

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire and Life Safety Educator I
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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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 Books) 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 one (1) session. 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.

TASK BOOK SPECIFICATIONS:

To successfully complete a task book, only an evaluator certified as an NFPA Fire Officer at the candidate's specific level or higher may sign off on the JPR's. 'Requisite Knowledge' sections may be completed during class and signed by the instructor. 'Requisite Skills' sections must be conducted and signed at the candidate's fire agency.

NFPA TASK BOOK INFORMATION:

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.

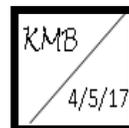
HOW TO EVALUATE PERFORMANCE:

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).

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

EXAMPLE:

4.1.2 General Requisite Skills. Use verbal and written communication skills, manage time, multitask.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Life Safety Educator I

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 candidate may proceed.

4.1 General Requirements. The Fire and Life Safety Educator I (FLSE I) shall meet the JPRs defined in Sections 4.1 through 4.5.

4.1.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility; people-first language; social and cultural trends; community resources; personal image and professionalism.

4.1.2 General Requisite Skills. Use verbal and written communication skills, manage time, multitask.

4.2 Administration.

4.2.1* Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

(A) Requisite Knowledge. Required forms or formats, reporting procedures, scheduled activities.

(B) Requisite Skills. Utilize forms, gather and assemble information.

4.2.2* Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.

(A) Requisite Knowledge. Types of educational activities, classifications for activities, types of documentation methods and AHJ-preferred methods, the purpose of the forms or formats.

(B) Requisite Skills. Maintain records, compile information.

4.2.3 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.

(A) Requisite Knowledge. Scheduling limitations and program requests.

(B) Requisite Skills. Schedule events without conflict, schedule time for pre-activity requirements.

4.2.4 Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

(A) Requisite Knowledge. Current community resources, services, and organizations.

(B) Requisite Skill. Convey information.

4.3 Planning and Development.

4.3.1 Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.

(A) Requisite Knowledge. Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.

(B) Requisite Skills. Identify organizations with common fire and life safety goals, recognize opportunities for shared effort(s).

4.4 Education and Implementation.

4.4.1* 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 and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A) Requisite Knowledge. Learning characteristics of varied audiences and instructional material content.

(B) Requisite Skill. Locate applicable instructional materials.

4.4.2 Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.

(A) Requisite Knowledge. Potential hazards, injury reduction strategies.

(B) Requisite Skills. Recognize and mitigate potential hazards.

4.4.3* 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.

(A) Requisite Knowledge. Lesson content, learning objectives, presentation methods, specific audience needs.

(B) Requisite Skills. Presentation skills and methods.

4.4.4 Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.

(A) Requisite Knowledge. Lesson plans, audience needs.

(B) Requisite Skills. Presentation skills.

4.4.5 Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.

(A) Requisite Knowledge. Publicity methods, local media resources, policies regarding dissemination of information, and information technology.

(B) Requisite Skill. Distribute information.

4.4.6 Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

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

(B) Requisite Skill. Disseminate information.

4.4.7 Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so the information is on time and accurate.

(A) Requisite Knowledge. Specific methods for disseminating electronic information.

(B) Requisite Skills. Develop, maintain, and strengthen interaction through electronic forms of communication.

4.5 Evaluation.

4.5.1 Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies and procedures.

(B) Requisite Skills. Apply testing policies and procedures.

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

(A) Requisite Knowledge. Scoring techniques, grading techniques, grading scales.

(B) Requisite Skill. Reporting information.

