

NFPA 1035

Standard for Professional Qualifications for Public Fire and Life Safety Educator

1993 Edition



National Fire Protection Association, 1 Batterymarch Park, PO Box 9101, Quincy, MA 02269-9101
An International Codes and Standards Organization

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NFPA 1035

Standard for

**Professional Qualifications for
Public Fire and Life Safety Educator**

1993 Edition

This edition of NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*, was prepared by the Technical Committee on Public Fire Educator Professional Qualifications, released by the Correlating Committee on Professional Qualifications, and acted on by the National Fire Protection Association, Inc. at its Annual Meeting held May 24-27, 1993, in Orlando, FL. It was issued by the Standards Council on July 23, 1993, with an effective date of August 20, 1993, and supersedes all previous editions.

The 1993 edition of this document has been approved by the American National Standards Institute.

Origin and Development of NFPA 1035

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards, using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following jobs: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the uniformed fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was revised to allow civilian entry into many of the fields, except for the progression from fire fighter to fire officer. These revisions facilitated the use of the documents by other than the uniformed fire services.

The Committee on Fire Inspector and Investigator Professional Qualifications met from 1973 through 1977 and produced the first edition of NFPA 1031, *Professional Qualifications for Fire Inspector, Fire Investigator, and Fire Prevention Education Officer*. This document was adopted by the Association in May of 1977.

Subsequent to the adoption of the initial edition, the Committee met regularly to revise and update the standard. In 1986, the Joint Council directed the Committee to develop separate documents for each of the job functions the original document addressed. This direction was coupled with the decision to remove the job of public fire educator from the strict career path previously followed and allow for civilian entry. The first edition of this new document, NFPA 1035, *Standard for Professional Qualifications for Public Fire Educator*, was adopted by the Association in June of 1987.

In 1990, responsibility for the appointment of Professional Qualifications committees and the development of the Professional Qualifications Standards was assumed by the NFPA. The Professional Qualifications Correlating Committee was appointed by the NFPA Standards Council and assumed the responsibility for coordinating the requirements of all of the documents in the Professional Qualifications system.

The Technical Committee on Public Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990 based on a recommendation by the Professional Qualifications Correlating Committee. This recommendation addressed the need for specific expertise in the area of public fire and life safety education to review and revise the existing document. This committee met numerous times to complete a job task analysis and develop specific job performance requirements for the job of public fire and life safety educator.

The intent of the Technical Committee was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a public fire and life safety educator. These job performance requirements are applicable to fire and life safety educators, both public and private.

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This list represents the membership at the time the Committee was balloted on the text of this edition. Since that time, changes in membership may have occurred. A key to classifications is found at the back of this document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This Committee shall have primary responsibility to develop and prepare minimum standards of professional competence required of public fire and life safety educators.

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NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Appendix A.

Information on referenced publications can be found in Appendix B.

Chapter 1 Administration

1-1 Scope. This standard identifies the levels of professional performance required for public fire and life safety educators. It specifically identifies the job performance requirements necessary to perform as a public fire and life safety educator.

1-2* Purpose. The purpose of this standard is to specify the job performance requirements for serving as a public fire and life safety educator. It is not the intent of this standard to restrict any jurisdiction from exceeding minimum requirements of fire and burn prevention or including other life safety or injury prevention issues.

1-3 General.

1-3.1* It is the organization's responsibility to provide for the training of a public fire and life safety educator to a prescribed minimum level prior to the person engaging in those duties.

1-3.2 The job performance requirements for a public fire and life safety educator shall be completed in accordance with recognized practices and procedures or as defined by law or by the authority having jurisdiction.

1-3.3 The job performance requirements need not be mastered in the order in which they appear. The local, state/provincial, or federal training programs shall establish the instructional priority and the training program content to prepare individuals to meet the job performance requirements of this standard.

1-3.4 Evaluation of job performance requirements shall be by individuals approved by the authority having jurisdiction. Evaluators shall be individuals who were not involved as instructors for the requirement being evaluated.

1-3.5 The public fire and life safety educator shall meet all of the requirements of Public Fire and Life Safety Educator I defined in Chapter 3 prior to being certified at that level.

1-3.6 The Public Fire and Life Safety Educator I shall meet all of the requirements defined in Chapter 4 prior to being certified as a Public Fire and Life Safety Educator II.

1-3.7 The Public Fire and Life Safety Educator II shall meet all of the requirements defined in Chapter 5 prior to being certified as a Public Fire and Life Safety Educator III.

1-3.8 The public fire and life safety educator at all levels of progression shall remain current with educational methodology, technology, and technical content by attending workshops/seminars, or by means of professional publications and journals.

Chapter 2 Definition

For the purpose of this standard, the following terms shall have the meanings given below.

Approved. Acceptable to the "authority having jurisdiction."

NOTE: The National Fire Protection Association does not approve, inspect or certify any installations, procedures, equipment, or materials nor does it approve or evaluate testing laboratories. In determining the acceptability of installations or procedures, equipment or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization concerned with product evaluations which is in a position to determine compliance with appropriate standards for the current production of listed items.

Authority Having Jurisdiction. The organization, office, or individual responsible for approving equipment, an installation, or a procedure.

NOTE: The phrase "authority having jurisdiction" is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or other having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction. the authority having jurisdiction

Educational Methodology. The sum of knowledge and skills, including instructional materials, used by the public fire and life safety educator to create a positive outcome related to the learning objectives.

Job Performance Requirement. A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the "authority having jurisdiction" and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

Listed. Equipment or materials included in a list published by an organization acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of listed equipment or materials, and whose listing states either that the equipment or material meets appropriate designated standards or has been tested and found suitable for use in a specified manner.

NOTE: The means for identifying listed equipment may vary for each organization concerned with product evaluation, some of which do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product

Overall Program. Organizational strategies for public fire and life safety education that address a variety of identified programs and activities.

Prepared Program. Assembled kit or program that is ready to be presented, including a lesson plan, behavioral objectives, presentation outline, instructional materials, and evaluation instruments.

Prerequisite Knowledge. Fundamental knowledge one must have in order to perform a specific task.

Prerequisite Skills. The essential skills one must have in order to perform a specific task.

Program. A comprehensive strategy that addresses safety issues via educational means.

Public Fire and Life Safety Education. Comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment.

Public Fire and Life Safety Educator I. The individual who has demonstrated the ability to coordinate and deliver existing educational programs and information as specified in this standard for the Public Fire and Life Safety Educator I level.

Public Fire and Life Safety Educator II. The individual who has demonstrated the ability to prepare educational programs and information to meet identified needs as specified in this standard for the Public Fire and Life Safety Educator II.

Public Fire and Life Safety Educator III. The individual who has demonstrated the ability to create, administer, and evaluate educational programs and information as specified in this standard for Public Fire and Life Safety Educator III.

Shall. Indicates a mandatory requirement.

Should. Indicates a recommendation or that which is advised but not required.

Task. A specific job behavior or activity.

Chapter 3 Public Fire and Life Safety Educator I

3-1 General. The Public Fire and Life Safety Educator I shall meet the job performance requirements defined in Sections 3-2 through 3-4.

3-2 Administration.

3-2.1 Document public fire and life safety educational programs, given appropriate forms or formats, so that all programs are recorded and each element of the form or format is addressed.

3-2.1.1 Prerequisite Skills: Written communication, report writing, and basic recordkeeping.

3-2.2 Prepare written reports, given appropriate forms or formats, so that all elements of the format are addressed in the report.

3-2.2.1 Prerequisite Knowledge: Types of educational programs, classifications for programs, types of documentation methods and authority having jurisdiction preferred methods, the purpose of the forms or formats, and implications of not appropriately documenting programs.

3-2.3 Maintain a work schedule, given a list of events, program requests, preprogram requirements, and time allotments, so that all activities are scheduled and completed without conflict.

3-2.3.1 Prerequisite Skills: Time management, scheduling, organizing, and planning.

3-3 Planning and Development. No job performance requirements at Level I.

3-4 Education.

3-4.1 Select instructional materials, given a subject, program objective, the intended audience, and related resources, so that the materials are appropriate to the audience and program objectives.

3-4.1.1* Prerequisite Knowledge: Basic learning characteristics of preschool children, elementary school-age children, secondary school-age children, adults, and senior adults.

3-4.1.2 Prerequisite Skills: Communication skills, use of prepared lesson plans with identified learning objectives, methods for active participation/involvement, methods of developing and maintaining a positive learning environment for the student including physical environment and student/instructor relationships, and proper use and care of audiovisual equipment and materials.

3-4.2 Present a prepared program, given lesson content, time allotments, and identified audience, so that program objectives are met.

3-4.3* Use multiple presentation methods when presenting prepared programs, given program objectives, time allotments, and a specified audience, so that the chosen presentation methods are used.

3-4.4 Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are included.

3-4.4.1 Prerequisite Knowledge: Local media resources.

3-4.4.2 Prerequisite Skills: Written and oral communication.

3-4.5 Distribute educational information, given material, specified audience, and time frame, so that information reaches the audience within the specified time.

3-4.5.1 Prerequisite Knowledge: Legal requirements for the distribution and posting of materials.

Chapter 4 Public Fire and Life Safety Educator II

4-1 General. The Public Fire and Life Safety Educator II shall meet the job performance requirements defined in Sections 4-2 through 4-4.

4-2 Administration.

4-2.1 Prepare a budget request, given budget guidelines, program development, and delivery expense projections, so that all guidelines are followed.

4-2.1.1 Prerequisite Knowledge: Budgetary process.

4-2.2 Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that the projections are within accepted guidelines.

4-3 Planning and Development.

4-3.1* Establish public fire and life safety education program priorities, given relevant local loss and injury data, so that local public fire and life safety education needs are identified.

4-3.1.1 *Prerequisite Knowledge:* Content of reports and data.

4-3.1.2 *Prerequisite Skills:* Systematic data collection and analysis.

4-3.2 Implement an evaluation process, given an evaluation method and overall program goals and objectives, so that program effectiveness is measured.

4-3.2.1 *Prerequisite Knowledge:* Basic evaluation methods.

4-3.3 Prepare a funding proposal, given directories of public and private funding sources, policies on fund raising, and specific financial need, so that the proposal conforms to format and style, and meets the potential funder's deadline.

4-3.3.1 *Prerequisite Knowledge:* Funding procedures.

4-3.4* Prepare a plan for the use of human or material resources, given policies on soliciting, previous solicitation efforts, and specific program needs, so that resources are identified and program needs are addressed.

4-4 Education.

4-4.1* Develop informational materials, given an identified issue, so that information provided is accurate, relevant to the issue, and comprehensible to the audience.

4-4.2 Develop instructional materials, given course objectives, lesson plans, and a specified audience, so that the materials support the program objectives and lesson plans and are appropriate to the audience.

4-4.2.1* *Prerequisite Knowledge:* Learning theory for all age, social, and developmental audiences; needs assessment; development of written and visual educational materials; development of learning objectives, course development based on specified learning objectives and audiences, lesson plan development, and selection and use of evaluation instruments.

4-4.3 Develop a lesson plan, given a specific behavior, learning objectives, and a specified audience, so that the lesson plan reflects the learning characteristics and abilities of the intended audience.

4-4.4* Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.

4-4.5 Design a public fire and life safety education program, given an identified need and audience(s), so that the public fire and life safety education program includes the behavioral objectives, lesson plan, informational materials, and evaluation instruments.

4-4.5.1 *Prerequisite Knowledge:* Educational methodology.

4-4.5.2 *Prerequisite Skills:* Instructional techniques.

Chapter 5 Public Fire and Life Safety Educator III

5-1 General. The Public Fire and Life Safety Educator III shall meet the job performance requirements defined in Sections 5-2 through 5-4.

5-2 Administration.

5-2.1 Create public fire and life safety education goals and objectives, given an organization's mission statement, available resources, and local loss statistics, so that the goals are consistent with the organization's mission and reflect the public's need for education.

5-2.1.1 *Prerequisite Skills:* Organizational planning, resource management, and data analysis.

5-2.2 Create a program budget, given organizational goals, community needs, and budget guidelines, so that overall program needs are met within budget guidelines.

5-2.2.1 *Prerequisite Knowledge:* Budgeting methods, cost allocation breakdown, local budget guidelines and requirements, and budget administration issues.

5-2.3 Evaluate subordinate performance, given written performance criteria, so that the employee is evaluated objectively.

5-2.3.1 *Prerequisite Knowledge:* Organizational personnel policies; local, state, and federal employment regulations; and personnel evaluation techniques.

5-3 Planning and Development.

5-3.1 Develop a public fire and life safety education program plan, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

5-3.1.1 *Prerequisite Knowledge:* Familiarity with public fire and life safety education issues, program administration issues, political issues in public fire and life safety education, and cost/benefit analysis methods.

5-3.2 Evaluate current and future trends, given trend data, so that current and anticipated fire and life safety issues are identified.

5-3.2.1 *Prerequisite Knowledge:* Demographics, cultural and value shifts, governmental regulations, environmental issues, and technological changes.

5-3.2.2 *Prerequisite Skills:* Trend analysis.

5-3.3* Develop a public policy recommendation, given an issue, so that solutions are identified, justification addressed, and impact stated.

5-3.3.1 *Prerequisite Knowledge:* Procedures for legislative implementation at the local, state, and national level.

5-4 Education.

5-4.1 Create original resource materials, given an identified issue, so that material created is accurate, relevant to the issue, and comprehensible to the audience.

5-4.2 Create public fire and life safety education program policies, given organizational missions and policies, so that overall program parameters are clearly defined.

5-4.3 Create a training program for public fire and life safety educators, given identified job performance requirements, so that job requirements are met.

5-4.4 Create an awareness program for the internal organization, given identified public fire and life safety education goals and policies, so that all members are informed of the role of

public fire and life safety education in the community and the organization.

5-4.5 Create a comprehensive public fire and life safety education report for policy makers, given relevant information, so that program goals, objectives, activities, impact, and outcomes are clearly described, evaluated, and summarized.

5-4.6 Design an evaluation instrument, given an educational or informational objective, so that the evaluation instrument measures the educational outcome.

5-4.6.1 Prerequisite Knowledge: Basic statistical methods and resources.

Appendix A

This Appendix is not part of the requirements of this NFPA document but is included for informational purposes only.

A-1-2 The intent of this Committee is to establish guidelines for the professional development and qualifications of public fire and life safety educators. This document is intended to apply not only to fire service educators, but to all those dedicated to the prevention of injury and loss of life and property through education. Effective public education efforts go beyond the delivery of programs by encompassing administration and ongoing planning and development. The primary mission of every fire department is to protect lives and save property. Public fire and life safety education should be an integral part of every fire department's responsibility, function, and philosophy.

A-1-3.1 The prescribed minimum level of training includes knowledge of:

- (a) Fire behavior
- (b) Organizational structure, function, and operation
- (c) Human behavior during fire
- (d) Injury causes/prevention
- (e) Escape planning
- (f) Hazard identification and correction
- (g) Basic fire protection systems/devices
- (h) Emergency reporting
- (i) Fire fighter personal protective equipment.

A-3-4.1.1 The Public Fire and Life Safety Educator I may receive this prerequisite knowledge through department training programs, programs sponsored by state or federal training agencies, or through education departments of local colleges or universities. It should be emphasized that the Public Fire and Life Safety Educator I's role is simply to deliver predeveloped programs. Because of this, the prerequisite knowledge should only focus on those basic skills. It should be possible to provide the necessary skills and knowledge in a 16- to 20-hr training program. However, the final determination of the amount of training required to meet the requirements is the responsibility of the organization providing the training. It is important that the prerequisite knowledge and skills be obtained prior to assuming the duties of a Public Fire and Life Safety Educator I.

A-3-4.3 Typical presentation methods include:

- (a) Lectures
- (b) Skits
- (c) Games

- (d) Role playing
- (e) Questioning
- (f) Team teaching
- (g) Discussions
- (h) Music
- (i) Characterizations
- (j) Demonstrations
- (k) Modeling
- (l) Videos
- (m) Films
- (n) Slides.

A-4-3.1 The public fire and life safety educator should understand, effectively access, and be able to clearly summarize local fire and burn statistics. This information is necessary for both the planning and evaluation of public fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities, and may be limited to local fire service and hospital records. State and national data, such as NFIRS and the Burn Registry, can be used to justify local programming, but the more accurate and community-specific this information is, the more likely it is that it can be used in a meaningful way. Public fire and life safety educators should determine and use those pertinent data sources that are available, participate in and encourage systematic reporting where appropriate, and provide input into the modification and development of improved systems.

A-4-3.4 Many times in public fire and life safety education programs and individual projects it is necessary to develop resources outside the organization to achieve the goals and objectives of the program. These resources may include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resource required to meet the needs of the program. To effectively solicit these resources in the community, it is important to maintain a record of past efforts including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources.

A-4-4.1 Informational materials and formats may include but are not limited to news releases, print and broadcast public service announcements, brochures, video news releases, newsletters, flyers, posters, and billboards.

A-4-4.2.1 As with Public Fire and Life Safety Educator I, the prerequisite knowledge requirements may be satisfied through a variety of methods including those listed in A-3-4.1.1. Because of the depth of these requirements, it is not possible, nor is it the desire of the Committee, to recommend a minimum amount of training necessary to achieve the requirements. Rather, this is the responsibility of the organization providing the training.

A-4-4.4 The public fire and life safety educator is frequently called upon to deliver programs to a variety of audiences and thus needs to understand how to adapt the program content so that it is understandable to different audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences may include:

- (a) Age
- (b) Educational backgrounds/learning styles

- (c) Cultural/ethnic backgrounds
- (d) Physical ability/agility
- (e) Language (specific and slang)
- (f) Emotional characteristics (fear)
- (g) Values and beliefs.

To be responsive to these differences, the public fire and life safety educator will consider how the lesson plans and content address these dimensions. For example, a lesson plan for a middle-class adult suburban population could run for a longer length of time and utilize lecture as a primary presentation technique. Adapting this lesson plan to an elementary school audience would require a shorter time period and require experiential teaching techniques to meet the same objectives.

A-5-3.3 A policy may include a statement of recommended fire/burn safety practices intended to be adopted as:

- (a) Departmental policy
- (b) Organizational policy
- (c) Local, state, or federal legislative items.

Appendix B

This appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.

B-1 Organizational Resources for Public Fire and Life Safety Educators.

American Burn Association
 American Trauma Society
 Children's Television Workshop
 Consumer Product Safety Commission
 Federal Emergency Management Agency
 International Association of Arson Investigators
 International Association of Fire Chiefs
 International Association of Fire Fighters
 International Fire Service Training Association
 International Society of Fire Service Instructors
 National Association for the Education of Young Children
 National Association of State Fire Marshals
 National Fire Information Council
 National Fire Protection Association
 National Fire Sprinkler Association
 National Safety Council
 Pan American Institute
 Shriners Burns Institute
 United States Fire Administration

B-2 Selected Reference Publications.

Borg, Walter R., *Applying Educational Research*, 2nd ed., Longman Inc., New York, 1987.
 DeVito, Joseph A., *The Elements of Public Speaking*, 2nd ed., Harper & Row, New York, 1984.
Effective Supervisory Practices, 2nd ed., International City Management Association, Washington, DC, 1984.
 Farenkel, Jack R., and Wallen, Norman E., *How to Design and Evaluate Research in Education*, McGraw Hill, New York, 1990.
Firesafety Educator's Handbook, National Fire Protection Association, Quincy, MA, 1983.

Fitzgibbons, Carol Taylor, and Lyons-Morris, Lynn *How to Design a Program Evaluation*, Sage Publication, Beverly Hills, CA, 1978.

Ornstein, Allen, *Curriculum Foundations: Principles and Issues*, Prentice Hall, Englewood Cliffs, NJ, 1988.

Public Fire Education Manual, 1st ed., IFSTA. Stillwater, OK 1979.

Rosenblum, David H., *Public Administration*, 2nd ed., Random House, New York, 1989.

Sprinthall, Norman A., Sprinthall, Richard C., *Educational Psychology: A Developmental Approach*, 5th ed., McGraw Hill, New York, 1990.

Appendix C

This appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.

Explanation of the Standards and Concepts of JPRs

The primary benefit of establishing national professional qualification standards is to provide both public and private sectors with a framework of the job requirements for the fire service. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualification standards identify the minimum job performance requirements for specific fire service positions. The standards may be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, and setting organizational policies, procedures, and goals (other applications are encouraged).

Professional qualification standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire fighter's duties may include fire suppression, rescue, and water supply; and the Public Fire Educator's duties may include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualification standards are written as job performance requirements (JPRs). Job performance requirements describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the professional qualification standard as a whole is a job description.

Breaking Down the Components of a Job Performance Requirement

The job performance requirement is the assembly of three critical components. These components are as follows:

- (1) Task to be performed.
- (2) Tools, equipment, or materials that must be provided to successfully complete the task.
- (3) Evaluation parameters and/or performance outcomes

Example

(1) Task	(1) Ventilate a pitched roof;
(2) Tools, equipment, or materials	(2) Given an ax, a pike pole, an extension ladder, and a roof ladder;
(3) Evaluation parameters and performance outcomes	(3) So that a 4-ft × 4-ft hole is created, all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure.

The task to be performed: The first component is a concise statement of what the person is supposed to do.

Tools, equipment, or materials that must be provided to successfully complete the task: This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

Evaluation parameters and/or performance outcomes: This component defines how well one must perform each task—for both the performer and evaluator. The JPR guides performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains prerequisite knowledge and skills. Just as the term prerequisite suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Prerequisite knowledge and skills are the foundation for task performance.

Once the components and prerequisites are put together, the JPR might read as follows:

Example 1:

The Fire Fighter I shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder; so that a 4-ft × 4-ft hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; and ventilation holes are correctly placed.

Prerequisite Knowledge: Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation.

Prerequisite Skills: Remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

Example 2:

The Fire Investigator shall interpret burn patterns, given standard equipment and tools and some structural/content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

Prerequisite Knowledge: Knowledge of fire development and the interrelationship of heat release rate, form, and ignitability of materials.

Prerequisite Skill: Interpret the effects of burning characteristics on different types of materials.

Examples of Potential Uses**Certification:**

JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator verifies the attainment of prerequisite knowledge and skills prior to JPR evaluation. This might be through documentation review or testing.

Next, the candidate is evaluated on completing the JPRs. The candidate performs the task and is *evaluated* based on the evaluation parameters and/or performance outcomes. This performance-based evaluation can be either practical (for psychomotor skills* such as “ventilate a roof”) or written (for cognitive skills* such as “interpret burn patterns”).

Using Example 1, a practical performance-based evaluation would measure the ability to “*ventilate a pitched roof*.” The candidate passes this particular evaluation if the standard was met, i.e., a 4-ft × 4-ft hole was created; all ventilation barriers were removed; ladders were properly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.

For Example 2, when evaluating the task “*interpret burn patterns*,” the candidate could be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPRs evaluation parameters.

NOTE: *Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed, but rather are evaluated on how one completes the task (process oriented) or on the task outcome (product oriented).

Remember, when evaluating performance, candidates must be given the tools, equipment, or materials listed in the JPR before they can be properly evaluated, e.g., an ax, a pike pole, an extension ladder, and a roof ladder.

Curriculum Development/Training Design and Evaluation:

The statements contained in this document that refer to job performance were designed and written as job performance requirements. While a resemblance to instructional objectives may be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

Job performance requirements state the behaviors required to perform specific skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A job performance requirement that requires a fire fighter to “ventilate a pitched roof” should be converted into a measurable instructional objective for use when teaching the skill. (See Figure C-1.)

Using Example 1, a terminal instructional objective might read as follows:

The candidate will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100 percent accuracy is attained on a skills checklist. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure C-2 is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Prerequisite skills and knowledge should be converted into enabling objectives. These help to define the course content. The course content should include each of the prerequisite knowledge and skills. Using Figure C-2, the enabling objectives are pitched roof construction, safety considerations with roof ventilation, remove roof covering, properly initiate roof cuts, etc. These ensure that the course content supports the terminal objective.

NOTE: It is assumed that the reader is familiar with curriculum development or training design and evaluation.

Other Uses

While the professional qualifications standards are principally used to guide the development of training and certification programs, there are a number of other potential uses for these documents. Because they are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined. Such areas might include:

Employee Evaluation/Performance Critiquing. The JPRs can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job, as well as the evaluation criteria to measure when those tasks are completed.

Establishing Hiring Criteria. Professional qualifications standards may be used in a number of ways to further the establishment of hiring criteria. The Authority Having Jurisdiction might simply require certification at a specific job level, e.g., Fire Fighter I. The JPRs might also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.

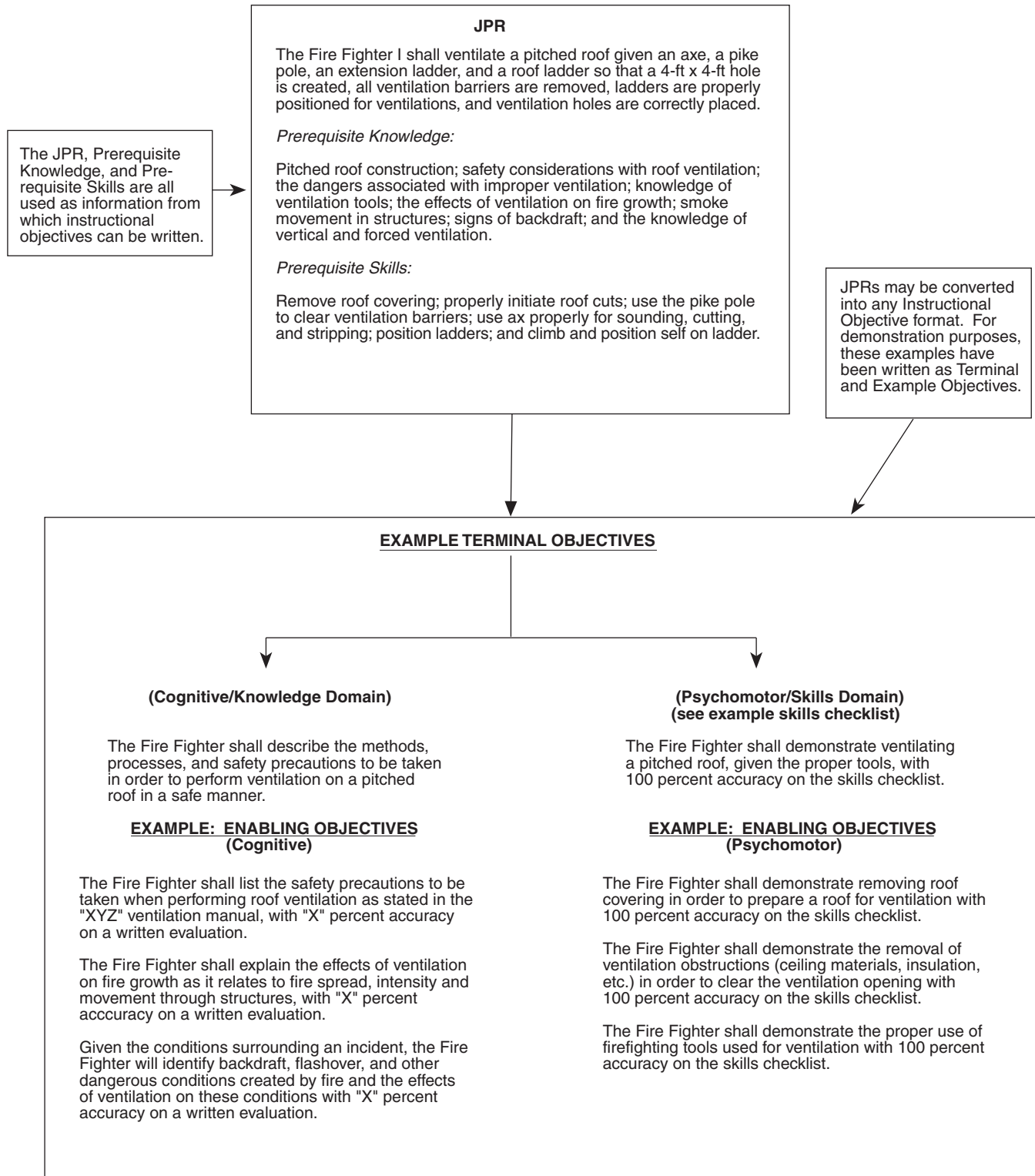


Figure C-1 Converting JPRs into instructional objectives.