget constraints.



(A) **Requisite Knowledge.** Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

(B) **Requisite Skills.** Technical writing and selecting course reference materials.

6.3.4 Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources, and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objective are achieved.



(A) **Requisite Knowledge.** Instructional design, adult learning principles, principles of performance-based education, research, and fire service terminology.

(B) **Requisite Skills.** Technical writing and selecting course reference materials.

6.3.5 Write program and course goals, given JPRs and needs analysis information, so that the goals are clear, concise, measurable, and correlate to agency goals.



(A) **Requisite Knowledge.** Components and characteristics of goals, and correlation of JPRs to program and course goals.

(B) **Requisite Skills.** Writing goal statements.

6.3.6 Write course objectives, given JPRs, so that objectives are clear, concise, measurable, and reflect specific tasks.



(A) **Requisite Knowledge.** Components of objectives and correlation between JPRs and objectives.

(B) **Requisite Skills.** Writing course objectives and correlating them to JPRs.

6.3.7 Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices.



(A) **Requisite Knowledge.** Correlation between course goals, course outline, objectives, JPRs, instructor lesson plans, and instructional methods.

(B) **Requisite Skills.** None required.

6.4 Instructional Delivery.

No JPRs at the Instructor III Level.

6.5 Evaluation and Testing.

6.5.1 Definition of Duty. Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback.

6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with agency policies and federal, state, and local laws.



(A) Requisite Knowledge. Record-keeping systems, agency goals, data acquisition techniques, applicable laws, and methods of providing feedback.

(B) Requisite Skills. The evaluation, development, and use of information systems.

6.5.3 Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed.



(A) Requisite Knowledge. Evaluation techniques, agency constraints, and resources.

(B) Requisite Skills. Decision making.

6.5.4 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.



(A) Requisite Knowledge. Evaluation methods and agency goals.

(B) Requisite Skills. Construction of evaluation instruments.

6.5.5 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are made.



(A) Requisite Knowledge. Test validity, reliability, and item analysis.

(B) Requisite Skills. Item analysis techniques.