

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

**NFPA Fire and Emergency Services
Instructor III
Task Book**

Task Book Assigned To:	
Name	DPSST Fire Service #
Department Name	Date Initiated
Signature of Department Head or Training Officer	Date Completed

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Additional copies of this document may be downloaded from the DPSST web site:
<http://www.oregon.gov/DPSST/index.shtml>

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Training (DPSST) system. Each Task Book lists the job performance requirements (JPRs) for the specific certification level in a format that allows a candidate to be trained and evaluated during evaluation sessions. This Task Book contains one box per JPR and should not be signed by an evaluator until the trainee has completed the skill satisfactorily. Additional boxes may be added as determined by the Authority Having Jurisdiction (AHJ). Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator may result in the candidate's eligibility for DPSST certification.

Before a job performance evaluation can be taken, all requisite knowledge and skills must be satisfied. In addition, all relative task book evaluations must be checked off by the evaluator. When all prescribed requirements have been met, an application for Certification can be forwarded to DPSST. All certificates are mailed to the Training Officer at his/her Fire Service Agency.

NOTE TO FIRE SERVICE AGENCIES: These JPRs serve as general guidelines. As such they are **NOT** intended to replace specific sequences of apparatus or equipment operation that may be outlined by manufacturer specifications. At all times, standard operating procedures of the Fire Service Agency in which the evaluation is being conducted will govern. Fire Service Agencies should have available for evaluators a copy of manufacturer specifications and the Fire Service Agencies standard operational guidelines.

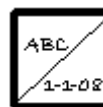
The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of, or reference to, NFPA standards. For more information on the complete job performance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

HOW TO EVALUATE PERFORMANCE:

Each JPR has one corresponding box to the right in which to confirm a candidate's success. The evaluator must indicate successful passing by the candidate of each JPR by initialing and dating (see example).

Draw a diagonal line through the box on the right. The evaluator should be place their initials on one half and indicate the current date on the other half. (See example)

6.2.3 Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Emergency Services Instructor III

Prior to becoming certified in this position, the NFPA Fire and Emergency Services Instructor III candidate must successfully complete the following Job Performance Requirements (JPR). The evaluator must initial and date the appropriate boxes to indicate successful completion of each.

6.1 General. The Fire and Emergency Services Instructor III shall meet the requirements for Fire and Emergency Services Instructor II and the JPRs defined in Sections 6.2 through 6.5 of this standard.

6.2 Program Management.

6.2.1 Definition of Duty. The administration of AHJ policies and procedures for the management of instructional resources, staff, facilities, records, and reports.

6.2.2* Administer a training record system, given AHJ policy and type of training activity to be documented, so that the information captured is concise, meets all AHJ and legal requirements, and can be accessed.

(A) Requisite Knowledge. AHJ policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information.

(B) Requisite Skills. Development of records and report generation.

6.2.3 Develop recommendations for policies to support the training program, given AHJ policies and procedures and the training program goals, so that the goals are achieved.

(A) Requisite Knowledge. AHJ procedures and training program goals, and format for AHJ policies.

(B) Requisite Skills. Technical writing and decision making.

6.2.4 Select instructional staff, given personnel qualifications, instructional requirements, and AHJ policies and procedures, so that staff selection meets AHJ policies and achievement of AHJ and instructional goals.



(A) Requisite Knowledge. AHJ policies regarding staff selection, instructional requirements, the capabilities of instructional staff, employment laws, and AHJ goals.

(B) Requisite Skills. Evaluation techniques and interview methods.

6.2.5 Construct a performance-based instructor evaluation plan, given AHJ policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following AHJ policies.



(A) Requisite Knowledge. Evaluation methods, employment laws, AHJ policies, staff schedules, and job requirements.

(B) Requisite Skills. Evaluation techniques, scheduling, technical writing.

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



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

(B) Requisite Skills. Resource analysis and required documentation.

6.2.7 Write equipment purchasing specifications, given curriculum information, training goals, and AHJ guidelines, so that the equipment is appropriate and supports the curriculum.



(A) Requisite Knowledge. Equipment purchasing procedures, available AHJ resources, and curriculum needs.

(B) Requisite Skills. Preparation of procurement documents, technical writing.

6.2.8 Present evaluation findings, conclusions, and recommendations to AHJ administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect AHJ goals, policies, and procedures.



(A) Requisite Knowledge. Statistical analysis and AHJ goals.

(B) Requisite Skills. Presentation skills and report preparation following AHJ guidelines.

6.3 Instructional Development.

6.3.1 Definition of Duty. Plans, develops, and implements comprehensive programs and curricula.

6.3.2 Conduct an AHJ needs analysis, given AHJ goals, so that instructional needs are identified and solutions are recommended.



(A) Requisite Knowledge. Needs analysis, gap analysis, instructional design process, instructional methodology, learner characteristics, instructional technologies, curriculum development, facilities, and development of evaluation instruments.

(B) Requisite Skills. Conducting research and needs and gap analysis, forecasting, and organizing information.

6.3.3 Design programs or curricula, given needs analysis and AHJ goals, so that the goals are supported, learner characteristics are identified, audience-based instructional methodologies are utilized, and the program meets time and budget constraints.



(A) Requisite Knowledge. Instructional design, instructional methodologies, learner characteristics, principles of student-centered learning and research methods.

(B) Requisite Skills. Technical writing and selecting course reference materials.

6.3.4 Write program and course outcomes, given needs analysis information, so that the outcomes are clear, concise, measurable, and correlate to AHJ goals.



(A) Requisite Knowledge. Components and characteristics of outcomes, and correlation of outcomes to AHJ goals.

(B) Requisite Skills. Technical writing.

6.3.5 Write course objectives, given course outcomes, so that objectives are clear, concise, measurable, and reflect specific tasks.



(A) Requisite Knowledge. Components of objectives and correlation between outcomes and objectives.

(B) Requisite Skills. Technical writing.

6.3.6 Construct a course content outline, given course objectives, and reference sources, so that the content outline supports course objectives.



(A) Requisite Knowledge. Correlation between course objectives, instructor lesson plans, and instructional methodology.

(B) Requisite Skills. Technical writing.

6.4 Instructional Delivery. No JPRs at the Instructor III Level.

6.5 Evaluation and Testing.

6.5.1 Definition of Duty. Develops an evaluation plan; collects, analyzes, and reports data; and utilizes data for program validation and student feedback.

6.5.2 Develop a system for the acquisition, storage, and dissemination of evaluation results, given AHJ goals and policies, so that the goals are supported and so that those affected by the information receive feedback consistent with AHJ policies and federal, state, and local laws.



(A) Requisite Knowledge. Record-keeping systems, AHJ goals, data acquisition techniques, applicable laws, and methods of providing feedback.

(B) Requisite Skills. The evaluation, development, and use of information systems.

6.5.3 * Develop a course evaluation plan, given course objectives and AHJ policies, so that objectives are measured and AHJ policies are followed.



(A) Requisite Knowledge. Evaluation techniques, AHJ constraints, and resources.

(B) Requisite Skills. Decision making and technical writing.

6.5.4 Develop a program evaluation plan, given AHJ policies and procedures, so that instructors, course components, program goals, and facilities are evaluated, student input is obtained, and needed improvements are identified.



(A) Requisite Knowledge. Evaluation methods and AHJ goals.

(B) Requisite Skills. Construction of evaluation instruments, technical writing.

6.5.5 Analyze student evaluation instruments, given test data, objectives, and AHJ policies, so that validity and reliability are determined and necessary changes are made.



(A) Requisite Knowledge. AHJ policies and applicable laws, test validity and reliability, and item analysis methods.

(B) Requisite Skills. Item analysis.