





# Update from the Committee on Accreditation

Pro Board 2024 Education and Accreditation Conference

“Dedicated to YOUR Success”



# Overview

1. Why & How?
2. Job Performance Requirements.
3. **NFPA** evaluation methods.
4. Inter-Rater Reliability.
5. How the COA works to support YOU.
6. Utilizing Document Review to verify Requisite Knowledge and Requisite Skills.

# Why?



- Accredited Certification leads to better-trained responders.
- Better trained responders lead to safer emergency response.
- Safer emergency response leads to safer communities.
- Safer communities lead to a safer world.

# How?



The Pro Board aims to reach the **greatest** number of emergency responders through the **smallest** number of accredited agencies.

# How?



## Cost of Ownership of a Pro Board Certificate.

If you are comparing the cost of a Pro Board Certificate to the cost of an IFSAC seal, you're doing it wrong. Consider:

- The seat you're in.
- The bed you slept in.
- Most meals you've eaten.
- The speakers with whom you'll interact.
- The flight that (hopefully) got you here.

# How?

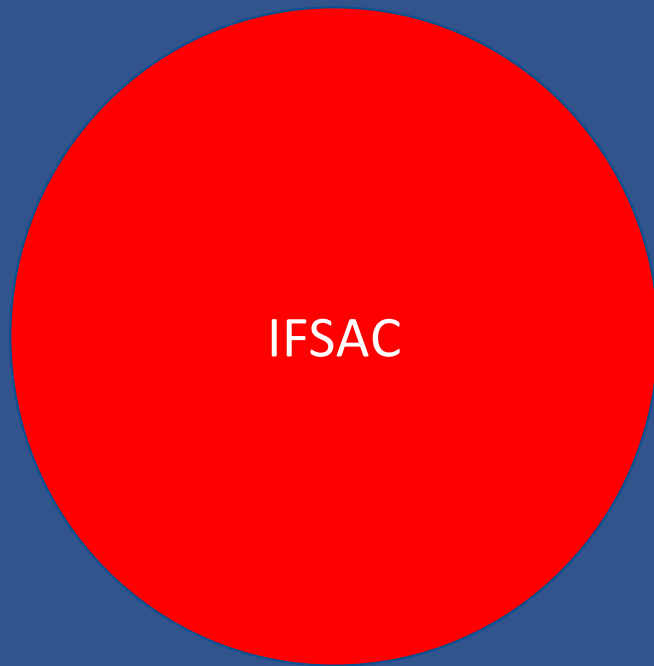


## **Cost of Ownership of a Pro Board Certificate.**

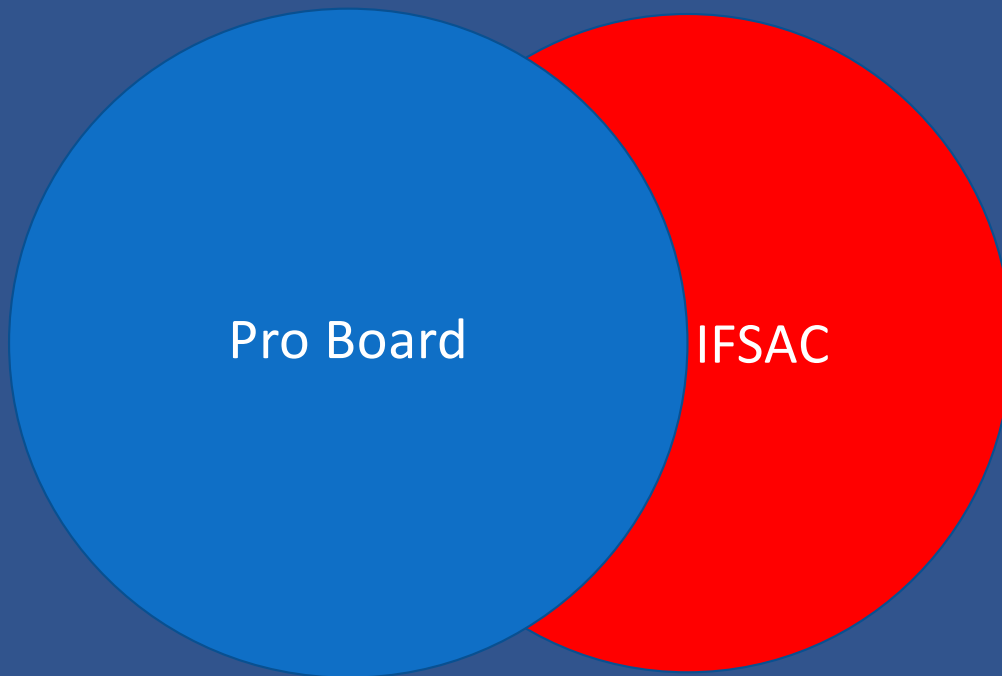
Flat rate for site visits

No charge for extensions

No charge for changes in practice







How?



What's best for the responders on  
the street?



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## Definition of a Job Performance Requirement:

The written statements that “describe the performance required for a specific job and are grouped by the duties of the job”  
(NFPA 1000, 2022; B.1)



## The 5 Parts of a JPR:

- Critical Components
  - Task to be performed using an action verb
  - Tools, equipment, or materials provided to complete the task
  - Evaluation parameters and performance outcome(s)
- Requisite Knowledge
- Requisite Skills



# Requisite/Prerequisite

- **Requisite:** Necessary knowledge and skills the individual being tested should have before being able to perform the task in the critical component.
- **Prerequisite:** Necessary knowledge and skills the individual being tested should have before being certified at that level.



# Local Validation is critical!

- Review the entire standard.
- Review each of the 5 parts of each JPR.
  - Pay special attention if there are multiple task verbs, outcomes, or parameters.
- For each of the 5 parts, decide on the methods(s) which will best evaluate your students.
- Develop/select tools for evaluation.
- Document on the AMM
- **Multiple methods for a single JPR are 100% acceptable and expected to demonstrate how you fully evaluate all parts of a JPR.**



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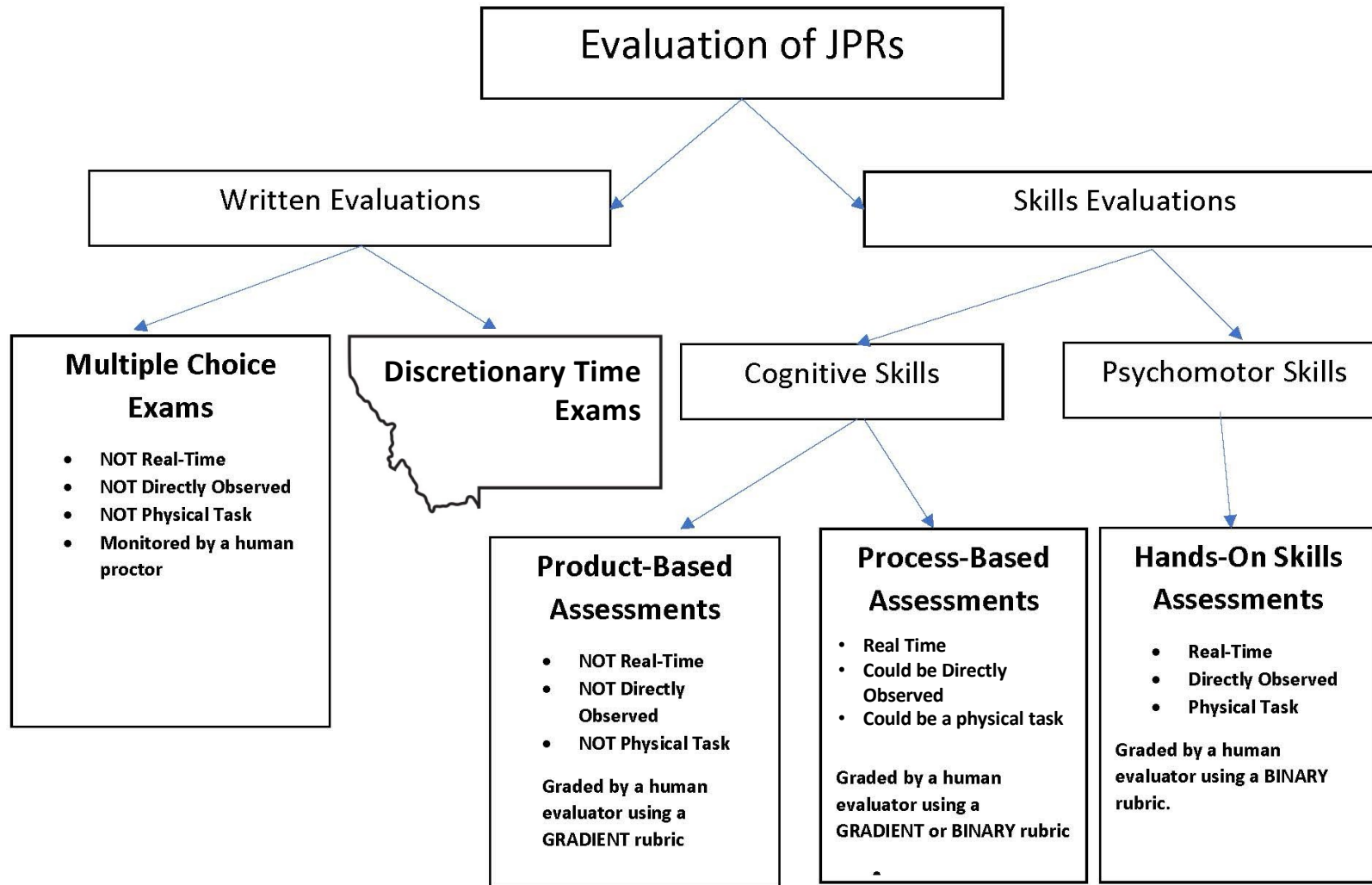
## The 4 NFPA Evaluation Methods

The NFPA Professional Qualifications (PQ) Technical Committees (TCs) suggest evaluation methods based on the verbs, outcomes, and parameters in the Job Performance Requirements (JPRs).



## The 4 NFPA Evaluation Methods are:

1. Cognitive
2. Cognitive Skills- Product
3. Psychomotor Skills
4. Cognitive Skills - Process





# 1. Cognitive (Knowledge)

- Multiple Choice (4-item, different batteries, different versions, limited exposure to repeat questions, unique questions for each exam a student could see).
- Fill-in-the-Blank with **one correct answer**
- Open Answer/Discretionary Time



## 2. Cognitive Skills- Product

- NOT assessed in real-time
- NOT a physical activity.
- NOT directly observable.
- Evaluated with a detailed scoring tool that captures the ranges of possible answers
- **More than one correct answer.**
- Good → Better → Best criteria objectively identified
- **Inter-Rater Reliability**



### 3. Psychomotor Skills

- MUST be a physical activity.
- MUST be evaluated in real-time.
- MUST be directly observable.
- BINARY Yes/No Pass/Fail criteria based on specific steps identified by your Subject Matter Experts (SMEs)
- **One Correct Answer.**



## 4. Cognitive Skills- Process

- MAY or MAY NOT be a physical activity.
- MUST be evaluated in real-time.
- MAY or MAY NOT directly observable.
- Correct answers are likely NON-BINARY and score sheets must have the acceptable answers indicated to the evaluator.
- **More than one correct answer.**



# On the AMM

- Please use as many boxes as you feel necessary to capture all of the methods you're using.
- Don't use "Other" as a notes field.
- We're going to clarify and update the instructions for the AMMs in the first half of this year.
- We may simplify the AMMs to have fewer columns on the AMM while seeking more detail on site visits.
  - Virtual Focus-Group in March.





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## Inter-Rater Reliability (IRR)

The great majority of the questions the COA has directed me to take back to agencies boils down to one question:

**How do you ensure that different evaluators in different locations evaluate different students the same way using the same evaluation tools you're using?**



## You achieve IRR through:

- Standardized, scripted scenarios
- Evaluator training that defines “What Right Looks Like”
- Scripts for evaluators to read to students
- Scoring sheets that identify and scale acceptable answers/outcomes/submissions
- Post-evaluation analysis of:
  - Student performance
  - Item performance
  - Evaluator performance



# COA Inter-Rater Reliability

We don't always get it right.

But we're getting it more right than wrong.

Like you, we're trying. And we're learning.

217-390-9000



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## The COA is:

1. Meeting 10-12x (Up from 8, up from quarterly).
  1. 3 (Used to be 4) in person
  2. 7+ virtual
2. Addressing COA questions ahead of meetings to hasten communications and approval.
3. More contingent approvals.
4. Prioritizing Agency Business.
5. Utilizing Examples starting with the January meeting
6. Expanded agency representation through appointed positions.



# Examples

- 470 A, O, PPE, PC, Tech
- 1010 (when released)
- 1021/1041 Level I and II
- 1006 Rope and Common Passenger A, O, T
- More based on certification volume



# Updating to new levels

- Complete and submit an AMM
- Tech Review will compare to our examples
  - If the submission matches the examples it will go on an administrative agenda
  - If it does not match the examples it will go to the COA as all items do now
- Some items will be added to the examples as they are polished.





# Translating the Self-Assessment from Educatoresse™ to English

- Estimating a DRAFT of the new SA to the COA by 1 March.
- Discussion at the May COA meeting
- Vote at the June in-person COA meeting



# “Communication” & “Document”

- Please pay great attention to these words in JPRs.
- The specific type of documentation and communication is often not adjacent to the outcome.
  - May be in the givens
  - May be in the RK
  - May be in the RS
  - May not be given at all.
- Is it written (Product) or verbal (Process)?
- We do not require you to test things a certain way.
- We DO require that you can demonstrate the ability to test 100% of every JPR.



# NFPA PQ CC SOG TG

- Meeting for just over 6 months
- Representatives from NFPA, NAFTD, IFSAC, Pro Board, other TLA, FoLA, and FiLA organizations.
- 3 primary branches:
  - Updating the Job Task Analysis Process (Preet Bassi)
  - Updating Annex B- “The Annex you cannot ignore.”
  - Updating the ribbon, other annexes, and the Correlation Matrix



# NFPA PQ CC SOG TG

## Correlation Matrix Goal:

1. Annex Y: TC can provide clear, direct guidance on THEIR intent for testing methodologies.
2. Annex Z: Accredited agencies have the standard pre-chunked into a document that accrediting and certifying bodies can use embedded in the NFPA standard.



The NFPA PQ CC SOG TG is  
the greatest watershed  
moment for standards  
development since 1992.



# COA Upgrades In Progress:

- Increasing agency representation on the COA.
- How many questions per JPR are necessary?
- How can video be used for accredited assessments?
- How can simulation be used to test live fire JPRs?



# Site Visit Cadence

- What CAN be done before the visit?
- What MUST be done before the visit?
- What CAN be done on the visit?
- What MUST be done on the visit?
- What CAN be done after the visit?
- What MUST be done after the visit?
- When is the visit complete?
- How long does an agency have to complete requirements?



## On your site visit:

- Attention paid to:
  - Selection of appropriate methodologies for testing
  - Ensuring complete standard coverage.
  - Inter Rater Reliability
  - Local validation practices
  - Post-examination review practices to improve your exams.





# Online Resources

- AMM Worksheets
- AMM Examples (coming soon!)
- Operational Procedures
- COA Opinions
  - General
  - Standard-Specific
- Informational and Training Videos
- This slide deck!



# Please help me.

- Ask questions of the Pro Board\*
- Have a succession plan
- Document what you do
- Have a succession plan
- Think about accredited certification every day & every exam
- Have a succession plan
- Share issues/concerns
  - 217-390-9000

\*Let me know if you get conflicting answers.



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# Testing versus verifying for RK/RS.

- You have a choice, at an agency level, to ensure that RK/RS are met using one of two methods:
  - 1. Testing
  - 2. Document Review



## Testing RS/RK

- Indicate items used to test each on the AMM.
- The COA expects to see different questions correlated to the RK than to the CC.
- The COA does not necessarily expect to seek different evaluation tools correlated to the RS however the evaluation tools must be broad enough to include all components of the RS and the CC.



# Document Review

- Certifications
  - Accredited
  - Non-accredited
- Proof of completion of training
  - Course Completion Records
  - Training Records
- Licenses (FAA, EMS, others)
- Other (Approval subject to COA Review)



DR:RS/RK::Portfolio:JPRs



# AMM Completion

- If an agency verifies the RK/RS by Testing, they should correlate their test items to BOTH the Critical Component and RK/RS boxes.
- If an agency verifies the RK/RS by Document Review, Non-Accredited Testing, or Training, the agency should complete section TD2 explaining their process and leave the AMM RK/RS blank.
- We (COA) are going to be more generous with the distinction between Process and Psychomotor