



**Public Fire and Life Safety Educator I  
 NFPA Standard 1035 2015 Edition**

Skill Sheet #	NFPA Section	Tasks	Certification JPR Requirements: Mandatory, Random (For Total of 6 Task Sheets Selected)
			<b>Mandatory, Select skill sheets from for a total of 4.</b>
1.	4.1.2	General Skill	
2.	4.2.1 & 4.2.2	Administration	
3.	4.2.3	Administration	
4.	4.2.4 & 4.3.1	Administration/Planning Development	
5.	4.4.1	Education and Implementation	
6.	4.4.2	Education	
7..	4.4.3, & 4.1.2	Education and Implementation	<b>Random, select skill sheets from this section for a total of 2.</b>
8.	4.4.4	Education and Implementation	
9.	4.4.5	Education	
10.	4.4.6 & 4.4.7	Education and Implementation	
11.	4.5.1 & 4.5..2	Evaluation	

Test Construction Instructions: The skills examination will consist of at least 2 stations representing a random sampling of the standard. The practical skills have been broken down into two major categories, of which the Test Control Officer will randomly select the prescribed number of skill sheets per category using the matrix above.



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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:**   1  

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.1.2</b>		<b>Skill Area: General Skill</b>	
<b>Task:</b> The candidate shall schedule and complete a given list of activities without conflict.					
<b>Performance Outcome:</b> Given a list of events, activity requests, pre-activity requirements, and time allotments shall schedule and complete activities so all performance steps are completed.					
<b>Conditions:</b> Given specific forms or formats, educational activities, and information to gather and assemble					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Demonstrate verbal and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrate multitasking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Manage time appropriately as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Overall Skill Sheet Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate** \_\_\_\_\_  
**Comments:** \_\_\_\_\_  
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**Retest Approved by:** \_\_\_\_\_  
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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 2.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard:</b> 1035, 2015 Edition		<b>JPR:</b> 4.2.1& 4.2.2		<b>Skill Area:</b> Administration	
<b>Task:</b> The candidate will document public fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form is completed with the correct information.					
<b>Performance Outcome:</b> Document fire and life safety educational activities so that all activities are recorded/computed on each form.					
<b>Conditions:</b> Given specific forms or formats, educational activities, and information to gather and assemble.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Correctly identify type of educational activity and appropriate classification for activity recording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identify appropriate education activity information and select appropriate form/format for activity according to policies and procedures of the authority having jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Assemble appropriate education activity information into proper format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Accurately record the appropriate education activity information on forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Properly complete and submit education activity form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate** \_\_\_\_\_  
**Comments:** \_\_\_\_\_  
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**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 3.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.2.3</b>		<b>Skill Area: Administration</b>	
<b>Task:</b> The candidate will maintain a work schedule, given a list of events, activity requests, pre- activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.					
<b>Performance Outcome:</b> Schedule and complete activity work schedule without conflict.					
<b>Conditions:</b> Given list of events, activity request, pre-activity requirements, and time allotments.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Correctly identify program requests and pre-activity requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Select an appropriate work schedule format/outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Correctly identify work schedule time allotment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Identify and set proper activity/schedule limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Complete an appropriate schedule of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate** \_\_\_\_\_  
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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 4.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.2.4 &amp; 4.3.1</b>		<b>Skill Area: Administration</b>	
<b>Task:</b> The candidate will identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s)					
<b>Performance Outcome:</b> Identify community resources, services, and organizations so that the public is referred to the applicable resource(s).					
<b>Conditions:</b> Given a list of resources, organizations, and identified need(s).					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Determine the need and identify appropriate community and organizations available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identify appropriate background information for issues needed and select an appropriate community resource, service, or organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Correctly determine opportunities for shared efforts and refer the public to the applicable resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Identify necessary partners to address issues and share information resources				
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

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**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 5.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.1</b>		<b>Skill Area: Education and Implementation</b>			
<b>Task:</b> The candidate will select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives.							
<b>Performance Outcome:</b> Select instructional materials so that the materials are specific to the audience and activity objectives. The candidate will communicate orally and in writing, manage time, and multitask.							
<b>Conditions:</b> Given a subject, learning objectives, the intended audience, and related resources.							
No.	Task Step	First Test		Retest			
		Pass	Fail	Pass	Fail		
1.	Select instructional materials including props and equipment appropriate to the activity objectives (i.e., proper size for classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Select instructional materials that include proper amounts of information to meet the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Select materials that appropriately explain the actions learners are to take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Select materials that are appropriate to the audience's learning level and free of bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Select instructional materials that are of the appropriate length or duration for the lesson taught or the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Explain why the material was selected, including attention span, audience learning level, material appeal, and/or visual aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>				

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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 6.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.2</b>		<b>Skill Area: Education</b>	
<b>Task:</b> The candidate will practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.					
<b>Performance Outcome:</b> Select instructional materials so that the materials are appropriate to the audience and activity objectives and activities are conducted without injury to educator or students.					
<b>Conditions:</b> Given a lesson plan (ex: stop drop and roll, fire extinguishers), a list of equipment, activity objective, intended audience, and related resources, so that the materials are appropriate to the audience and activity objectives and activities are conducted safely and without injury to educator or students.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Ensure classroom and equipment are set up with safety hazards identified, eliminated, and exits clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Verify classroom is not overcrowded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Establish appropriate safety zone around equipment/props	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Explain proper safety requirements (i.e., stay upwind, tie long hair back, explain lifting techniques always back away, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Ensure appropriate number of personnel to provide adequate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate** \_\_\_\_\_  
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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 7.

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.3, 4.1.2</b>		<b>Skill Area: Education</b>					
<b>Task:</b> The candidate will present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.									
<b>Performance Outcome:</b> The candidate will present a lesson, given lesson plan (ex: stop, drop and roll, educational fire station tour, residential smoke alarm, escape planning) utilizing multiple presentation methods. The candidate will use appropriate evaluation instruments, stay within proper time allotments, use the proper setting and identified audience, so that the lesson plan is followed and the objectives are met. The candidate will communicate orally and in writing, manage time, and multitask.									
<b>Conditions:</b> Given lesson plan with multiple presentation methods, evaluation instruments, time allotment, proper setting, and identified audience.									
<b>No.</b>	<b>Task Step</b>	<b>First Test</b>		<b>Retest</b>					
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>				
	<b>Choose one method below:</b>								
	<b>Lecture Presentation:</b>								
1.	Dress appropriately for audience and topic (for class type/location)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2.	Properly organize presentation (evidence of planning, i.e., in accordance with written lesson plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3.	Create a proper opening to motivate audience and create an interest to learn (related to objectives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.	Clearly state the objectives (read, state, or paraphrase) in behavior terms and Appropriately match the instructional method to educational objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.	Ensure voice tone, pitch, modulation is appropriate, at the correct level, and proper gestures (absence of distracting mannerisms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6.	Present lesson "step by step" according to lesson plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7.	Appropriately use multiple instructional methods (i.e., lecture, discussion, illustration, demonstration, team teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
8.	Maintain eye contact (50% of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
9.	Properly use audio visual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10.	Presented lesson within allotted time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11.	Develop rapport with students (through interaction and establishing positive environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12.	Ensure audience can see and hear presentation and demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13.	Involve audience through appropriate questions, activities about the subject to ascertain knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14.	Manage time and multitask appropriately during lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15.	Properly diagnose audience readiness for evaluation step (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<b>Demonstration Presentation:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16.	Ensure presentation is appropriate for audience and topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17.	Allow proper amount of time for guided practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				





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**Public Fire and Life Safety Educator I**

18.	Supervise (coach) individuals in the correct technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Check for understanding (monitor for proper technique)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Encourage individuals with positive reinforcement/feedback on performance (4.4.3 ; 4.1.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Monitor all members for proper technique and safety items and appropriately correct behavior as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Allow proper amount of time for guided practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Supervise (coach) individuals in the correct technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Establish an appropriate summary/closure to emphasize and review key procedures, sequences, and concepts for closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Overall Skill Sheet Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>		<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>			

**Evaluator/Candidate** \_\_\_\_\_  
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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 8

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.4, &amp; 4.1.2</b>		<b>Skill Area: Education</b>	
<b>Task:</b> The candidate will adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.					
<b>Performance Outcome:</b> Adapt a lesson plan so that the material presented meets the needs of the audience in a given location. The candidate will communicate orally and in writing, manage time, and multitask.					
<b>Conditions:</b> Given the lesson content and information on the audience, including the type of audience and location of instruction.					
<b>No.</b>	<b>Task Step</b>	<b>First Test</b>		<b>Retest</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Ensure adapted instructional materials, including props and equipment, are appropriate to the learning level and needs of the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Ensure adapted instructional materials include the proper amount of information to meet the learning objectives for the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Ensure the adapted lesson appropriately explains the actions learners are to take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Adapted materials are free of bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Adapted instructional materials are the appropriate length or duration for the lesson taught to the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Explain why the adapted material will meet the needs of the audience, including attention span, audience learning level, material appeal, and/or visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Adapted instructional materials, including props and equipment, are appropriate to the audience location (i.e., proper size for classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Overall Skill Sheet Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

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**Candidate Name:** \_\_\_\_\_

**Skill Sheet:**   9  

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.5</b>		<b>Skill Area: Education</b>	
<b>Task:</b> The candidate will notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.					
<b>Performance Outcome:</b> The candidate will notify the public so that the location, date, time, topic, and sponsoring agency are included.					
<b>Conditions:</b> Given a scheduled event.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Select adequate/appropriate publicity method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Properly identify local media resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Correctly follow department policies for information dissemination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Create appropriate notification material—location, date, time, topic, and sponsoring agency included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Correctly identify distribution methods and properly distribute information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Overall Skill Sheet Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

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OLYMPIA WA 98504  
PH: (360) 596-3945 FAX: (360) 596-3934**



**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 10

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.4.6 &amp; 4.4.7</b>		<b>Skill Area: Education</b>	
<b>Task:</b> Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.					
<b>Performance Outcome:</b> Distribute educational information so that the information reaches the audience within the specified time.					
<b>Conditions:</b> Given material, a specified audience, and time frame.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Correctly identify department legal requirements and policies for distribution and posting of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Properly identify distribution methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identify proper venues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Create an adequate timeline for processing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Distribute educational material in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Distribute thru electronic forms of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate** \_\_\_\_\_  
**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
**Retest Approved by:** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Evaluator (Print & Sign) Candidate Signature Date

\_\_\_\_\_  
 Retest Evaluator (Print & Sign) Candidate Signature Date



**FIRE PROTECTION BUREAU  
CERTIFICATION PROGRAM  
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**Public Fire and Life Safety Educator I**

**Candidate Name:** \_\_\_\_\_

**Skill Sheet:** 11

**IFSAC ID:** \_\_\_\_\_

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

<b>NFPA Standard 1035 2015 Edition</b>		<b>JPR: 4.5.1 &amp; 4.5.2</b>		<b>Skill Area: Evaluation</b>	
<b>Task:</b> Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.					
<b>Performance Outcome:</b> Administer and score a knowledge evaluation instrument so that the lesson outcomes are known.					
<b>Conditions:</b> Given the appropriate knowledge (written test) evaluation instrument, scoring procedures, grading scale, and testing policies and procedures.					
No.	Task Step	First Test		Retest	
		Pass	Fail	Pass	Fail
1.	Conduct a written exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Allow sufficient time to administer the written test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Ensure the classroom facility is appropriate for testing purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Properly grade exams and calculate correct percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Correctly calculate the average score (mean) for the given exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6..	Develop an objective interpretation of the test results based on test scores and question item analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Determine if lesson objectives were met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Report information as required by AHJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Skill Sheet Score</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stop Safety Candidate Used: Yes <input type="checkbox"/></b>			<b>Stop Safety Equipment Failure Used: Yes <input type="checkbox"/></b>		

**Evaluator/Candidate  
Comments:**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator (Print & Sign)

Candidate Signature

Date

Retest Evaluator (Print & Sign)

Candidate Signature

Date