

SKILLS MANUAL – CHAPTER THIRTEEN

**FIRE AND LIFE SAFETY EDUCATOR
LEVEL II**

Effective January 1, 2019

INSTRUCTIONS – TCFP DESIGNATED PERFORMANCE SKILLS EVALUATION

FIRE AND LIFE SAFETY EDUCATOR II

Format

Similar Fire and Life Safety Educator II 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.

NOTE: Skill #2-5

This skill has been designed to include a written project and an oral presentation. It is recommended that the project portion of the skill be completed as assignments during the course. The Course Instructor may then review the assignments, provide feedback and recommend necessary changes. At the time of the scheduled TCFP Designated Performance Skills Evaluation, the final version of the written project must be turned in for evaluation. The oral presentation will also be conducted at that time. The Course Instructor can specify time limits for the oral presentation as necessary.

TCFP Designated Performance Skills Evaluation

TCFP will randomly select one skill per NFPA subject area. The subject areas for the FLSE II skills include:

Skills 2-1, 2-2 and 2-3 = Administration (i.e., NFPA 1035, section 5.2)

Skill 2-4 = Planning and Development (section 5.3)

Skill 2-5 = Education, Evaluation (sections 5.4, 5.5)

This means that for the TCFP Designated Performance Skills Evaluation, your class/academy will be assigned ONE of the skills for Administration subject area (to be randomly chosen by TCFP), as well as skills 2-4 and 2-5. In other words, **everyone will be tested on skills 2-4 and 2-5** for state certification. This is important to note since skill 2-5 has a comprehensive written project component to it, which is to be prepared as part of the course work and turned in on the day of the state skills test. Be sure to review skill 2-5 prior to creating your lesson plan for the course.

Scoring Method and Retesting

The scoring method is satisfactory (S) or unsatisfactory (U) for each skill step, with a final grade of Pass or Fail for the entire skill. To successfully pass the Fire and Life

Safety Educator II skills evaluation, the candidate must receive satisfactory scores in all skill steps. Any skill step marked as unsatisfactory will require the examiner to explain the reason for the failure in writing in the comments section of the skill sheet. The entire skill must then be retested.

NOTE: Skill #2-4

This is a three-part skill. If a skill step is marked as unsatisfactory, the examinee must only retest the “Part” of the skill that was failed, not the entire skill. For example, if a step is missed in Part 2, only the steps in Part 2 must be retested. Please see Skill #2-4 for further clarification.

NOTE: Skill #2-5

For Skill #2-5, the written project and the oral presentation, the entirety of the skill will be graded together, on one skill sheet. For this skill only, if a candidate misses a skill step, they must only retest the failed step. For example, if they miss step b) “created informational materials that were relevant to the needs of the target population”, that step must be retested, not the entire skill.

Preparation and Equipment

Many of the skills require the use of department policies. It is suggested that the Course Instructor use the policies and procedures from his/her 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.

Equipment List for Performance Skills

Fire and Life Safety Educator II

Skill #2-1

Budget scenario (a specific program or activity needing a budget)
Budgetary guidelines
Program goals/needs
Delivery expense projections
Past expenditures
List of current resources
Personnel costs
Budget forms

Skill #2-2

Written performance criteria (JPRs)
Departmental policies on performance evaluations
Evaluation forms
Live or recorded fire and life safety presentation for the candidate to evaluate

Skill #2-3

A fire or injury issue
Policy development guidelines

Skill #2-4

List of community organizations
Partnership goals
Policies on requesting resources
Skill #2-4 Activity Sheet
Pens or pencils
Volunteers to act as community partners
A way to randomly assign the six risk groups to the examinees. For example, you could write one risk group from Activity Sheet 2-4 (i.e. Unattended cooking; Arson; Electricity etc.) on a small slip of paper, fold it up, then place in a box or bag and have someone choose one slip of paper for each examinee.

Skill #2-5

Life safety objective(s)
Characteristics of a specified target audience
Learning objectives
Comprehensive educational strategy
Measurable outcomes of an educational process and program objectives
List of target audiences

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

Skill #2-1
Prepare a Budget

Subject: Administration

NFPA 1035, 2015 edition, 5.2.1, 5.2.2

Fire and Life Safety Educator II

OBJECTIVES

Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs. (5.2.1)

Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures. (5.2.2)

INSTRUCTIONS - procedures for achieving the objective

You will be given the following items:

- budgetary guidelines
- program needs
- delivery expense projections
- past expenditures
- current materials/resources
- personnel costs

You will prepare a written budget proposal for a specific program or activity per AHJ. Your proposal must identify all program needs. Then you will project program budget income and expenditures so that all program needs are addressed. Formulate a purchase request for an item(s) identified in the budget proposal

PREPARATION & EQUIPMENT

Budget scenario (a specific program or activity needing a budget)

Budgetary guidelines

Program goals/needs

Delivery expense projections

Past expenditures

List of current resources

Personnel costs

Budget forms

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EXAMINER'S NOTE

If this skill is part of the Commission designated skills test, you may want to provide the examinee with an example to facilitate the testing.

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire and Life Safety Educator II	<u>TEST</u>		<u>RETEST</u>	
Skill 2-1 Prepare a Budget	S	U	S	U
Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs. (5.2.1)				
Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures. (5.2.2)				
The candidate:	S	U	S	U
a) Retrieved and organized past budget information				
b) Collected, organized and formatted budgetary information				
c) Analyzed existing resources				
d) Followed agency budget policy				
e) Estimated program costs				
f) Projected income/expenditures				
g) Completed budget forms				
h) Completed program budget proposal				
i) Prepared a budget				
j) Completed purchase requests (requisition/purchase order)				

S = Satisfactorily completed/performed

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

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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

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Skill #2-2
Evaluate an Educator

Subject: Administration

NFPA 1035, 2015 edition, 5.2.4

Fire and Life Safety Educator II

OBJECTIVE

Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures. (5.2.4)

INSTRUCTIONS - procedures for achieving the objective

You shall observe a fire and life safety presentation and complete a written evaluation of the educator using a provided standard evaluation form. You shall document strengths and weaknesses, and make recommendations for changes in style or communication methods. You shall allow the educator adequate time for discussion and feedback on the evaluation.

EXAMINER'S NOTE

The Fire and Life Safety Educator II candidate shall not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Written performance criteria (JPRs)
Departmental policies on performance evaluations
Evaluation forms
Live or recorded fire and life safety presentation for the candidate to evaluate

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 Performance Standards Evaluation

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire and Life Safety Educator II	<u>TEST</u>		<u>RETEST</u>	
Skill 2-2 Evaluate an Educator	S	U	S	U
Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures. (5.2.4)				
The candidate:	S	U	S	U
a) Observed the presentation of the educator being evaluated.				
b) Evaluated in an objective manner.				
c) Completed specific evaluation forms.				
d) Identified strengths and weaknesses of the educator.				
e) Made written recommendation for changes in instructional style or method.				
f) Allowed for feedback from the educator being evaluated.				
g) Evaluation completed according to organizational policies and procedures.				

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.

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Examiner/Candidate Comments:

Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test
Score

Pass Fail

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Presentation Scoring Guide

Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Stated presentation title and objective <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">Score</div>	Explains presentation title in clear-concise and understandable terms, thoroughly explains the course objectives and expected student outcomes	Explains presentation title in understandable terms, explains course objectives and student outcomes	States presentation title, states course objectives and student outcomes	Does not state presentation title, does not give course objectives or student outcomes
Established and Maintained Instructor credibility <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">Score</div>	Highly credible - well informed on subject, creates atmosphere of mutual respect and confidence, displays exemplary interpersonal skills	Clearly credible - Well informed about the subject, displays positive interpersonal skills, flexible and supportive of learners, creates a positive atmosphere for learning	Limited credibility - Informed about the subject but may give vague information, displays little ability to promote learning, makes little effort to establish learner confidence	Lacks credibility – Misinforms the class, appears nervous or hesitant, is highly distractive in behavior or appearance, makes offensive comments or dismisses learners' views.
Managed the learning environment <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">Score</div>	Skillfully engages learners in group activities, adapts instruction to learners needs, gives individual attention while maintaining the group's learning process, manages time and activities exceedingly well	Involves learners comfortably in group activities, adapts instruction to learners needs, giving individual attention without seriously interrupting the group's learning process, manages time and activities well	Involves learners in a superficial or limited way, displays minimal evidence of adapting instruction to meet individual or group needs, manages time and activities adequately at times and poorly at other times	Makes little or no effort to involve learners, allows a few to dominate the group, fails to link the instruction to the learners needs, rushes instruction or is tediously slow throughout
Instructional aid usage <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">Score</div>	Uses appropriate instructional aid, effectively utilizes instructional aids to substantiate classroom instruction, transitions from one aid to another seamlessly and without distracting learner, well versed in the set up-use- and troubleshooting of instructional aid	Uses appropriate instructional aid, instructional aid supports classroom instruction, transitions from one aid to another with only minor learner distractions, handles set up-use-and trouble-shooting with none or only minor difficulties	Instructional aid conveys information but distracts from instruction, transition between instructional aids is distracting to learner and disrupts the learning environment, unable to resolve set up-use- trouble shooting issues without assistance	Inappropriate instructional aid used, unable to transition between instructional aids without complete disruption of learning environment, unfamiliar with instructional aid and unable to set up-use-trouble shoot

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Competency	4 – Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
Demonstrated effective communication / presentation skills <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Score</div>	Has excellent language skills, speaks very clearly, stimulating learner interest, effectively relates contents to learners experiences, makes frequent eye contact, presents in an engaging-coherent and well organized sequence, may use props-humor or stories for effective conveyance of material	Has good language skills, speaks clearly in a modulated voice to help sustain learner interest, looks frequently at class, uses appropriate body language, appropriately relates to learners experiences, is generally aware of how well learners are comprehending	Has weak language skills, speaks clearly but the vocal quality-modulation-or pacing does not help sustain learner interest, uses body language/pauses in ways that occasionally interfere with communication, relates content to learners experiences in limited ways, is aware at times how learners are comprehending	Lacks basic language skills, speaks in a voice that adversely affects learners, rarely looks at the learners, uses body language/pauses that interfere with communication, fails to link content to learners experiences, presents instruction in a disorganized way, generally ignores the learners, uses props-stories-etc. in an inappropriate or confusing way
Demonstrated effective questioning skills and techniques <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Score</div>	Skillfully asks and directs a variety of questions to build confidence and promote learning, listens carefully and attentively to learners, effectively rephrases/repeats questions when necessary	Asks a variety of relevant questions and directs them appropriately, listens carefully to learners, phrases/repeats questions clearly when necessary	Asks few questions, asks generally trivial undirected questions, allows questions but does not seem to encourage it	Fails to ask questions, asks questions that are unclear or irrelevant, seems to discourage learners from asking questions, seems unaware of learners need to understand
Responded appropriately to Learner's need for clarification or feedback <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Score</div>	Creates an environment in which individuals confidently seek clarification as needed, always gives specific helpful responses	Encourages learners to ask questions when necessary, is aware of learners needs. Gives consistently clear and helpful responses	Does little to identify those who need help, gives superficial or non-specific feedback, does not always listen carefully or always give relevant responses	Gives little or no positive feedback, gives vague or confusing answers, discourages learners from asking for help

Add individual scores from each of the 7 categories together. Place total score in box below.

Minimum acceptable score is 21.

Total Score

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Recommendations for changes: (Required)

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Skill #2-3
Develop Public Policy Recommendation

Subject: Administration

NFPA 1035, 2015 edition, 5.2.3

Fire and Life Safety Educator II

OBJECTIVE

Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated. (5.2.3)

INSTRUCTIONS - procedures for achieving the objective

You will be given a fire or injury issue and policy development guidelines, and you will draft a public policy recommendation. The recommendation must include an explanation of the issue, a policy to address the issue, and the possible outcome for the community.

EXAMINER'S NOTE

The Fire and Life Safety Educator II candidate will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

A fire or injury issue
Policy development guidelines

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

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire and Life Safety Educator II	<u>TEST</u>		<u>RETEST</u>	
Skill 2-3 Develop Public Policy Recommendation	S	U	S	U
Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated. (5.2.3)				
The candidate:	S	U	S	U
a) Explained the issue				
b) Formatted a policy to address the issue				
c) Projected possible outcome(s) for the community				

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:

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TEXAS COMMISSION ON FIRE PROTECTION
Fire and Life Safety Educator II
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Examiner

Date

Overall Skill Sheet Score

Pass Fail

Re-Test Examiner

Date

Overall Skill Sheet Re-Test
Score

Pass Fail

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Skill #2-4
Community Analysis and Partnerships

Subject: Planning and Development

NFPA 1035, 2015 edition, 5.3.1, 5.3.2, 5.3.3 Fire and Life Safety Educator II

OBJECTIVES

Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities. (5.3.1)

Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved. (5.3.2)

Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider. (5.3.3)

INSTRUCTIONS - procedures for achieving the objective

This is a three-part skill:

Part 1

The examinee will analyze and interpret a community risk profile, then identify and prioritize a risk issue. Please use Activity Sheet 2-4 to prioritize the community risks, and discuss your findings with the skills examiner.

Part 2

The skills examiner will randomly assign one of the six risk groups from the Activity Sheet (i.e. Unattended cooking, Arson, etc.) to each examinee. The examinee will then identify which of the community partners could help address the risk issue, and will facilitate a meeting with the community partners to determine which resources are lacking.

Part 3

The examinee will write a proposal to request needed resources.

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EXAMINER'S NOTE

Once the examinee has successfully analyzed and interpreted the community risk in the activity sheet (Part 1), the examiner will then randomly assign a specific risk to each student to complete the remainder of the skill (Parts 2 and 3).

For the small group process, this could be a role play scenario in which volunteers play the community partners.

If the examinee fails any step of the skill, they must retest only the "Part" of the skill that was missed. For example, if they miss step b) they must only retest Part 1 of the skill, not Parts 2 and 3.

PREPARATION & EQUIPMENT

List of community organizations

Partnership goals

Policies on requesting resources

Skill #2-4 Activity Sheet

Pens or pencils

Volunteers to act as community partners

A way to randomly assign the six risk groups to the examinees. For example, you could write one risk group from Activity Sheet 2-4 (i.e. Unattended cooking; Arson; Electricity etc.) on a small slip of paper, fold it up, then place in a box or bag and have someone choose one slip of paper for each examinee.

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 Performance Standards Evaluation

Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire and Life Safety Educator II	<u>TEST</u>		<u>RETEST</u>	
Skill 2-4 Community Analysis and Partnerships	S	U	S	U
Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities. (5.3.1)				
Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved. (5.3.2)				
Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider. (5.3.3)				
PART 1 – Analyze Community Risk Profile	S	U	S	U
a) Collected, analyzed, and interpreted data				
b) Established and addressed priority risk issues				
PART 2 – Meet with Community Partners	S	U	S	U
c) Identified resources in the community				

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 Performance Standards Evaluation

d) Negotiated, resolved conflict, and interacted in a group				
e) Communicated partnership objectives				
f) Recognized opportunity for partnerships				
g) Facilitated small-group process				
PART 3 – Write a Proposal	S	U	S	U
h) Wrote a proposal for requesting resources				
i) Resources needed were identified				
j) Proposal conformed to department/agency policies				
k) Proposal conformed to policies of the resource provider				

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

 Re-Test 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"/>

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 Performance Standards Evaluation

Skill #2-4 Activity Sheet
 Community Analysis and Partnerships

Review the chart below and fill in the blank boxes to prioritize the community risks. Then discuss your findings with the examiner.

Typical Leading Causes of Fire	Annual Number of Occurrences	Injuries	Deaths	Property Loss	Rate of Incident Rise Compared with Previous Years	PRIORITY 1 = highest 6 = lowest
Unattended cooking	220	19	0	\$300,000	Up 5% over previous year	
Arson	59	3	3	\$1.3 million	Up 2% over previous year	
Electricity	97	1	0	\$2.7 million	Down 5% over previous year	
Heating appliances	35	1	2	\$900,000	Down 5% over previous year	
Candles	56	4	2	\$770,000	Up 2% over previous year	
Smoking	23	4	4	\$600,000	Up 10% over previous year	

Once you have successfully analyzed and interpreted the community risk in the activity sheet, the examiner will then assign you a specific risk to complete the remainder of the skill.

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

Skill #2-5

Education and Evaluation – Written Project + Oral Presentation

Subjects: Education, Evaluation

NFPA 1035, 2015 edition, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.5.1, 5.5.2, 5.5.3 **Fire and Life Safety Educator II**

OBJECTIVES

Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience. (5.4.1)

Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed. (5.4.2)

Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices. (5.4.3)

Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed. (5.4.4)

Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved. (5.4.5)

Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured. (5.5.1)

Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome. (5.5.2)

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Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured. (5.5.3)

INSTRUCTIONS - procedures for achieving the objective

1. WRITTEN PROJECT

The written project is comprehensive and will be prepared as part of your course work, prior to taking the state certification exam. Your course instructor will assign each student a fire or life safety objective, a target audience, and learning objectives. Using this comprehensive educational strategy for the target audience, you will complete the written project by designing a fire and life safety education program. During the first part of the project you will create:

- A lesson plan for a class that you will design for your target audience. The lesson plan will address the assigned fire or life safety objective and learning objectives.
- Informational material for your class
- Educational materials for your class

Next, you will develop an evaluation strategy for your program. You must include at least one evaluation instrument appropriate for the target audience, and you must explain in writing how your evaluation strategy would be implemented.

On the day of your skills test, the written project will be turned in to the TCFP skills examiner, who will conduct the final evaluation.

2. ORAL PRESENTATION

On the day of your skills test, you will give an oral presentation to the TCFP skills examiner in which you will explain how the work you did for your written project meets the objectives of this skill (see the objectives section on the first page). You may have a printed list of the skill's objectives available to you during your presentation.

Once you've given your oral presentation, the skills examiner will assign you a different target audience. Your final task will be to explain how you would revise your educational program for the new audience. Include details regarding any changes you would make to your lesson plan and learning objectives.

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EXAMINER'S NOTE

This TCFP performance skill evaluation requires that, on the day of the skills exam, the Fire and Life Safety Educator II candidate will turn in the completed written project and give an oral presentation. The written project and the oral presentation will be evaluated together. The candidate must retest only the failed component (i.e. only the skill step that was failed).

PREPARATION & EQUIPMENT

Life safety objective(s)

Characteristics of a specified target audience

Learning objectives

Comprehensive educational strategy

Measurable outcomes of an educational process and program objectives

List of target audiences

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Candidate: _____ Notes: _____

Dept: _____

School: _____

Test Site: _____

Examiner: _____

Fire and Life Safety Educator II	<u>TEST</u>		<u>RETEST</u>	
Skill 2-5 Education and Evaluation – Written Project + Oral Presentation	S	U	S	U
Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience. (5.4.1)				
Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed. (5.4.2)				
Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices. (5.4.3)				
Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed. (5.4.4)				

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Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved. (5.4.5)				
Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured. (5.5.1)				
Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome. (5.5.2)				
Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured. (5.5.3)				
The candidate:	S	U	S	U
a) Assembled information in a format (or sequence) appropriate for addressing the target audience (5.4.1)				
b) Created informational materials that were relevant to the needs of the target population (5.4.1)				
c) Located resources to assist with specific challenges such as special needs populations and language issues (5.4.1)				
d) Designed lesson plan based on specific objective or audience need (5.4.2)				
e) Designed educational materials (5.4.3)				
f) Compiled, organized, and evaluated educational program elements (5.4.4)				
g) Developed objectives and lesson plans for a specific target audience (5.4.4)				
h) Collected and analyzed data (5.5.1)				
i) Modified lesson plan based on changes in objectives or audience (5.4.5)				
j) Developed evaluation strategy (5.5.1)				

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k) Measured program outcome (5.5.2)				
l) Validated testing instrument (5.5.2)				
m) Implemented evaluation methods (5.5.3)				

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

 Re-Test Examiner

 Date

Overall Skill Sheet Score

Pass Fail

Overall Skill Sheet Re-Test Score

Pass Fail

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