



PUBLIC FIRE AND LIFE
SAFETY EDUCATOR II
PRACTICAL SKILLS CERTIFICATION
EVALUATION SHEETS
And
FINAL EXAMINATION PAMPHLET
(2005 NFPA 1035 Standard)

Fire Standards Council
Department of Public Safety
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<http://www.akburny.com>
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Version Updates

(The following updates and/or modifications have taken place in the following versions.)

Version 2: Revised skill sheets to reflect latest edition of NFPA 1035 (2005).

Notes on Using These Skill Sheets

Purpose of the Skill Sheets

The Department of Public Safety, Training and Education Bureau has developed these skill sheets as the basis for Public Fire and Life Safety Educator II training and practical examination. (During the training portion an instructor will teach and evaluate each skill individually).

Use of these Skill Sheets

1. These skills sheets should be given to every Public Fire and Life Safety Educator II student at the beginning of their training program. These are the skills the students will be tested on during the training program, and as such they should be aware of what the requirements will be.
2. This skill sheet packet includes all of the practical skills that must be accomplished in a Public Fire and Life Safety Educator II training program. It is expected that within a student's training program he or she is taught each skill, and then performs each skill while being evaluated on their performance. This evaluation during the course is to provide the student and the instructor with information as to whether further training is necessary.

Grading Criteria and Critical Points

1. Every skill sheet includes a statement "Grading Criteria". This statement designates those items, or the specific percentage of items that must be complete to pass that particular skill sheet. If those criteria are not reached the applicant fails that skill sheet.
2. **Regardless of the skill sheets used, the following are considered "critical points" and failure to perform them properly may result in failure of that skill sheet:**
 - a. All Fire and Life Safety skills described are based on proven models

Artificialities of Training and Testing

Training and testing in firefighting can only approximate the real world activities of the firefighter. There are certain artificialities to both training and testing which must be (and usually are) understood by both the instructor and the student. The Training and Education Bureau has attempted to design the Public Fire and Life Safety Educator II course and evaluation tool so that the applicant is conducting as "real" a teaching situation as possible, but the applicant must also be aware that real world scenarios cannot be completely duplicated, and as such the instructor must be prepared for most any situation that may arise.

Evaluation

A Training and Education Bureau approved Certifying Officer must conduct the final skills evaluation for this level. This Certifying Officer will be responsible for coordinating the other evaluators, the preparation of the testing site, and the process and procedures used during the skills testing. Completion of the testing skills for a particular training program must be verified by an evaluator approved by the Certifying Officer for that training level. The Certifying Officer is required to perform their duties as outlined in the TEB Certifying Officer Manual.

Additional Notes

1. The instructor may assign homework during the class to facilitate the completion of the skill sheets.

Acknowledgements

The Alaska Training and Education Bureau would like to acknowledge the assistance of the State of Washington State Fire Marshals Office in preparing this skill sheet pamphlet. Without their assistance this document would not have been possible.

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-1 General

6-1.2 Community Risk Analysis

Evaluation Sheet PFLSE II 6-1.2

6-3 PLANNING AND DEVELOPMENT

6-3.1 Establish priorities

Evaluation Sheet: PFLSE II 6-3.1

Candidate: _____

Date: _____

FSC ID#: _____

Standard: 6-1.2 & 6-3.1 NFPA 1035, 2005 edition	TASK: The student will analyze data to identify a community risk. The student will then establish priorities for an educational program.			
PERFORMANCE OUTCOME: The student will identify, collect and evaluate local pertinent data to establish program priorities. The student will design an evaluation tool to measure program outcome. The student will evaluate program to ensure that the program is meeting objectives				
Conditions: Given a set of local data the student will establish program priorities and measure program outcome to ensure program will meet objectives				
No.	Task Steps	First Test	Retest	
		Pass	Fail	Pass
1.	Collect data			
2.	Analyze data			
3.	Establish priorities			
4.	Design evaluation tool			
5.	Validate evaluation tool			
6.	Implement evaluation strategy			
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____		

Grading Criteria: List must provide accurate contact information and identify sharing opportunities.

Evaluator/Candidate Comments: _____

Evaluator

Date

Re-Test Evaluator

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-2 ADMINISTRATION
6-2.1, 2.2 & 3.6 Budget

Evaluation Sheet: PFLSE II 6-2.1, 2.2 & 3.3

Candidate: _____

Date: _____

FSC ID #: _____

Standard: 6-2.1, 2.2 & 3.3 NFPA 1035, 2005 edition	TASK: Given a scenario the student shall develop and implement a project budget, review a previous budget and write a proposal for resources.				
PERFORMANCE OUTCOME: The candidate will develop and implement a project budget. Student will review costs for previous project and suggest improvements.					
Conditions: Given appropriate and adequate information the candidate will develop and implement a project budget. Given a project budget for a previous project the candidate will identify any inaccuracies. Student will project budget expenditures for next period and write a proposal for resources.					
No.	Task Steps	<u>First Test</u>		<u>Retest</u>	
		Pass	Fail	Pass	Fail
1.	Estimate project costs				
2.	Complete budget request forms				
3.	Develop bid specs for purchase of materials				
4.	Compare previous period expenditures for inaccuracies				
5.	Project budget expenditures for next period				
6.	Write proposal for resources				
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____			

Grading Criteria: Budget documentation will adequately fund program.

Evaluator/Candidate Comments: _____

Evaluator	Date
Re-Test Evaluator	Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-2 Administration

6-2.3 Policy Recommendation

Evaluation Sheet: PFLSE II 6-2.3

Candidate: _____

Date: _____

FSC TD#: _____

Standard: 6-2.3 NFPA 1035, 2005 edition	TASK: The student will develop a public policy recommendation for management.				
PERFORMANCE OUTCOME: The student will develop a public policy recommendation for management so that justification is provided, the issue is explained, a solution is identified and a benefit statement is stated.					
Conditions: Given the community risk identified in Evaluation Sheet PFSLE II 6-1.2 the student will develop a public policy recommendation for presentation to management.					
No.	Task Steps	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Review policies from other programs				
2.	Justification is provided				
3.	Issue is explained				
4.	Solution identified				
5.	Benefits are identified				
6.	Policy is clearly stated				
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____			

Grading Criteria: Policy must be clearly stated.

Evaluator/Candidate Comments: _____

Evaluator

Date

Re-Test Evaluator

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-3 PLANNING AND DEVELOPMENT

6-3.2 Collaboration

Evaluation Sheet: PFLSE II 6-3.2

Candidate: _____

Date: _____

FSC ID#: _____

Standard: 6-3.2 NFPA 1035, 2005 edition	TASK: The student will facilitate a fire and life safety collaborative partnership.				
PERFORMANCE OUTCOME: The student will facilitate a collaborative partnership to ensure the needs of the program are met.					
Conditions: Given information on the program needs and available partners the student will facilitate a collaborative partnership.					
No.	Task Steps	<u>First Test</u>		<u>Retest</u>	
		Pass	Fail	Pass	Fail
1.	Identify project partners				
2.	Set up meeting schedule				
3.	Set up communication plan				
4.	Demonstrate ability to resolve partner difference				
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____			

Grading Criteria: Meeting schedule and communication plan are complete.

Evaluator/Candidate Comments: _____

_____	_____	Overall Skill Sheet Score Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Evaluator	Date	
_____	_____	Overall Skill Sheet Re-Test Score Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Evaluator	Date	

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-4 EDUCATION

6-4.1 – 4.4 Material Development

Evaluation Sheet: PFLSE II 6-4.1 – 4.4

Candidate: _____

Date: _____

FSC ID#: _____

Standard: 6-4.1-4.4 NFPA 1035, 2005 edition	TASK: The student will design a Public Fire and Life Safety education program that includes; informational material, lesson plan, educational materials. All materials will fit the specific audience.				
PERFORMANCE OUTCOME: The student will develop informational material, a lesson plan, and educational materials to address an identified fire or life safety objective.					
Conditions: Given the fire or life safety objective identified in section 6-3 the student will develop informational material, a lesson plan, and educational materials. The student will ensure that the informational materials, lesson plan and educational materials address a specific audience.					
No.	Task Steps	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Develop informational material				
2.	Develop lesson plan				
3.	Develop educational material				
4.	Materials appropriate for specified audience				
RETEST APPROVED BY:		RETEST EVALUATOR:			

Grading Criteria: Lesson plan, materials and evaluation tool must be appropriate for identified objective.

Evaluator/Candidate Comments: _____

Evaluator

Date

Re-Test Evaluator

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-4 EDUCATION

6-4.5 Education Program Adaptation

Evaluation Sheet: PFLSE II 6-4.5

Candidate: _____

Date: _____

FSC ID#: _____

Standard: 6-4.5 NFPA 1035, 2005 edition	TASK: The student will adapt an educational program to address problem identified during evaluation of the program.				
PERFORMANCE OUTCOME: The student will adapt the educational program to address problems identified during the evaluation phase.					
Conditions: Given an identified problem with the educational program developed in Evaluation Sheet PFSLE II 6-4.1-4.4 the student will adapt that program to address problems identified in the evaluation phase.					
No.	Task Steps	<u>First Test</u>		<u>Retest</u>	
		Pass	Fail	Pass	Fail
1.	Review educational program				
2.	Identify strategy to adapt program				
3.	Adapt program to deal with problem				
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____			

Grading Criteria: Adaptation must fix identified problem.

Evaluator/Candidate Comments: _____

Evaluator

Date

Re-Test Evaluator

Date

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Alaska Public Fire and Life Safety Educator II Skill Sheets

6-5 EVALUATION

6-5.1-5.3 Program Evaluation

Evaluation Sheet: PFLSE II 6-5.1-5.3

Candidate: _____

Date: _____

FSC ID#: _____

Standard: 6-5.1-5.3 NFPA 1035, 2005 edition	TASK: The student will develop and implement an evaluation strategy for the educational program developed in Evaluation Sheet PFSLE II 6-4.1-4.4				
PERFORMANCE OUTCOME: The student will develop and implement a program evaluation instrument to measure the effectiveness of the program.					
Conditions: Given the educational program developed in Evaluation Sheet PFSLE II 6-4.1-4.4 the student will develop an evaluation strategy, design an evaluation instrument, and measure the program effectiveness.					
No.	Task Steps	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Design evaluation instrument				
2.	Validate evaluation instrument				
3.	Use the evaluation instrument to collect data				
4.	Analyze the evaluation data				
5.	Report program effectiveness				
RETEST APPROVED BY: _____		RETEST EVALUATOR: _____			

Grading Criteria: Evaluation tool must effectively measure the program.

Evaluator/Candidate Comments: _____

_____	_____	<p style="text-align: center;">Overall Skill Sheet Score</p> <p style="text-align: center;">Pass <input type="checkbox"/> Fail <input type="checkbox"/></p> <hr/> <p style="text-align: center;">Overall Skill Sheet Re-Test Score</p> <p style="text-align: center;">Pass <input type="checkbox"/> Fail <input type="checkbox"/></p>
Evaluator	Date	
_____	_____	
Re-Test Evaluator	Date	



PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

FINAL EXAMINATION PAMPHLET (2005 NFPA 1035 Standard, Chapter 6)

**Fire Standards Council
Department of Public Safety
5700 E. Tudor Road
Anchorage, Alaska 99507
(907) 269-5052**

Version 2 August 2008

Notes on using this Final Examination Pamphlet

Description & Use

1. This Final Examination Pamphlet is to be used as both a training tool and as the documentation record for the completion of the final exam at the completion of a Level II Public Fire and Life Safety Educator course.
2. This pamphlet is designed to encompass all of the prerequisite skills included in the 2005 edition of NFPA 1035, Chapter 6 for Public Fire and Life Safety Educator II.
3. This pamphlet will be used as the evaluation tool during the final examination and as an evaluation tool while students conduct presentations during the Public Fire and Life Safety Educator II course. It is expected that each student will receive a copy of this pamphlet at the beginning of the class, and prior to conducting their presentations. This should assist the applicant in preparing each presentation.
4. This signed final exam skills pamphlet will become a permanent part of the student's local training file.

Grading Criteria and Critical Points

There are no specifically designated critical points in this final examination pamphlet. During the final skills exam it may not be possible to complete all of the skills in this pamphlet but it is expected that most of them will be completed. The Certifying Officer may require the student to complete additional steps, or redo the exam if a large enough portion of the skills were not completed.

Artificialities of Training and Testing

Training and testing in fire instructing can only approximate the real world activities of the fire instructor. There are certain artificialities to both training and testing which must be (and usually are) understood by both the instructor and the student. The Training and Education Bureau has attempted to design both the Methods of Instruction course and the evaluation tool so that the applicant is conducting as "real" a teaching situation as possible, but the applicant must also be aware that real world scenarios cannot be completed duplicated, and as such the instructor must be prepared for most any situation that may arise.

Final Skills Evaluation

A Training and Education Bureau approved Certifying Officer must coordinate and approve the final skills evaluation for this level. As such the CO must also complete this evaluation pamphlet. FSC will assign a Certifying Officer to oversee the skills evaluation. The Certifying Officer is required to perform their duties as outline in the TEB [Certifying Officer Manual](#).

At the completion of the final exam this signed pamphlet will be attached to the training record and will become part of the student's permanent local training record.

Public Fire and Life Safety Educator Course and Final Evaluation forms

Following is a brief outline of the forms that are to be used for both the Public Fire and Life Safety Educator II course and the final skills evaluation.

Public Fire and Life Safety Educator Course

- a. 2005 NFPA 1035
- b. Public Fire and Life Safety Educator course materials
- c. Public Fire and Life Safety Educator Skill Sheets
- d. Public Fire and Life Safety Educator Final Examination Sheets

Final Skills Examination

- a. CO will select a scenario from the designated list of scenarios for each student.
- b. Final Examination – Student will have 4 hours to complete a project covering all of the objectives outlined in the Final Exam Sheets.
- c. Certifying Officer completes Final Examination Pamphlet for each presentation.
- d. Certifying Officer transfers pass/fail information to P/F Form.
- e. P/F Form and signed application are forwarded to FSC for certification (written exam also attached as necessary).
- f. Signed Final Examination Pamphlet stay with the student's local training records.

Public Fire and Life Safety Educator Final Examination list of Scenarios

Develop informational material, a lesson plan, educational materials and evaluation tool for the following fire and life safety objectives:

- 1 Pre-school students Stop, Drop and Roll – Adapt for deaf students
- 2 Fire behavior to 20, 5th grade students – Adapt for students with English as a second language
- 3 Kitchen fire prevention to a high school cooking class – Adapt for a class in Rural Alaska
- 4 Good housekeeping during a parenting skills class of adults – Adapt for a different cultural group
- 5 Importance of furnace maintenance at a local business safety meeting – Adapt for a mobility disabled group
- 6 Kitchen fire safety to seniors at an assisted living facility – Adapt for developmentally disabled

Develop an educational program for the following fire and life safety strategies:

1. Decrease the number of chimney fires in single family residence
2. Decrease the number of fires started by children 8-12
3. Increase the number of working smoke alarms in multi-family units
4. Increase the number of family home fire drills
5. Decrease the number of unattended cooking fires
- 6.** Increase the number of residential home fire sprinkler systems installed in new construction

ALASKA Public Fire and Life Safety Educator II FINAL EXAM PAMPHLET

**2005 NFPA 1035
ALL GENERAL SKILL REQUIREMENTS**

Candidate: _____

Date: _____ **Time Started:** _____ **Time Stopped:** _____

Lesson Taught: _____

Standard: NFPA 1035, Chapter 6, 2005 Edition	
TASK: The Candidate will conduct a community risk analysis and identify an educational strategy to address the risk. The Candidate will develop an educational program to address that identified educational strategy. The Candidate will develop a lesson plan, educational materials and evaluation tool for the identified educational program.	
Conditions: Given community data the Candidate will identify an educational strategy to address a risk issue. Given the identified risk the Candidate will then develop an educational program and design lesson plans, educational materials and evaluation tools to mitigate the identified risk. Given a required adaptation or identified problem the student will adapt the educational materials.	
RETEST APPROVED BY:	RETEST EVALUATOR:

ADMINISTRATION					
No.	Skill	<u>TEST</u>		<u>RETEST</u>	
		PASS	FAIL	PASS	FAIL
Budget					
1.	Estimate project costs. (6-2.1)				
2.	Complete budget forms (6-2.1)				
3.	Develop bid specs for purchase of materials (6-2.1)				
4.	Compare previous period expenditures for inaccuracies (6-2.2)				
5.	Project budget expenditures for next period (6-2.2)				
6.	Write proposal for resources (6-3.3)				
7.	Format public policy statement (6-2.3)				

PLANNING AND DEVELOPMENT					
No.	Skill	<u>TEST</u>		<u>RETEST</u>	
		PASS	FAIL	PASS	FAIL
Establish Priorities					
1.	Collect data (6-3.1)				
2.	Analyze data (6-3.1)				
3.	Establish priorities (6-3.1)				
4.	Identify program partners (6-3.2)				

ALASKA Public Fire and Life Safety Educator II FINAL EXAM PAMPHLET

**2005 NFPA 1035
ALL GENERAL SKILL REQUIREMENTS**

Candidate: _____

EDUCATION					
No.	Skill	<u>TEST</u>		<u>RETEST</u>	
		PASS	FAIL	PASS	FAIL
Material Development					
1.	Design lesson plan (6-4.2)				
2.	Design educational materials (6-4.3)				
3.	Adapt lesson plan and educational materials for different audience (6-4.5)				
4.	Use of educational material appropriate (6-4.3)				
Program Development					
1.	Design educational program (6-4.4)				
2.	Adapt educational program to address problems (6-4.5)				

EVALUATION					
No.	Skill	<u>TEST</u>		<u>RETEST</u>	
		PASS	FAIL	PASS	FAIL
Evaluation Instrument					
1.	Design evaluation instrument (6-5.2)				
2.	Validate instrument (6-5.2)				
3.	Utilize instrument (6-5.2)				
4.	Analyze evaluation result (6-5.3)				

References used are from NFPA 1035, 2005 Edition, and are shown in parentheses.

Evaluator/Candidate Comments: _____

Certifying Officer	Date	<div style="text-align: center; border-bottom: 1px solid black;"> Overall Skill Sheet Score Pass <input type="checkbox"/> Fail <input type="checkbox"/> </div> <div style="text-align: center;"> Overall Skill Sheet Re-Test Score Pass <input type="checkbox"/> Fail <input type="checkbox"/> </div>
Re-Test Certifying Officer	Date	