

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire Instructor II
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 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.

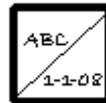
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance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

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



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire Instructor II

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.

5.1 General. The Fire Service Instructor II shall meet the requirements for Fire Service 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, and records and reports.

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

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

(B) Requisite Skills. None required.

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

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

(B) Requisite Skills. Resource analysis and forms completion.

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

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

(B) **Requisite Skills.** Forms completion.

5.2.5 Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

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

(B) **Requisite Skills.** Record auditing procedures.

5.2.6 Evaluate instructors, given an evaluation form, department policy, and JPRs, 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, department policy, and effective instructional methods and techniques.

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

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, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) **Requisite Knowledge.** Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

(B) **Requisite Skills.** Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.



(A) **Requisite Knowledge.** Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

(B) **Requisite Skills.** Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining 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 objectives are achieved.



(A) **Requisite Knowledge.** Use and limitations of teaching methods and techniques.

(B)* **Requisite Skills.** Transition between different teaching methods.

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



(A) Requisite Knowledge. Safety rules, regulations, and practices; the incident command system used by the agency; and leadership techniques.

(B) Requisite Skills. Implementation of an incident management system used by the agency.

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, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.



(A) Requisite Knowledge. Evaluation methods, development of forms, effective instructional methods, and techniques.

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

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



(A) Requisite Knowledge. Evaluation methods and test validity.

(B) Requisite Skills. Development of evaluation forms.