

# **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

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

Candidate: \_\_\_\_\_

Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

\_\_\_\_\_

Test Site: \_\_\_\_\_

\_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<b>Skill 1-1</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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

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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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**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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

Test Site: \_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<b>Skill 1-2</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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

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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"/>

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**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

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**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

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**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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

Test Site: \_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<b>Skill 1-3</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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**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

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**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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

Test Site: \_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<b>Skill 1-4</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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**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"/>

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**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”

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**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.

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

Test Site: \_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<p><b>Skill 1-5</b></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>				

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**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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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.				

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**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:**

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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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**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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Training Provider: \_\_\_\_\_

Test Site: \_\_\_\_\_

<b>Fire and Life Safety Educator I</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<b>Skill 1-6</b>				
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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

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

**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: \_\_\_\_\_

<b>Fire and Life Safety Educator II</b>	<u><b>TEST</b></u>		<u><b>RETEST</b></u>	
<b>Skill 2-1 Prepare a Budget</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
Performance Standards Evaluation

**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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_____ 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"/>

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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Dept: \_\_\_\_\_

School: \_\_\_\_\_

Test Site: \_\_\_\_\_

Examiner: \_\_\_\_\_

<b>Fire and Life Safety Educator II</b>	<u><b>TEST</b></u>		<u><b>RETEST</b></u>	
<b>Skill 2-2 Evaluate an Educator</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
 Performance Standards Evaluation

**Examiner/Candidate Comments:**

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

**Presentation Scoring Guide**

<b>Competency</b>	<b>4 - Outstanding</b>	<b>3 – Successful</b>	<b>2 – Limited</b>	<b>1 – Seriously Deficient</b>
Stated presentation title and objective  <div style="border: 1px solid black; width: 40px; height: 30px; 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: 30px; 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: 30px; 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: 30px; 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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
 Performance Standards Evaluation

<b>Competency</b>	<b>4 – Outstanding</b>	<b>3 – Successful</b>	<b>2 – Limited</b>	<b>1 – Seriously Deficient</b>
Demonstrated effective communication / presentation skills  <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 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: 0 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: 0 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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
Performance Standards Evaluation

Recommendations for changes: (Required)

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

**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: \_\_\_\_\_

<b>Fire and Life Safety Educator II</b>	<u>TEST</u>		<u>RETEST</u>	
<b>Skill 2-3 Develop Public Policy Recommendation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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**  
Performance Standards Evaluation

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

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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Dept: \_\_\_\_\_

School: \_\_\_\_\_

Test Site: \_\_\_\_\_

Examiner: \_\_\_\_\_

<b>Fire and Life Safety Educator II</b>	<u>TEST</u>		<u>RETEST</u>	
<b>Skill 2-4 Community Analysis and Partnerships</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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)				
<b>PART 1 – Analyze Community Risk Profile</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
a) Collected, analyzed, and interpreted data				
b) Established and addressed priority risk issues				
<b>PART 2 – Meet with Community Partners</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
c) Identified resources in the community				

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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
 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				
<b>PART 3 – Write a Proposal</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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:**

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

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

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

Candidate: \_\_\_\_\_ Notes: \_\_\_\_\_

Dept: \_\_\_\_\_

School: \_\_\_\_\_

Test Site: \_\_\_\_\_

Examiner: \_\_\_\_\_

<b>Fire and Life Safety Educator II</b>	<b><u>TEST</u></b>		<b><u>RETEST</u></b>	
<b>Skill 2-5 Education and Evaluation – Written Project + Oral Presentation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
Performance Standards Evaluation

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)				
<b>The candidate:</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
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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**TEXAS COMMISSION ON FIRE PROTECTION**  
**Fire and Life Safety Educator II**  
 Performance Standards Evaluation

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:**

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\_\_\_\_\_  
 Examiner

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Re-Test Examiner

\_\_\_\_\_  
 Date

Overall Skill Sheet Score

Pass  Fail

Overall Skill Sheet Re-Test Score

Pass  Fail

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