

State of Oregon  
Department of Public Safety Standards and Training

NFPA Fire Instructor 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 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.

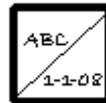
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance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

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



# TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

## NFPA Fire Instructor 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 firefighter may proceed.

### 4.1 General.

**4.1.1** The Fire Service 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 and the 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, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

**(A) Requisite Knowledge.** Departmental scheduling procedures and resource management.

**(B) Requisite Skills.** Training schedule completion.

**4.2.5** Complete training records and report forms, given policies and procedures and forms, 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.** Basic report writing and record completion.

### **4.3 Instructional Development.**

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

**4.3.2\*** Review instructional materials, given the materials for a specific topic, target audience, 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 limitations and cultural 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 organizational skills.

#### 4.4 Instructional Delivery.

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

4.4.2 Organize the classroom, laboratory, or outdoor 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 considered.



(A) **Requisite Knowledge.** Classroom 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 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; the impact of cultural differences on 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, and utilization of lesson plans in an instructional setting.

**4.4.4\*** Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

**(A) Requisite Knowledge.** Methods of dealing with changing circumstances.

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

**4.4.5\*** Adjust to differences in learning styles, 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, learning styles, 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.

**4.4.6** Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

**(A) Requisite Knowledge.** Components of audiovisual equipment.

**(B) Requisite Skills.** Use of audiovisual equipment, cleaning, and field level maintenance.

**4.4.7** Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage.

(A) **Requisite Knowledge.** Media types, limitations, and selection criteria.

(B) **Requisite Skills.** Transition techniques within and between media.

#### 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 agency, 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, agency policies, 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 oral questioning 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.