

PERFORMANCE SKILLS MANUAL

CHAPTER THIRTEEN FIRE AND LIFE SAFETY EDUCATOR I & II

NFPA 1030 – 2024 Edition

Effective March 9, 2026



Texas Commission on Fire Protection
P.O. Box 2286 Austin, Texas 78768-2286 (512) 936-3838

PERFORMANCE SKILLS MANUAL

CHAPTER THIRTEEN

FIRE AND LIFE SAFETY EDUCATOR I

INSTRUCTION SHEET

Fire and Life Safety Educator I

Format

Each skill contains its own skill sheet, is evaluated independently, and is based on the JPRs in Chapter 9 of National Fire Protection Association (NFPA) 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition. 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 contain time constraints, the Course Instructor should specify time constraints as necessary.

Scoring Method

The scoring method is satisfactory (S) or unsatisfactory (U) for each step of the skill objective, and a Pass or Fail for each individual skill section. In order to successfully pass an individual skill section, the candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the candidate must receive a passing score for all individual skill sections.

Any unsatisfactory or individual skill failure shall require the examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

Preparation and Equipment

For optimal learning, scenario-based training and role-playing is recommended; however, based on departmental needs certain activities may be simulated by other means.

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 the activity sheets may be modified to meet or exceed the standard to fit the needs of the 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 the 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.

Examiners Note

If these skills are part of the Commission designated skills test, you may have to provide the examinee with scenarios to facilitate the testing.

EQUIPMENT LIST

Fire and Life Safety Educator I

- Activity report forms, formats, software, apps, or other electronic methods
- Policies and procedures of the AHJ
- Equipment needed to communicate in writing
- Equipment needed to create a public notification or announcement
- Educational materials (printed materials, props, audiovisual equipment, etc.)
- An environment in which to present a lesson (e.g., a classroom) that has at least one safety hazard
- Evaluation instrument(s)
- Forms or supplies necessary to report evaluation results

PERFORMANCE SKILLS LIST

Fire and Life Safety Educator I			
Objective	Skill #	Functional Name	NFPA 1030 JPR #
Administration	<u>1-1</u>	<u>Complete Activity Records</u>	9.3.1, 9.3.2
Administration	<u>1-2</u>	<u>Schedule Educational Activities</u>	9.3.3
Administration	<u>1-3</u>	<u>Convey Information to Customer</u>	9.3.4
Planning and Development	<u>1-4</u>	<u>Community Partnerships</u>	9.4.1
Education and Implementation	<u>1-5</u>	<u>Notify Public; Present a Lesson</u>	9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.5.5, 9.5.6, 9.5.7, 9.6.3
Evaluation	<u>1-6</u>	<u>Administer an Evaluation</u>	9.6.1, 9.6.2
Fire and Life Safety Educator II			
Objective	Skill #	Functional Name	NFPA JPR #
Administration	<u>2-1</u>	<u>Prepare a Budget</u>	10.2.1, 10.2.2
Administration	<u>2-2</u>	<u>Evaluate an Educator</u>	10.2.4
Administration	<u>2-3</u>	<u>Develop Public Policy Recommendation</u>	10.2.3
Planning and Development	<u>2-4</u>	<u>Community Analysis and Partnerships</u>	10.3.1, 10.3.2, 10.3.3
Education, Evaluation	<u>2-5</u>	<u>Written Project and Oral Presentation</u>	10.4.1, 10.4.2, 10.4.3, 10.4.4, 10.4.5, 10.5.1, 10.5.2, 10.5.3

TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

Skill 1-1
Complete Activity Records

NFPA 1030, 2024 edition
9.3.1, 9.3.2

Administration

OBJECTIVE

Document fire and life safety educational activities, given specific forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information. (9.3.1)

Prepare activity reports, given specific fire and life safety educational activities, using forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information. (9.3.2)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

Given specific forms, formats, software, apps, or other electronic methods, you shall complete an activity report so that all activities are recorded and each component of the reporting is completed with the correct information.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

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, formats, software, apps, or other electronic methods
- 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: _____

Training Provider: _____

Test Site: _____

SKILL 1-1				
Complete Activity Records				
Document fire and life safety educational activities, given specific forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information. (9.3.1)				
Prepare activity reports, given specific fire and life safety educational activities, using forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information. (9.3.2)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
a) Used forms, formats, software, apps, or other electronic methods to gather and assemble information				
b) Completed an activity report that included the date, topic, location, instructor name, and number of attendees				
c) Completed the activity report in a clear and concise manner				
d) 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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="width: 50px; height: 20px; border: 2px solid green;" type="text"/>	Fail (✓): <input style="width: 50px; height: 20px; border: 2px solid red;" type="text"/>
Skills Examiner Signature	Examiner FIDO PIN #	Date

Overall Skill Re-Test Score	Pass (✓): <input style="width: 50px; height: 20px; border: 2px solid green;" type="text"/>	Fail (✓): <input style="width: 50px; height: 20px; border: 2px solid red;" type="text"/>
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

Skill 1-2
Schedule Educational Activities

NFPA 1030, 2024 edition
9.3.3

Administration

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. (9.3.3)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

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.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 1-2				
Schedule Educational Activities				
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. (9.3.3)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
a) Reviewed scheduling procedures				
b) Reviewed activities to be scheduled				
c) Reviewed timeline for delivery				
d) Reviewed availability of resources and facilities				
e) Scheduled educational activities per departmental procedures without conflict				
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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 1px solid green;" type="text"/>	Fail (✓): <input style="border: 1px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="border: 1px solid green;" type="text"/>	Fail (✓): <input style="border: 1px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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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 educational activities must be presented at the available times. Appropriate time must be allotted for pre-activity preparation. Schedule all classes for 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 minutes
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 hours
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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FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

Skill 1-3
Convey Information to Customer

NFPA 1030, 2024 edition
9.3.4

Administration

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). (9.3.4)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

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 shall respond in writing with details about the programs and resources that are available, including the necessary contact information.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 1-3				
Convey Information to Customer				
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). (9.3.4)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
a) Analyzed the scenario				
b) Selected appropriate resources for the customer's need(s)				
c) Demonstrated effective and professional written communication skills in conveying information to the customer				

S = Satisfactorily completed/performed

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

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

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

Skill 1-4
Community Partnerships

NFPA 1030, 2024 edition
9.4.1

Planning and Development

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. (9.4.1)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

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

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 1-4				
Community Partnerships				
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. (9.4.1)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
a) Analyzed community issues				
b) Verbally identified organizations with common fire and life safety goals				
c) Verbally identified opportunities for professional partnerships and shared effort(s)				
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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Skills Examiner Signature	Examiner FIDO PIN #	Date

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date

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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

NFPA 1030, 2024 edition

Education and Implementation

9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.5.5, 9.5.6, 9.5.7, 9.6.3

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 are congruent with nationally standardized campaign themes and messages reflecting current best practices. (9.5.1)

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. (9.5.2)

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. (9.5.3)

Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience. (9.5.4)

Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed. (9.5.5)

Disseminate educational information, given information or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time. (9.5.6)

Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, and organizational policies, methods, and time frame for releasing that information, so the information is on time, accurate, and demonstrates the cultural competence of the organization. (9.5.7)

Administer a student evaluation instrument, given the appropriate evaluation instrument, so that feedback is given on the instructor and program delivery. (9.6.3)

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

This skill is organized into two major parts:

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

You 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 shall 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 shall verbalize the method(s) you would use to disseminate educational information at the scheduled event.
- C. Communicate using social media. You shall 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 three 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 shall 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.
- C. Solicit feedback. Given the appropriate evaluation instrument, you shall administer a student evaluation so that feedback is given on the instructor and program delivery.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

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: _____

Training Provider: _____

Test Site: _____

SKILL 1-5			
Notify the Public; Present a Lesson			
<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 are congruent with nationally standardized campaign themes and messages reflecting current best practices. (9.5.1)</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. (9.5.2)</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. (9.5.3)</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. (9.5.4)</p>			
<p>Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed. (9.5.5)</p>			
<p>Disseminate educational information, given information or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time. (9.5.6)</p>			
<p>Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, and organizational policies, methods, and time frame for releasing that information, so the information is on time, accurate, and demonstrates the cultural competence of the organization. (9.5.7)</p>			
<p>Administer a student evaluation instrument, given the appropriate evaluation instrument, so that feedback is given on the instructor and program delivery. (9.6.3)</p>			
The candidate:			<u>TEST</u>
			<u>RETEST</u>
		S	U
		S	U

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

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 and cultural competence				
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				
q) Applied policies and procedures to receive feedback from the student using evaluation form				

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 I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
Performance Standards Evaluation

Skill 1-6
Administer an Evaluation

NFPA 1030, 2024 edition
9.6.1, 9.6.2

Evaluation

OBJECTIVE

Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured. (9.6.1)

Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known. (9.6.2)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

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.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 1-6				
Administer an Evaluation				
Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured. (9.6.1)				
Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known. (9.6.2)				
The candidate:	TEST		RETEST	
	S	U	S	U
a) Administered an evaluation instrument				
b) Scored an evaluation instrument				
c) Followed applicable testing/evaluation policies and procedures and demonstrated the cultural competence of the organization				
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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR I
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Skills Examiner Signature	Examiner FIDO PIN #	Date

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date

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PERFORMANCE SKILLS MANUAL

CHAPTER THIRTEEN

FIRE AND LIFE SAFETY EDUCATOR II

INSTRUCTION SHEET Fire and Life Safety Educator II

Format

Each skill contains its own skill sheet, is evaluated independently, and is based on the JPRs in Chapter 10 of National Fire Protection Association (NFPA) 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, 2024 edition. 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 contain time constraints, the Course Instructor should specify time constraints as necessary.

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 1030 subject area. The subject areas for the FLSE II skills include:

Subject Area	Skill Number(s)
10.2 Administration	2-1, 2-2, or 2-3
10.3 Planning and Development	2-4
10.4 Education	2-5
10.5 Evaluation	

Note: 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

The scoring method is satisfactory (S) or unsatisfactory (U) for each step of the skill objective, and a Pass or Fail for each individual skill section. In order to successfully pass an individual skill section, the candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the candidate must receive a passing score for all individual skill sections.

Any unsatisfactory or individual skill failure shall require the examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

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

For optimal learning, scenario-based training and role-playing is recommended; however, based on departmental needs certain activities may be simulated by other means.

Activity sheets are provided for some performance skills (e.g., Skill 2-4 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 the activity sheets may be modified to meet or exceed the standard to fit the needs of the 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 the 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.

Examiners Note

If these skills are part of the Commission designated skills test, you may have to provide the examinee with scenarios to facilitate the testing.

EQUIPMENT LIST
Fire and Life Safety Educator II

- Policies and procedures of the AHJ
- Live or recorded fire and life safety presentation for the candidate to evaluate
- Policy development guidelines
- Pens or pencils
- Volunteers to act as community partners

PERFORMANCE SKILLS LIST

Fire and Life Safety Educator I			
Objective	Skill #	Functional Name	NFPA 1030 JPR #
Administration	<u>1-1</u>	<u>Complete Activity Records</u>	9.3.1, 9.3.2
Administration	<u>1-2</u>	<u>Schedule Educational Activities</u>	9.3.3
Administration	<u>1-3</u>	<u>Convey Information to Customer</u>	9.3.4
Planning and Development	<u>1-4</u>	<u>Community Partnerships</u>	9.4.1
Education and Implementation	<u>1-5</u>	<u>Notify Public; Present a Lesson</u>	9.5.1, 9.5.2, 9.5.3, 9.5.4, 9.5.5, 9.5.6, 9.5.7, 9.6.3
Evaluation	<u>1-6</u>	<u>Administer an Evaluation</u>	9.6.1, 9.6.2
Fire and Life Safety Educator II			
Objective	Skill #	Functional Name	NFPA JPR #
Administration	<u>2-1</u>	<u>Prepare a Budget</u>	10.2.1, 10.2.2
Administration	<u>2-2</u>	<u>Evaluate an Educator</u>	10.2.4
Administration	<u>2-3</u>	<u>Develop Public Policy Recommendation</u>	10.2.3
Planning and Development	<u>2-4</u>	<u>Community Analysis and Partnerships</u>	10.3.1, 10.3.2, 10.3.3
Education, Evaluation	<u>2-5</u>	<u>Written Project and Oral Presentation</u>	10.4.1, 10.4.2, 10.4.3, 10.4.4, 10.4.5, 10.5.1, 10.5.2, 10.5.3

TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II
Performance Standards Evaluation

Skill 2-1
Prepare a Budget

NFPA 1030, 2024 edition
10.2.1, 10.2.2

Administration

OBJECTIVE

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. (10.2.1)

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. (10.2.2)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

You will be given the following items:

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

You shall 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.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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

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

Candidate: _____

Training Provider: _____

Test Site: _____

SKILL 2-1				
Prepare a Budget				
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. (10.2.1)				
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. (10.2.2)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	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

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:

Overall Skill Test Score	Pass (✓): <input style="width: 50px; height: 20px; border: 2px solid green;" type="text"/>	Fail (✓): <input style="width: 50px; height: 20px; border: 2px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="width: 50px; height: 20px; border: 2px solid green;" type="text"/>	Fail (✓): <input style="width: 50px; height: 20px; border: 2px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II
Performance Standards Evaluation

Skill 2-2
Evaluate an Educator

NFPA 1030, 2024 edition
10.2.4

Administration

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. (10.2.4)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

Given written performance criteria, organizational policies and evaluation forms, 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.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 2-2				
Evaluate an Educator				
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. (10.2.4)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	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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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II
 Performance Standards Evaluation

Examiner/Candidate Comments:





Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II
 Performance Standards Evaluation

Skill 2-2
 Presentation Scoring Guide

Score	Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
	Stated presentation title and objective	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	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	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	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- usage-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-usage- 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

Score	Competency	4 - Outstanding	3 – Successful	2 – Limited	1 – Seriously Deficient
<input type="checkbox"/>	Demonstrated effective communication / presentation skills	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
<input type="checkbox"/>	Demonstrated effective questioning skills and techniques	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
<input type="checkbox"/>	Responded appropriately to Learner's need for clarification or feedback	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
<input type="checkbox"/>	Total Score Add individual scores from each of the 7 categories together. Place total score in box. Minimum acceptable score is 21.				
	<u>Recommendations for changes: (Required)</u> <hr/> <hr/> <hr/>				

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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

NFPA 1030, 2024 edition
10.2.3

Administration

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. (10.2.3)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

Given a fire or injury issue and policy development guidelines, you shall draft a public policy recommendation which includes an explanation of the issue, a policy to address the issue, and the possible outcome for the community.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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: _____

Training Provider: _____

Test Site: _____

SKILL 2-3				
Develop Public Policy Recommendation				
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. (10.2.3)				
The candidate:	<u>TEST</u>		<u>RETEST</u>	
	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.

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TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II
 Performance Standards Evaluation

Examiner/Candidate Comments:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Skills Examiner Signature	Examiner FIDO PIN #	Date

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date

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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

NFPA 1030, 2024 edition
10.3.1, 10.3.2, 10.3.3

Planning and Development

OBJECTIVE

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. (10.3.1)

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. (10.3.2)

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. (10.3.3)

INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

This is a three-part skill:

Part 1

You shall 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. You shall identify which of the community partners could help address the risk issue, and then facilitate a meeting with the community partners to determine which resources are lacking.

Part 3

You write a proposal to request needed resources.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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FIRE AND LIFE SAFETY EDUCATOR II
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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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Candidate: _____

Training Provider: _____

Test Site: _____

SKILL 2-4				
Community Analysis and Partnerships				
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. (10.3.1)				
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. (10.3.2)				
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. (10.3.3)				
The candidate:	TEST		RETEST	
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				
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				

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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:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Skills Examiner Signature	Examiner FIDO PIN #	Date	

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>	
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date	

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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 Cause 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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Skill 2-5

Education and Evaluation – Written Project and Oral Presentation

NFPA 1030, 2024 edition

Education, Evaluation

10.4.1, 10.4.2, 10.4.3, 10.4.4, 10.4.5, 10.5.1, 10.5.2, 10.5.3

OBJECTIVE

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 and reflects cultural competence. (10.4.1)

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. (10.4.2)

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 and demonstrating cultural competence. (10.4.3)

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. (10.4.4)

Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified, objectives are achieved, and cultural competence is demonstrated. (10.4.5)

Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured and cultural competence is demonstrated. (10.5.1)

Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome and cultural competence is demonstrated. (10.5.2)

Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured and cultural competence is demonstrated. (10.5.3)

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INSTRUCTIONS – must be read to the candidate – DO NOT PARAPHRASE

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 shall complete the written project by designing a fire and life safety education program. During the first part of the project you shall 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 shall 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 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 skills examiner in which you shall 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.

You will begin on my instruction to start. The skill will end when you state to me that you have completed all the identified steps. Do you understand these instructions?

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).

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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
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Candidate: _____

Training Provider: _____

Test Site: _____

SKILL 2-5
Education and Evaluation – Written Project and Oral Presentation
<p>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 and reflects cultural competence. (10.4.1)</p>
<p>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. (10.4.2)</p>
<p>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 and demonstrating cultural competence. (10.4.3)</p>
<p>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. (10.4.4)</p>
<p>Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified, objectives are achieved, and cultural competence is demonstrated. (10.4.5)</p>
<p>Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured and cultural competence is demonstrated. (10.5.1)</p>
<p>Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome and cultural competence is demonstrated. (10.5.2)</p>
<p>Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured and cultural competence is demonstrated. (10.5.3)</p>

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**TEXAS COMMISSION ON FIRE PROTECTION
FIRE AND LIFE SAFETY EDUCATOR II**

Performance Standards Evaluation

The candidate:	<u>TEST</u>		<u>RETEST</u>	
	S	U	S	U
a) Assembled information in a specific format and integrated information into adopted education curriculum requirements				
b) Created informational materials that were relevant to the needs of the target population				
c) Located resources to assist people with disabilities and those who need materials in a different language				
d) Designed lesson plan based on specific objective or audience need				
e) Designed educational materials				
f) Compiled, organized, and evaluated educational program elements				
g) Developed objectives and lesson plans for a specific target audience				
h) Collected and analyzed data				
i) Modified lesson plan based on changes in objectives or audience				
j) Developed evaluation strategy				
k) Measured program outcome				
l) Validated testing instrument				
m) Implemented evaluation methods				

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:

Overall Skill Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Skills Examiner Signature	Examiner FIDO PIN #	Date

Overall Skill Re-Test Score	Pass (✓): <input style="border: 2px solid green;" type="text"/>	Fail (✓): <input style="border: 2px solid red;" type="text"/>
Re-Test Skills Examiner Signature	Examiner FIDO PIN #	Date

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END OF PERFORMANCE SKILLS

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