NFPA 1030: 2024 Edition, Chapter 10 Fire and Life Safety Educator II

Below please find what has been previously approved by the Committee on Accreditation (COA) for this level of certification. This example does not take into consideration "Document Review", "Portfolio", or "Other testing methods."

If your agency selects completing their online Assessment Methodology Matrix (AMM) utilizing these test methods, our Technical Analysts may place your application under a COA meeting consent agenda bypassing the usual COA review.

The spaces identified below with an "**X**" must be replaced with the appropriate cognitive test item numbers (e.g. Questions 1,4,6,7,9, etc.) or the score sheet numbers under Product, Psychomotor/Process methods as score sheet numbers (e.g.- SS 101, 202, and 304, etc.).

Section	Knowledge-Based Assessments (graded after submission)		Performance-Based Assessments (graded in real-time as they are performed)	
	Cognitive (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	**Product** (e.g., document or develop a budget, proposal, lesson plan)	**Psychomotor** (Primarily an observable physical task. e.g., don, doff)	**Process** (Primarily a mental or verbalized task. e.g., inspect)
10.2.1 Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.				
10.2.1		**X**		
10.2.1 (A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.				
10.2.1 (A)	**X**			
10.2.1 (B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.				
10.2.1 (B)		**X**		**X**
10.2.2				

Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.			
10.2.2		X	
10.2.2 (A) Requisite Knowledge. Resource availability and cost, budget preparation, and management.			
10.2.2 (A)	X		
10.2.2 (B) Requisite Skills. Retrieve and organize past budget information, project income/expenditures, and prepare a budget.			
10.2.2 (B)		X	X
10.2.3 Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.			
10.2.3		X	
10.2.3 (A) Requisite Knowledge. Public policy process, local fire and injury issues.			
10.2.3 (A)	X		
10.2.3 (B) Requisite Skills. Format policy, project possible outcome.			
10.2.3 (B)		X	X
10.2.4 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.			
10.2.4		X	X
10.2.4 (A) Requisite Knowledge. Local, state, and federal employment regulations; personnel evaluation techniques.			
10.2.4 (A)	X		
10.2.4 (B) Requisite Skills.			

Complete specific evaluation forms, document subordinate performance.			
10.2.4 (B)		X	
10.3.1*			
Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.			
10.3.1			X
10.3.1 (A) Requisite Knowledge.			
Content of reports and data, understanding of community risk assessment process, prevention interventions.			
10.3.1 (A)	X		
10.3.1 (B) Requisite Skills.			
Collect, analyze, and interpret data; establish and address priority risk issues.			
10.3.1 (B)			X
10.3.2			
Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.			
10.3.2			X
10.3.2 (A) Requisite Knowledge.			
Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, accessible facilities and reasonable accommodations, group process.			
10.3.2 (A)	X		
10.3.2 (B) Requisite Skills.			
Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort, facilitate small-group process.			
10.3.2 (B)			X
10.3.3*			
Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider.			
10.3.3		X	X

10.3.3 (A) Requisite Knowledge. Legal issues, department or agency policies for requesting resources.			
10.3.3 (A)	X		
10.3.3 (B) Requisite Skills. Write proposals.			
10.3.3 (B)		X	
10.4.1 Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience and reflects cultural competence.			
10.4.1		X	X
10.4.1 (A)* Requisite Knowledge. Data resources; information systems, including accessible formats and materials; learning theories; community risk reduction and prevention strategies; characteristics of model programs; instructional technologies; social media platforms; state educational curriculum requirements; understanding of high-risk and special needs populations; and cultural competence.			
10.4.1 (A)	X		
10.4.1 (B)* Requisite Skills. Assemble information in a specific format, integrate information into adopted education curriculum requirements, generate written communication relevant to the needs of the target population, and locate resources to assist people with disabilities and those who need materials in a different language.			
10.4.1 (B)		X	X
10.4.2 Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.			
10.4.2		X	
10.4.2 (A)* Requisite Knowledge. Lesson plan format, needs assessment, instructional methods and techniques.			
10.4.2 (A)	X		

10.4.2 (B) Requisite Skills.

Design lesson plan, adapt lesson plan based on audience need.

10.4.2 (B)		X	X

10.4.3

Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices and demonstrating cultural competence.

10.4.3		X	

10.4.3 (A) Requisite Knowledge.

Types of educational materials, instructional development, and graphics.

10.4.3 (A)	X		

10.4.3 (B) Requisite Skills.

Design educational materials.

10.4.3 (B)		X	

10.4.4*

Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed.

10.4.4		X	

10.4.4 (A) Requisite Knowledge.

Needs assessment, evaluation instruments, social media platforms, educational methodology instructional technologies, and cultural competence.

10.4.4 (A)	X		

10.4.4 (B) Requisite Skills.

Compile, organize, and evaluate educational program elements.

10.4.4 (B)			X

10.4.5

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

10.4.5		X	

10.4.5 (A) Requisite Knowledge. Educational methodology and cultural competence.			
10.4.5 (A)	X		
10.4.5 (B) Requisite Skills. Write specific objectives and lesson plans, analyze data.			
10.4.5 (B)		X	X
10.5.1 Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured and cultural competence is demonstrated.			
10.5.1		X	
10.5.1 (A) Requisite Knowledge. Evaluation methods and cultural competence.			
10.5.1 (A)	X		
10.5.1 (B) Requisite Skills. Collect data, analyze data, and implement evaluation strategy.			
10.5.1 (B)			X
10.5.2 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome and cultural competence is demonstrated.			
10.5.2		X	
10.5.2 (A) Requisite Knowledge. Testing methods and cultural competence.			
10.5.2 (A)	X		
10.5.2 (B) Requisite Skills. Measure program outcome and validate testing instrument.			
10.5.2 (B)		X	
10.5.3 Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured and cultural competence is demonstrated.			

10.5.3			X

10.5.3 (A) Requisite Knowledge.

Statistical analysis methods and resources; evaluation techniques; formative, process, impact, and outcome measures; and cultural competence.

10.5.3 (A)	X		

10.5.3 (B) Requisite Skills.

Implement evaluation methods.

10.5.3 (B)			