

**State of Oregon
Department of Public Safety Standards and Training**

**NFPA Fire and Emergency Services
Instructor I
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>

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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 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.

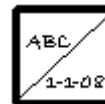
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of, or reference to, NFPA standards. For more information on the complete job performance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

4.2.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.



NFPA Fire and Emergency Services Instructor I Signature Page

This signature page is a tool for your agency to document completed tasks; completion of the entire Task Book is still required (if not utilizing Task Performance Evaluations). The signature page and documentation should be kept on file at your agency. Please **do not** submit the Task Book or signature page to Department of Public Safety Standards and Training.

Initials	DPSST Fire #	Printed Name	Signature

TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Emergency Services Instructor I

Prior to becoming certified in this position, the NFPA Fire and Emergency Services Instructor I 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.

4.1 General.

4.1.1 The Fire and Emergency Services Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.

4.2 Program Management.

4.2.1 Definition of Duty. The management of basic resources, records, and reports essential to the instructional process.

4.2.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

(B) Requisite Skills. None required.

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management, sources of instructional resources and equipment.

(B) Requisite Skills. Oral and written communication, forms completion.

4.2.4 * Schedule single instructional sessions, given a training assignment, AHJ scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to AHJ procedure.



(A) Requisite Knowledge. AHJ scheduling procedures and resource management.

(B) Requisite Skills. Training schedule completion.

4.2.5 Complete training records and reports, given policies and procedures, so that required reports are accurate and submitted in accordance with the procedures.



(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Report writing and record completion.

4.3 Instructional Development.

4.3.1* Definition of Duty. The review and adaptation of prepared instructional materials.

4.3.* Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.



(A) Requisite Knowledge. Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

(B) Requisite Skills. Analysis of resources, facilities, and materials.

4.3.3* 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.



(A)* Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

(B) Requisite Skills. Instructor preparation and organization techniques.

4.4 Instructional Delivery.

4.4.1 Definition of Duty. The delivery of instructional sessions utilizing prepared course materials.

4.4.2 Organize the 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 addressed.



(A) Requisite Knowledge. Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

(B) Requisite Skills. Use of instructional media and teaching aids.

4.4.3 Present and adjust 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, applicable safety standards and practices are followed, and risks are addressed.



(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.

4.4.4* Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.



(A)* Requisite Knowledge. Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

4.4.5 Operate instructional technology tools and demonstration devices, given a learning environment and equipment, so that the equipment functions, the intended objectives are presented, and transitions between media and other parts of the presentation are accomplished.



(A) Requisite Knowledge. Instructional technology tools, demonstration devices, and selection criteria.

(B) Requisite Skills. Use of instructional technology tools, demonstration devices, transition techniques, cleaning, and field level maintenance.

4.5 Evaluation and Testing.

4.5.1* Definition of Duty. The administration and grading of student evaluation instruments.

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the AHJ, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.



(A) Requisite Knowledge. Test administration, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

(B) Requisite Skills. Use of skills checklists and assessment techniques.

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



(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

(B) Requisite Skills. None required.

4.5.4 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.



(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.

(B) Requisite Skills. Communication skills and basic coaching.

4.5.5* 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; and objective, clear, and relevant; also include suggestions based on the data.



(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.

(B) Requisite Skills. Communication skills and basic coaching.