

SKILLS MANUAL

CHAPTER THIRTEEN

FIRE AND LIFE SAFETY EDUCATOR

NFPA 1035, 2015 Edition

Level I – EFFECTIVE JANUARY 30, 2018

Level II – EFFECTIVE JANUARY 1, 2019



Texas Commission on Fire Protection

P.O. Box 2286 Austin, Texas 78768-2286 (512) 936-3838

Fire and Life Safety Educator

List of All Skills

| Discipline | Subject | Skill # | Skill Name | NFPA 1035 # |
|----------------------------------|------------------------------|---------|--------------------------------------|--|
| Fire and Life Safety Educator I | Administration | 1-1 | Complete Activity Records | 4.2.1, 4.2.2 |
| Fire and Life Safety Educator I | Administration | 1-2 | Schedule Educational Activities | 4.2.3 |
| Fire and Life Safety Educator I | Administration | 1-3 | Convey Information to Customer | 4.2.4 |
| Fire and Life Safety Educator I | Planning and Development | 1-4 | Community Partnerships | 4.3.1 |
| Fire and Life Safety Educator I | Education and Implementation | 1-5 | Notify Public; Present a Lesson | 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7 |
| Fire and Life Safety Educator I | Evaluation | 1-6 | Administer an Evaluation | 4.5.1, 4.5.2 |
| Fire and Life Safety Educator II | Administration | 2-1 | Prepare a Budget | 5.2.1, 5.2.2 |
| Fire and Life Safety Educator II | Administration | 2-2 | Evaluate an Educator | 5.2.4 |
| Fire and Life Safety Educator II | Administration | 2-3 | Develop Public Policy Recommendation | 5.2.3 |
| Fire and Life Safety Educator II | Planning and Development | 2-4 | Community Analysis and Partnerships | 5.3.1, 5.3.2, 5.3.3 |
| Fire and Life Safety Educator II | Education, Evaluation | 2-5 | Written Project + Oral Presentation | 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.5.1, 5.5.2, 5.5.3 |

SKILLS MANUAL – CHAPTER THIRTEEN

**FIRE AND LIFE SAFETY EDUCATOR
LEVEL I**

Effective January 30, 2018

INSTRUCTIONS – PERFORMANCE SKILLS

FIRE AND LIFE SAFETY EDUCATOR I

Format

Similar Fire and Life Safety Educator skills are combined into one skill sheet when possible. The scoring sheet is divided into individual skill steps. The Examiner should evaluate candidates as they complete each step of the evaluation.

For skill sheets that do not specify time limits, we recommend that the Course Instructor do so when necessary. For example, if you estimate that it should reasonably take 10 minutes to complete a performance skill, you could, prior to commencing the examination, declare a time limit of 15 minutes for each candidate. Each candidate must have the same amount of time available to them.

Scoring Method

Each step of the skill will be scored as either Satisfactory (S) or Unsatisfactory (U). If any step of a skill objective is scored “Unsatisfactory”, the candidate fails the whole skill and must be retested. Any “Unsatisfactory” rating requires the examiner to explain the reason for the failure in writing in the comments section of the skill sheet.

Preparation and Equipment

Activity sheets are provided for some performance skills (e.g., skill #1-2 has an activity sheet that comes with it). Course Instructors are encouraged to use these activity sheets in order to meet the minimum requirements, or you may modify the activity sheets to meet or exceed the standard to fit the needs of your department or agency.

Many of the skill sheets require the use of departmental policies. It is suggested that Course Instructors use the actual policies and procedures of your department. If teaching this course at a non-departmental institution, acquire a fire department's policies and procedures, or modification thereof, to complete these skills. For optimal learning, scenario-based training and role-playing is recommended. If these skills are part of the Commission designated skills test, you may have to provide the candidate with scenarios to facilitate the testing.

Equipment List for Performance Skills

Fire and Life Safety Educator I

Skill #1-1

Scenario/information about activities
Activity report forms
Policies and procedures of the AHJ related to reporting activities

Skill #1-2

List of educational activities to be scheduled
Department schedule/calendar
List of available educational resources and facilities
Timeline for delivery of educational activities
AHJ policies and procedures related to scheduling activities

Skill #1-3

Scenario for conveying information to customer
List of available community resources, services and organizations
List of identified customer needs
Equipment needed to communicate in writing

Skill #1-4

List of available community resources, services and organizations
List of at least four fire and life safety issues relevant to the local community

Skill #1-5

An event scenario, including location, date, time, topic, sponsoring agency and audience.
AHJ policies and procedures regarding dissemination of information
Equipment needed to create a public notification or announcement for Part I
Topic for an educational activity
Audience characteristics
Educational materials (printed materials, props, audiovisual equipment, etc.)
Lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience.
An environment in which to present a lesson (e.g. a classroom) that has at least one safety hazard.

Skill #1-6

Lesson plan
Evaluation instrument(s)
Forms or supplies necessary to report evaluation results
Evaluation policies and procedures of the AHJ
Evaluation reporting procedures of the AHJ

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-1
Complete Activity Records

Subject: Administration

NFPA 1035, 2015 edition, 4.2.1, 4.2.2

Fire and Life Safety Educator I

OBJECTIVE

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. (4.2.1)

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. (4.2.2)

INSTRUCTIONS - procedures for achieving the objective

Given specific forms and formats, and information on activities, you shall complete an activity report and report forms so that all activities are recorded and each component of the form or format is completed with the correct information.

EXAMINER'S NOTE

The candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Scenario/information about activities
Activity report forms
Policies and procedures of the AHJ

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|--|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| Skill 1-1 | | | | |
| 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. (4.2.1) | | | | |
| 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. (4.2.2) | | | | |
| The candidate: | S | U | S | U |
| a) Completed an activity report that included the date, topic, location, instructor name, and number of attendees. | | | | |
| b) Completed the activity report in a clear and concise manner. | | | | |
| c) Submitted the activity report according to policies and procedures of the AHJ. | | | | |

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-2
Schedule Educational Activities

Subject: Administration

NFPA 1035, 2015 edition, 4.2.3

Fire and Life Safety Educator I

OBJECTIVE

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. (4.2.3)

INSTRUCTIONS - procedures for achieving the objective

Given an educational activity assignment, department scheduling procedures, educational resources, facilities and a timeline for delivery, you shall schedule educational activity sessions so that the sessions are delivered per departmental procedures.

EXAMINER'S NOTE

The candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

List of educational activities to be scheduled
Department schedule/calendar
List of available educational resources and facilities
Timeline for delivery of educational activities
AHJ policies and procedures related to scheduling

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|---|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| Skill 1-2 | | | | |
| 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. (4.2.3) | | | | |
| The candidate: | S | U | S | U |
| a) Reviewed scheduling procedures. | | | | |
| b) Reviewed activities to be scheduled. | | | | |
| c) Reviewed timeline for delivery. | | | | |
| d) Reviewed availability of resources and facilities. | | | | |
| e) Scheduled educational activities per departmental procedures. | | | | |
| f) Scheduled appropriate amount of time for pre-activity requirements. | | | | |

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

| | | |
|------------------|------|---|
| Examiner | Date | Overall Skill Sheet Score |
| | | Pass <input type="checkbox"/> Fail <input type="checkbox"/> |
| Re-Test Examiner | Date | Overall Skill Sheet Re-Test Score |
| | | Pass <input type="checkbox"/> Fail <input type="checkbox"/> |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Skill #1-2: Activity Sheet
 Schedule Educational Sessions

You are the Fire and Life Safety Educator for your department. You have 12 facilities for which you need to schedule educational activities. You need to create a calendar. All the educational activities must be presented at the available times. Appropriate time must be allotted for pre-activity preparation. Schedule all classes in the first two weeks of October.

| Available Facility | Available Times | Type of Activity | Number of Attendees | Classroom Hours |
|---------------------------|----------------------|-------------------------|---------------------|-----------------|
| 1. Daycare | 8-4, M-F | Sparky Puppet | 60 | 45 min |
| 2. Elementary 1 | 8-3, M-F | Show and tell | 500 | 6 hours |
| 3. Middle School | 8-3, M-F | Career day | 500 | 6 hours |
| 4. Senior Center | 9-11am Tue, Thu | Fire safety for seniors | 45 | 1.5 hour |
| 5. PTA | 7-10pm, Mon | Home fire safety | 100 | 20 minutes |
| 6. HOA | 7-10pm, Mon | Wildfire safety | 45 | 20 minutes |
| 7. Habitat for Humanity | 6-8pm, Fri | Home fire safety | 10 | 1 hour |
| 8. High-rise | 1-5pm Wed, Thu | Fire warden training | 40 | 1 hour |
| 9. Senior living facility | 10-2, M-F | Trips and falls | 110 | 1.5 hours |
| 10. County Fair, day 1 | Sat only Noon-8pm | Public relations | 2000 | 8 hours |
| 11. County Fair, day 2 | Fri only 6-10pm | Public relations | 500 | 4 hours |
| 12. Elementary 2 | 8-3, M-F | Smoke house | 500 | 6 hours |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Skill #1-2: Activity Sheet
 Schedule Educational Activities

OCTOBER

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-3
Convey Information to Customer

Subject: Administration

NFPA 1035, 2015 edition, 4.2.4

Fire and Life Safety Educator I

OBJECTIVE

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). (4.2.4)

INSTRUCTIONS - procedures for achieving the objective

You will be given a scenario in which a customer contacts you requesting information about fire prevention education for a specific need they have. You will respond in writing with details about the programs and resources that are available, including the necessary contact information.

EXAMINER'S NOTE

The candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Scenario

List of available community resources, services and organizations

List of identified needs

Equipment needed to communicate in writing

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|--|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| Skill 1-3 | | | | |
| 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). (4.2.4) | | | | |
| The candidate: | S | U | S | U |
| a) Analyzed the scenario. | | | | |
| b) Selected appropriate resources for the customer's need(s). | | | | |
| c) Demonstrated effective and professional written communication skills in conveying information to the customer. | | | | |

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Examiner/Candidate Comments:

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-4
Community Partnerships

Subject: Planning and Development

NFPA 1035, 2015 edition, 4.3.1

Fire and Life Safety Educator I

OBJECTIVE

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. (4.3.1)

INSTRUCTIONS - procedures for achieving the objective

You will be given a list of at least four current fire and life safety issues in your community, and a list of available community resources, services and organizations. You must analyze the list of community issues and then verbally identify each of the following:

- Organizations with common fire and life safety goals
- Possible opportunities for professional partnerships
- Appropriate resources to address all fire and life safety issues

EXAMINER'S NOTE

The candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

List of available community resources, services and organizations

List of at least four fire and life safety issues relevant to the local community

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|--|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| Skill 1-4 | | | | |
| 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. (4.3.1) | | | | |
| The candidate: | S | U | S | U |
| a) Analyzed community issues. | | | | |
| b) Verbally identified organizations with common fire and life safety goals. | | | | |
| c) Verbally identified opportunities for professional partnerships. | | | | |
| d) Verbally identified appropriate resources to address the issues. | | | | |

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

| | | |
|------------------|-------|---|
| _____ | _____ | Overall Skill Sheet Score |
| Examiner | Date | Pass <input type="checkbox"/> Fail <input type="checkbox"/> |
| _____ | _____ | Overall Skill Sheet Re-Test Score |
| Re-Test Examiner | Date | Pass <input type="checkbox"/> Fail <input type="checkbox"/> |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-5

Notify the Public; Present a Lesson

Subject: Education and Implementation

**NFPA 1035, 2015 edition, 4.4.1, 4.4.2, 4.4.3, 4.4.4, Fire and Life Safety Educator I
4.4.5, 4.4.6, 4.4.7**

OBJECTIVE

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. (4.4.1)

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. (4.4.2)

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. (4.4.3)

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

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

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. (4.4.6)

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. (4.4.7)

INSTRUCTIONS - procedures for achieving the objective

This skill is organized into two major parts:

- Part I = “Notifying The Public”
- Part II = “Presenting A Lesson”

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Each examinee must successfully complete both parts to pass this skill.

Part I – Notifying The Public

There are three steps required for Part I of this skill:

- A. Notify the public. You will notify the public of a scheduled event using a method appropriate for the event. AHJ policies and procedures for event notifications must be followed.
- B. Disseminate educational information. You will verbalize the method(s) you would use to disseminate educational information at the scheduled event.
- C. Communicate using social media. You will verbalize how you would use social media to communicate information to the public about the event you attended in Part I, Step B.

Part II – Presenting A Lesson

There are two steps required for Part II of this skill:

- A. Select instructional materials. Given a specific topic, you shall select course materials so that all materials, resources and equipment needed to deliver the lesson are obtained.
- B. Present a lesson. Given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, you will present the lesson and adapt the lesson plan as needed to meet the needs of the audience. All safety hazards in the learning environment must be mitigated appropriately.

EXAMINER’S NOTE

The candidate will not be allowed to review the performance steps at the time of testing. Each candidate must complete all steps in both Part I and Part II of this skill.

PREPARATION & EQUIPMENT

- An event scenario, including location, date, time, topic, sponsoring agency and audience.
- AHJ policies and procedures regarding dissemination of information
- Equipment needed to create a public notification or announcement for Part I
- Topic for an educational activity
- Audience characteristics
- Educational materials (printed materials, props, audiovisual equipment, etc.)
- Lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience.
- An environment in which to present a lesson (e.g. a classroom) that has at least one safety hazard.

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|---|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| <p>Skill 1-5</p> <p>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. (4.4.1)</p> <p>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. (4.4.2)</p> <p>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. (4.4.3)</p> <p>Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience. (4.4.4)</p> <p>Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed. (4.4.5)</p> <p>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. (4.4.6)</p> | | | | |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

| | | | | |
|---|----------|----------|----------|----------|
| 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. (4.4.7) | | | | |
| The candidate: | S | U | S | U |
| a) Disseminated information according to AHJ policies and procedures. | | | | |
| b) Selected appropriate methods for conveying information with regard to the given scenario and specified audience. | | | | |
| c) Developed, maintained and strengthened interaction with the audience through electronic forms of communication. | | | | |
| d) Selected instructional materials appropriate to the lesson. | | | | |
| e) Chose presentation methods appropriate to the teaching environment. | | | | |
| f) Assembled prepared materials so they were ready to deliver the lesson. | | | | |
| g) Adapted learning environment for successful learning (lighting, distractions, climate control or weather, noise control, seating, etc.). | | | | |
| h) Prepared audiovisual equipment and/or teaching aids for use and tested them prior to beginning the presentation. | | | | |
| i) Recognized and mitigated potential safety hazards. | | | | |
| j) Presented the prepared lesson plan. | | | | |
| k) Utilized presentation methods specified by the lesson plan. | | | | |
| l) Demonstrated effective oral communication techniques. | | | | |
| m) Adjusted to differences in student learning styles, abilities and behavior. | | | | |
| n) Demonstrated flexibility and ability to solve problems. | | | | |
| o) Maintained personal composure and professional demeanor. | | | | |
| p) Completed instruction in the time frame provided. | | | | |

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

 Examiner

 Date

| | |
|--|-------------------------------|
| Overall Skill Sheet Score | |
| Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |
| Overall Skill Sheet Re-Test Score | |
| Pass <input type="checkbox"/> | Fail <input type="checkbox"/> |

 Re-Test Examiner

 Date

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Skill #1-6
Administer an Evaluation

Subject: Evaluation

NFPA 1035, 2015 edition, 4.5.1, 4.5.2

Fire and Life Safety Educator I

OBJECTIVE

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

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

INSTRUCTIONS - procedures for achieving the objective

Given a lesson plan, evaluation instruments, and the evaluation procedures of the agency, you shall administer at least one evaluation so that lesson outcomes are measured. Then you shall score the evaluation instrument so that lesson outcomes are known and report the information per policies and procedures of the AHJ.

EXAMINER'S NOTE

The candidate will not be allowed to review the performance steps at the time of testing. Each candidate shall administer at least one evaluation that is appropriate for the lesson plan and the audience.

PREPARATION & EQUIPMENT

Lesson plan

Evaluation instrument(s)

Forms or supplies necessary to report evaluation results

Evaluation policies and procedures of the AHJ

Evaluation reporting procedures of the AHJ

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
 Performance Standards Evaluation

Candidate: _____ Notes: _____

Training Provider: _____

Test Site: _____

| Fire and Life Safety Educator I | <u>TEST</u> | | <u>RETEST</u> | |
|---|--------------------|----------|----------------------|----------|
| | S | U | S | U |
| Skill 1-6 | | | | |
| Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured. (4.5.1) | | | | |
| Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known. (4.5.2) | | | | |
| The candidate: | S | U | S | U |
| a) Administered an evaluation instrument. | | | | |
| b) Scored an evaluation instrument. | | | | |
| c) Followed applicable testing/evaluation policies and procedures. | | | | |
| d) Correctly reported results to the AHJ. | | | | |

S = Satisfactorily completed/performed

U = Unsatisfactorily performed/failed to meet objective or grading step

All steps of the skill objective are mandatory and must be scored as “Satisfactory” to pass the skill.

Examiner/Candidate Comments:

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.

TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator I
Performance Standards Evaluation

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test Score

Pass Fail

Reprinted with permission from NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, Copyright ©2014, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the National Fire Protection Association on the referenced subject which is represented only by the standard in its entirety.