

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire and Emergency Services
Instructor II
Task Book

Task Book Assigned To:	
Name	DPSST Fire Service #
Department Name	Date Initiated
Signature of Department 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/index.shtml>

Revised
August 2019

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 evaluation sessions. This Task Book contains one box per JPR and should not be signed by an evaluator until the trainee has completed the skill satisfactorily. Additional boxes may be added as determined by the Authority Having Jurisdiction (AHJ). Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator may result in the candidate's eligibility for DPSST certification.

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 can 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.

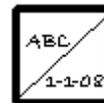
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of, or reference to, NFPA standards. For more information on the complete job performance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

HOW TO EVALUATE PERFORMANCE:

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

Draw a diagonal line through the box on the right. The evaluator should be place their initials on one half and indicate the current date on the other half. (See example)

5.2.2 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Emergency Services Instructor II

Prior to becoming certified in this position, the NFPA Fire and Emergency Services Instructor II candidate must successfully complete the following Job Performance Requirements (JPR). The evaluator must initial and date the appropriate boxes to indicate successful completion of each.

5.1 General. The Fire and Emergency Services Instructor II shall meet the requirements for Fire and Emergency Services Instructor I and the JPRs defined in Sections 5.2 through 5.5 of this standard.

5.2 Program Management.

5.2.1 Definition of Duty. The management of instructional resources, staff, facilities, records, and reports.

5.2.2 Assign instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to AHJ policy.

(A) Requisite Knowledge. AHJ policy, scheduling processes, supervision techniques, and resource management.

(B) Requisite Skills. Select resources, staff, and facilities for specified instructional sessions.

5.2.3 Recommend budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. AHJ budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

(B) Requisite Skills. Resource analysis and preparation of supporting documentation.

5.2.4 Gather training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.



(A)* Requisite Knowledge. AHJ policies, purchasing procedures, and budget.

(B) Requisite Skills. Records completion.

5.2.5 Manage training record-keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.



(A) Requisite Knowledge. Record-keeping processes, AHJ policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and systems used for record-keeping.

(B) Requisite Skills. Records management.

5.2.6 Evaluate instructors, given an evaluation tool, AHJ policy, and objectives, 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.



(A) Requisite Knowledge. Personnel evaluation methods, supervision techniques, AHJ policy, and effective instructional methods and techniques.

(B) Requisite Skills. Coaching, observation techniques, and completion of evaluation records.

5.3 Instructional Development.

5.3.1 Definition of Duty. The development of instructional materials for specific topics.

5.3.2* Create a lesson plan, given a topic, learner characteristics, and a lesson plan format, so that learning objectives, a lesson outline, course materials, instructional



technology tools, an evaluation plan, and learning objectives for the topic are addressed.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methodology, student-centered learning, methods for eliminating bias, types and application of instructional technology tools and techniques, copyright law, and references and materials.

(B) Requisite Skills. Conduct research, develop behavioral objectives, assess student needs, and develop instructional technology tools; lesson outline techniques, evaluation techniques, and resource needs analysis.

5.4 Instructional Delivery.

5.4.1 Definition of Duty. Conducting classes using a lesson plan.

5.4.2 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 is delivered in a safe and effective manner and the objectives are achieved.



(A) Requisite Knowledge. Student-centered learning methods, discussion methods, facilitation methods, problem-solving techniques, methods for eliminating bias, types and application of instructional technology tools, and evaluation tools and techniques.

(B)* Requisite Skills. Facilitate instructional session, apply student-centered learning, evaluate instructional delivery; use and evaluate instructional technology tools, evaluation techniques, and resources.

5.4.3* Supervise other instructors and students during training, given a specialized training scenario so that applicable safety standards and practices are followed and instructional goals are met.



(A) Requisite Knowledge. Safety rules, regulations, and practices; the incident management system; and leadership techniques.

(B) Requisite Skills. Conduct a safety briefing, ability to communicate, and implement an incident management system.

5.5 Evaluation and Testing.

5.5.1 Definition of Duty. The development of student evaluation instruments to support instruction and the evaluation of test results.

5.5.2 Develop student evaluation instruments, given learning objectives, learner characteristics, and training goals, so that the evaluation instrument measures whether the student has achieved the learning objectives.



(A) Requisite Knowledge. Evaluation methods, evaluation instrument development, and assessment of validity and reliability.

(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments.

5.5.3* Develop a class evaluation instrument, given AHJ policy and evaluation goals, so that students have the ability to provide feedback on instructional methods, communication techniques, learning environment, course content, and student materials.



(A) Requisite Knowledge. Training evaluation methods.

(B) Requisite Skills. Development of training evaluation instruments.