

INDIANA BOARD OF FIREFIGHTING
PERSONNEL STANDARDS AND EDUCATION MEETING

APRIL 29, 2013 6PM

Ft Wayne Public Safety Academy
7602 Patriot Crossing
Ft Wayne IN 46816
260-439-8200

- A MEETING CALLED TO ORDER
- B. ROLL CALL
- C. APPROVAL OF March 18th 2013 MINUTES as submitted
- D. CERTIFICATIONS REPORT, Barbara Goble,
1. E-mailing the directions for paper tests
 2. Incomplete bubble sheets, missing version #
 3. On-line testing
 4. Issued 2709 certifications to date
 5. Certifications with the 11/11/1111 date
 6. List students names, no longer accept student 1, student 2 etc
- E VARIANCE REQUESTS
1. Deborah Petersen is requesting a variance for instructor I. She is currently a PI and has been a Firefighter for over 10 years.

Staff recommends approval pending her passing the Instructor reciprocity test.
 2. Joshua Hoepfner (Capt of Woodburn FD) is requesting a variance for Instructor II/III based on his Ohio teacher's license.

Staff recommends approval based on current teachers license. The requirements for this meets the NFPA standard.
 3. Benjamin Renz is requesting a variance for Instructor II/III based on his ILEA instructor certification. The Board tabled the request at the March meeting pending submission of the syllabus from ILEA class.

At this time, Mr. Renz has not submitted any additional documentation.

Staff recommends denial of the request. He may resubmit when he has the requested documentation.

4. Dominic Martin is requesting a variance for Instructor II/III based on his primary Instructor certification.

Staff recommends denial. The EMS course does not meet the NFPA standard.

Based upon a review of the syllabus provided by Mr. Martin for a Primary Instructor Course and comparing the outline to the Fire Instructor II/III objectives staff recommends denial based upon the PI course not meeting the objectives and candidate skill completion. The following objectives are the list of objectives staff believes the PI course does not cover that is part of the Instructor II/III. I have discussed this with Liz Fiato / IDHS EMS Training Chief.

Objective: Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and document. (NFPA 1041, 2007 Edition, 5.2.3)

Task: Using existing agency training resources, analyze budget needs according to training goals and budget policy. Identify and document those needs.

Objective: Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (NFPA 1041, 2007 Edition, 5.2.4)

Task: The candidate will assume that budget needs established in skill test 2 have been approved by the Authority having jurisdiction. The candidate will demonstrate how to acquire training resources so that delivery is attained within established timelines, budget constraints and policy.

Objective: Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved. (NFPA 1041, 2007 Edition, 6.2.3)

Task: Make policy recommendations designed to promote the agency's training program. Use existing agency policies and procedures. Make policy recommendations that coincide with agency policy and training goals.

Objective: Select instruction staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. (NFPA 1041, 2007 Edition, 6.2.4)

Task: Using instruction requirements, staff capabilities, and agency policy, choose instruction staff to teach various courses so that this selection achieves instructional goals.

Objective: Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (NFPA 1041, 2007 Edition, 6.2.5)

Task: Develop a performance based Instructor Evaluation plan using established job performance requirements and agency evaluation policy and procedures.

Objective: Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (NFPA 1041, 2007 Edition, 6.2.6)

Task: Write specifications for equipment purchasing. Use curriculum, training goals and agency guidelines. Purchase equipment that is appropriate and supports established curriculum.

Objective: Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that the recommendations are unbiased, supported, and reflect agency goals, policies, and procedures (NFPA 1041, 2007 Edition, 6.2.7)

Task: Using data summaries and known target audience, evaluate a teaching program and present findings conclusion, and recommendations in a report to the agency administrator. Presentation shall be supported by data, shall not be biased, and shall reflect agency goals, policies, and procedures.

Objective: Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (NFPA 1041, 2007 Edition, 6.3.2)

Task: Conduct a training need analysis for your agency. Use agency goals and policies to determine instructional needs.

Objective: Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints. (NFPA 1041, 2007 Edition, 6.3.3)

Task: Using previously defined agency training needs analysis, design program or curriculum that fulfills agency goals, provides knowledge and skills that are job related, is performance based, uses adult learning principles, and meets time and budget constraints.

Objective: Write program and course goals, given JPR's and needs analysis information so that the goals are clear, concise, measurable and correlate to agency goals. (NFPA 1041, 2007 Edition, 6.3.5)

Task: Use JPR's to write program/course goal statements. Goals must be clear, concise, measurable, and adhere to agency goals.

Objective: Write course objectives, given JPR's, so that the goals are clear, concise, measureable and reflect specific tasks. (NFPA 1041, 2007 Edition, 6.3.6)

Tasks: Use JPR's to write course objectives. Objectives must be clear, concise, measureable and reflect specific tasks.

Objective: Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable

safety standards and practices are followed and instructional goals are met. (NFPA 1041, 2007 Edition, 5.4.3)

Task: Supervise an increased hazard training scenario so that safety standards and practices are followed and instructional goals are met.

Objectives: Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective reliable and verifiable manner, and the evaluation instrument is bias-free to any audience or group. (NFPA 1041, 2007 Edition, 5.5.2)

Task: Create a student evaluation instrument that determines if the student has achieved the learning objectives. The instrument must evaluate performance in an objective, reliable and verifiable manner. The instruments must be bias-free to any audience or group.

Objective: Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (NFPA 1041, 2007 Edition, 5.5.3)

Task: Create a class evaluation instrument that allows students to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Objective: Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state and local laws. (NFPA 1041, 2007 Edition, 6.5.2)

Task: Develop a record keeping system for the acquisition, storage, and dissemination of evaluation results so that the agency goals are supported and those impacted by the information receive feedback consistent with agency policies and applicable laws.

Objective: Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (NFPA 1041, 2007 Edition, 6.5.3)

Task: Create a course evaluation plan that measures objectives and adheres to agency policy.

Objective: Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (NFPA 1041, 2007 Edition, 6.5.4)

Task: Create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

5. Capt. Chad Gerardot is requesting a variance for instructor II/III. He passed the written exam in 2008, but was not qualified because he did not have 30 hours of documented teaching as instructor I submitted. Due to scheduling conflicts, at that time, he does not know if the hours were ever submitted. He has renewed his Instructor I in 2012 and would like those hours to count as his documented 30 hours and receive the certification from 2008.

Staff recommends denial. The time frame for this issue was March 2010.

F. REQUEST FOR RECIPROCITY.

1. Jupesi Gonzalez is requesting reciprocity for Firefighter I/II and Hazmat operations. He has certifications from Rhode Island dated 2008,

Recommend approval based upon the applicant submitting a copy of his Rhode Island Pro Board certificate/certification. If he does not have a ProBoard certification he should submit information indicating the training taken at Rhode Island is in compliance with the specific NFPA standard.

G. REQUEST FOR ADMINISTRATIVE APPEAL

No report at this time

H. STATE FIRE MARSHAL, JAMES GREESON

I. HOMELAND SECURITY CHIEF OF STAFF MIKE GARVEY.

J. STATE FIRE TRAINING DIRECTOR REPORT, JOHN BUCKMAN

- 1) Instructors teaching outside the state of Indiana.
- 2) Instructor update, renewal for 2 years starting June 1, 2013
- 3) Disciplinary board, consisting of?
 - 1 board member
 - 1 member of IVFA
 - 1 member of IFIA
 - 1 member?
 - 1 staff member as moderator
- 4) Rule rewrite, Dave Probo
- 5) If mandatory now, can I do the module testing?

- Intern – Quality Assurance project
- Fort Wayne firefighter resiliency program (a class to teach air management - decision making while under physical and mental stress) / Lieutenant Matt Brokaw
- Battalion Chief Robert Wirey / Fire Investigator Certification lead evaluator handbook skills evaluation report / at the end of this agenda.

- Firefighter I/II book selection committee report / Captain Jay Gorndt – Battalion Chief Jeff Berning
 - Scott Schnell – Ireland Vol. FD (Volunteer)
 - Lieutenant Adam Vaal – Jasper FD (Combination)
 - John Smith – Huntingburg Vol. FD (Volunteer)
 - Chief Scott Chasteen – Greensburg FD (Combination)
 - Chief Les Markel – Decatur FD (Combination)
 - Captain Jay Gorndt – Fort Wayne FD (Career)
 - Battalion Chief Jeff Berning – Anthis Career Center/Fort Wayne (Career Center/Career FD)
 - Chief of Training Charles Fadale – Fishers FD (Career)
 - Chief of Training Dale Saucier – White River FD/Central Nine (Career Center/Career FD)
 - Assistant Chief Jeff Murray – Mooreland FD (Volunteer)
 - Assistant Chief (Ret.) John Grolich – Plymouth FD (Combination)
- Instructor I test review / comparing the 7th - 8th Edition of the IFSTA Fire and Emergency Services Instructor / this will be coming under separate email.
- Fire Officer II practical skills review
 - Willie Thompson Captain IFD
 - Charlie Fadale - Chief of Training Fishers
 - David Decker - Chief of Training IFD
 - Jay Gorndt - Captain Fort Wayne
 - Michael Miller Asst. Chief Fort Wayne
 - Michael Parks - Chief of Training Crown Point Fire
 - Mike Olrich - Captain Chesterton FD
 - Carlos Santos - Deputy Chief Harrods Creek FD
 - Bobby Brown - Shawswick FD
 - Courtney Marx - Newburgh FD/Toyota Fire Protection
- Creating a book review committee for Instructor I/II/III and Fire Officer Strategy and Tactics / due by September 1, 2013
- Fire Officer II lead evaluator handbook / skill evaluation review, modification and/or approval / this will be coming under separate email
- Fire Instructor I/II/III comparison to the new standard. Information is at the end of this agenda.
 - This report is a comparison of the NFPA 1041 2007/2012 editions. This gives us guidance on what changes needed to be made to the curriculum and to the practical skills sheets.

K. ADMINISTRATIVE PROCEEDINGS, JUDGE BIPPUS

L. OLD BUSINESS

1. Adding the Technical Rescue Awareness to the Firefighter module system. Jeff Hayes

M. NEW BUSINESS

1. IFSAC report, Greg Wyant

N. Any comments, suggestions, issues, for the good of the order?

O. MEETING ADJOURNED

NEXT MEETING:

JUNE 13, 2013 9AM

Horizon Convention Center –Interurban Hall

401 S HIGH ST

MUNCIE IN 47305

765-288-8860

Fire Investigator Practical Skills Examination / DRAFT for review by the Board. Action necessary to modify the submitted material, approve as submitted or send back to the committee.

| NFPA 1033 4.1 | | General |
|----------------------|--|----------------|
| 1. | Conduct Investigation utilizing Unified Command Structure | |
| 2. | Establish a Lead Investigator | |
| 3. | Obtain information from Incident Command: <ul style="list-style-type: none"> • Document who the Incident Commander is.(also first Fire Officer on the scene if different) • Document any injuries or fatalities. • Document who, where and how the first attack was made on the fire. • Document all pertinent fire suppression activities (i.e. forced entry, broken windows, ventilation holes, evidence moved to exterior, etc.) • Document any time frames or other pertinent information that IC can give you. • Document all agencies that were involved. • Document weather conditions time of fire. | |
| 4. | Lead Investigator to determine and assign tasks as needed to complete the Investigation. | |
| 5. | Document and obtain the right to conduct the investigation. | |
| 6. | Conduct a scene safety assessment. | |
| 7. | Determine the Level of PPE required. | |
| 8. | Conduct the Investigation utilizing all elements of the scientific method | |

| NFPA 1033 4.2 | | Scene Examination |
|----------------------|--|--------------------------|
| 1. | Secure the scene and determine an entry and exit point. | |
| 2. | Start on the Exterior of the scene. (Noting the following) <ul style="list-style-type: none"> • All sides of the structure (Undamaged and Damage) • Security of the structure • Entry and location points of all utilities. • Any potential evidence. • Any damage to exposures. • Anything else pertinent to the investigation. | |
| 3. | Start the Interior Exam from least damage to worse damage (Noting the following) <ul style="list-style-type: none"> • Note remaining movement and intensity patterns. • Note damage and the effects from conduction, convection, and radiation to identify path of fire travel. • Impact of suppression efforts. • Protected areas • Presence and/or absence of contents • Location of all HVAC, Utilities and Appliances • Fire effects on the structure, contents, and its components. • Anything else pertinent to the investigation. | |
| 4. | Interpret the effects of burning characteristics on different types of materials. | |
| 5. | Interpret variation of fire patterns on different materials. | |
| 6. | Interpret the effects of ventilation (Fire Department, Mechanical, or Natural) | |
| 7. | Return contents removed to their “ described “ locations (Reconstruct the scene) | |
| 8. | Examine the HVAC, utilities, and appliances <ul style="list-style-type: none"> • Can they be eliminated as a cause of the fire through visual examination? • Examine carefully to prevent the possibility of any spoliation of evidence. | |
| 10. | Determine area of origin. | |

| | |
|-----|---|
| 11. | Determine all competent ignition source(s) in the area of origin. |
| 12. | Analyze data, develop, and test each hypothesis to determine the source and form of heat ignition, first material ignited, and ignition sequence. |
| 13. | Determine the need for any expert resources needed for further investigation. |

As the scene is examined, documentation of the scene by the use of photos, sketches and notes should be utilized per NFPA 1033 4.3.

| NFPA 1033 4.3 | | Documenting the Scene |
|----------------------|---|------------------------------|
| 1. | Photographing/Videoring: <ul style="list-style-type: none"> • Use a systematic approach as used in your scene examination. • Complete a Photo Log. | |
| 2. | Sketch the scene with rough floor plan which includes: <ul style="list-style-type: none"> • Direction and Measurements • All evidence and/or sampling locations • Pertinent content locations and/or locations of victims • Area(s) and or point(s) of origin • Utilities | |
| 3. | Gather Field Notes: <ul style="list-style-type: none"> • Occupants Names • Insurance Information • Utility types • Dispatch times • Any other pertinent Information • Document all suppression/ alarm systems. | |

| NFPA 1033 4.4 | | Evidence Collection/Preservation |
|----------------------|---|---|
| 1. | Protect and/or locate, collect, and package evidence, so that evidence is: <ul style="list-style-type: none"> • Identified • Preserved • Collected • Packaged <p>To prevent damage and or contamination.</p> | |
| 2. | Maintain chain of custody using: <ul style="list-style-type: none"> • Proper markings, tags and logs • Written and photograph documentation • Proper storage or transfer of evidence. | |

| NFPA 1033 4.5 | | Interviews |
|----------------------|---|-------------------|
| 1. | Develop an interview plan: <ul style="list-style-type: none"> • Who is to be interviewed (owner, occupants, bystanders, firefighters) • Information to be obtained • Strategy to be used | |
| 2. | Conduct the interviews | |
| 3. | Analyze the information from the interviews. | |

| NFPA 1033 4.6 | | Post Incident Investigation |
|----------------------|---|------------------------------------|
| 1. | Gather all notes, reports, and records needed to analyze. | |
| 2. | Evaluate the file to see: | |

| | |
|----|---|
| | <ul style="list-style-type: none"> • Any areas needing further investigation or research. • Any discrepancies are discovered • Any relationships can be made |
| 3. | Formulate an opinion based on scientific methodology concerning origin, ignition source, cause classification, and responsibility for the fire, given all findings so that the opinion is supported by the data, facts, records, reports, and evidence. |

| NFPA 1033 4.7 | | Presentations | |
|----------------------|--|----------------------|--|
| 1. | Submit a completed case file, included must be a written report that meets the needs of the intended audience. | | |
| 2. | Verbalize in a class presentation how you arrived at your conclusion. | | |
| 3. | Prepare a short press release. | | |
| 4. | Prepare a CV to turn in with you final case file. | | |
| | | | |

NFPA 1041 – Chapter 4 Instructor I

2007 Edition

4.2.3 Prepare training records and report forms, given policies and procedures and forms, so that required reports are accurately completed and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic report writing and record completion.

2012 Edition

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management, sources of instructional resources and equipment.

(B) Requisite Skills. Oral and written communication, forms completion.

Analysis

4.2.3 (2007 Edition) has been moved to 4.2.5 with some wording changes. With this change it will require staff to update the appropriate Skill Sheet(s) for the Instructor I to include requesting resources for to successfully complete of the practical skill. This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.2.4 Not in edition.

2012 Edition

4.2.4 Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

(A) Requisite Knowledge. Departmental scheduling procedures and resource management.

(B) Requisite Skills. Training schedule completion.

Analysis

This is a new JPR which will require staff to develop a new Skill Sheet that includes the scheduling of instructional sessions following departmental procedures This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.2.5 Not in edition.

2012 Edition

4.2.5 Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic report writing and record completion.

Analysis

This JPR was originally 4.2.3 (2007 Edition) and was moved to 4.2.5 with some wording changes. With this change it will not require staff to update Skill Sheet #1 for the Instructor I. Requisite knowledge and skills are worded the same as 4.2.3 (2007 Edition). This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.3.2(A) Requisite Knowledge. Recognition of student limitations, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

2012 Edition

4.3.2(A) Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

Analysis

For this JPR there are only minor wording changes to the Requisite Knowledge. The only change between the 2007 and 2012 editions was the addition of ‘...and cultural diversity’. The staff should not have to adjust any Skill Sheets for this JPR change since the skill sheets address generically students, believe this to be sufficient. With this only being a minor wording addition to the Requisite Knowledge there should be no need for review of written test for this change.

2007 Edition

4.4.2(B) Requisite Skills. Use of instructional media and materials.

2012 Edition

4.4.2(B) Requisite Skills. Use of instructional media and teaching aids.

Analysis

For this JPR there are only minor wording changes to the Requisite Skills. The only change between the 2007 and 2012 editions was the change in the wording ‘...and materials’ to ‘...and teaching aids’. The staff should not have to adjust any Skill Sheets for this JPR change since it is being more specific with the wording of teaching aids instead of materials. This JPR is only skill based so no changes needed to written test, however should be reviewed for possibly being included in the written test.

2007 Edition

4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved.

(A) Requisite Knowledge. The laws and principles of learning, teaching methods and techniques, lesson plan components and elements of the communication process, and lesson plan terminology and definitions.

(B) Requisite Skills. Oral communication techniques, teaching methods and techniques, and utilization of lesson plans in the instructional setting.

2012 Edition

4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.

Analysis

For this JPR there is only the following additional wording ‘...applicable safety standards and practices are followed, and risks are addressed’. This additional information will require staff to add additional wording in the appropriate skill sheets to effectively address this change to the JPR. There is also a significant change to the Requisite Knowledge, which will require a review of written test to verify all information is being

covered. The Requisite Skills has only minor wording changes which should not affect written or practical tests.

2007 Edition

4.4.5 Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, and adaptation of lesson plans or materials to specific instructional situations.

2012 Edition

4.4.5* Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B) Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

Analysis

For this JPR there is only one word added between the 2007 and 2012 Editions. That word is 'cultures'. With this addition there only needs staff review of Skill Sheets to verify there are no changes needed. As for the written test there should be no changes.

There were no changes to the Requisite Knowledge. As for the Requisite Skills there is only an addition of 'correction of disruptive behaviors', which is a skill and this should already be addressed in the skill sheets, so no action needed.

2007 Edition

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

2012 Edition

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

Analysis

For this JPR the addition of the following wording was added ‘...so that bias or discrimination is eliminated’. With this wording change there should be no changes needed for the Skill Sheets or written test.

As for the Requisite Knowledge the following was added ‘...and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records’. The staff should review written test to determine if there is any questions needing changed or updated to effectively cover the JPR.

2007 Edition

4.5.3(A) Requisite Knowledge. Grading and maintaining confidentiality of scores.

2012 Edition

4.5.3(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

Analysis

For this JPR the addition of the following wording added ‘...methods, methods for eliminating bias during grading’. With this wording change staff will need to review written test to determine if the question(s) effectively cover the material contained in the JPR. There is no practical skills needing changed.

NFPA 1041 – Chapter 5 Instructor II

2007 Edition

5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

2012 Edition

5.3.2 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

Analysis

For this JPR the following words were added ‘...or learning objectives’. With these words added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

As for the Requisite Knowledge, there was a few wording adjustments and some additional wording. With these changes the basic content and intent is similar between the two editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

2007 Edition

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

2012 Edition

5.3.3 Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and application of instructional media, evaluation techniques, and sources of references and materials.

Analysis

For this JPR the following words were added ‘...or learning objectives’. With these words added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

As for the Requisite Knowledge, there was a few wording adjustments and some additional wording. With these changes the basic content and intent is similar between the two editions and there does not need to be any adjustments made in the practical and for the written, staff will need to review for any adjustments.

2007 Edition

5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

2012 Edition

5.5.2 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group.

Analysis

For this JPR the following word was added ‘...relevant’. With this word added there does not need to be any adjustments, basic content and intent is still being met between the 2007 and 2012 editions and there does not need to be any adjustments made in the practical or written.

2007 Edition

5.5.4 Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

(A) Requisite Knowledge. Test validity, reliability, and item analysis.

(B) Requisite Skills. Item analysis techniques.

2012 Edition

5.5.4 Not in edition.

Analysis

Since this JPR has been moved from the 2012 edition to 6.5.5, staff will need to move and change JPR numbers to coincide with the written and practical skill sheets.

NFPA 1041 – Chapter 6 Instructor III

2007 Edition

6.3.2 Conduct an agency needs analysis, given agency goals, so that instructional needs are identified.

(A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

2012 Edition

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

(A) Requisite Knowledge. Needs analysis, task analysis, development of JPRs, lesson planning, instructional methods for classroom, training ground, and distance learning,

characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

Analysis

For this JPR the following words were added ‘...and solutions are recommended’. With these words added staff will need to review for any adjustments to the written and practical skill sheets.

As for the Requisite Knowledge, the following words were added ‘...for classroom, training ground, and distance learning’. With these changes the basic content and intent is similar between the two editions staff will need to review for any adjustments.

2007 Edition

6.5.5 Not in edition.

2012 Edition

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

(A) Requisite Knowledge. Test validity, reliability, and item analysis.

(B) Requisite Skills. Item analysis techniques.

Analysis

Since this JPR has been moved from the 2007 edition (5.5.4), staff will need to move and change JPR numbers to coincide with the written and practical skill sheets.