



New Hampshire Department of Safety
Division of Fire Standards and Training and Emergency Medical Services
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FIRE STANDARDS AND TRAINING COMMISSION

CURRICULUM DEVELOPMENT AND APPROVAL GUIDE

Fire Officer II NFPA 1021.2020

Approved by the New Hampshire Fire Standards and Training Commission

Commission Approval

Date:

9/17/23

Effective April 7, 2022

INTRODUCTION:

The New Hampshire Fire Standards and Training Commission is responsible for the approval of certification curricula for firefighters throughout the state. To accomplish this portion of their mission, the Commission establishes a Visiting Committee who is charged with recommending new curricula, or updating existing certification programs, to present to the Commission for approval and adoption.

SCOPE:

This procedure shall apply to all Visiting Committees appointed by the Fire Standards and Training Commission.

PROCEDURE:

- I. The establishment of the Visiting Committee shall follow the approved policy from the Commission.
- II. Once appointed, the Visiting Committee shall be charged with providing valuable input of the current needs facing the New Hampshire emergency services responders. They shall work closely with the Division to provide this input and feedback on the proposed curriculum.
- III. With input from the Visiting Committee, the Division shall be responsible for formulating module lesson plans, presentation outlines, and job performance requirements and be consistent with Fire Part 402.03. It is not the responsibility of the Visiting Committee to choose instructors or design quizzes and exams.
- IV. Once a curriculum package is selected and all necessary documentation is completed, the Committee shall present to the Curriculum Committee for approval. If the Curriculum Committee approved the proposal it shall then be brought forward to the full Commission for a preliminary approval. Once a preliminary approval has been granted, two public hearings (one in the day and one in the evening) shall be held in conjunction with a 60 day written comment period. All pertinent documentation shall be posted on the Division's website and notification of the comment period shall be distributed. Additionally, if ProBoard approval is required, it shall be done simultaneously with the public comment period.
- V. Upon completion of the public comment period and approval from ProBoard, if applicable, the final curriculum and public comments shall be brought forward to the full Commission for final approval.
- VI. Upon completion of two deliveries of the curriculum or after a period of one year, which ever happens first, the Division shall provide the Commission an evaluation of the curriculum and any suggested curriculum modifications needed.

MEETING GUIDELINES:

- I. All Visiting Committee meetings shall be posted in advance on the Division's website along with the other meetings of the Commission. Along with posting each meeting, notification shall be sent to any person that expressed interest in being a member of the committee who was not selected.
- II. A quorum on each Visiting Committee shall be established as a simple majority of the seated members. It is the intent to have an in-person quorum at each meeting, however in coordination with the Commission's representative the use of conferencing calling and/or video conferencing may be utilized.
- III. In the event a quorum is not possible, the Commission representative shall make the determination whether to hold the meeting or postpone it.
- 50
- IV. Upon the conclusion of each meeting, minutes shall be posted to the Division's website
- V. All final recommendations shall be voted on by a quorum of the Visiting Committee.

Curriculum Information Sheet

Name of Certification:
(including NFPA Standard)

Standard for Fire Officers Professional Qualifications Fire Officer I & II

NFPA Standards #: 1021 Edition Date: 2020 Next Edition: TBD

Type of Certificate:

NH Certification: _____ Pro-Board Certified X

Certificate of Attendance: _____

Curriculum Committee Approval

AB Crow Date: 1/6/2022

ProBoard/Certification requirements:

Number of exam questions: 50

Job Sheets updated and formatted: Officer II – 10 Projects or Skill Sheets

Please attach all job sheets and NFPA matrix

NFPA Matrix: Attached

Method of Delivery: Classroom / Hybrid / Online

Reference Material for Students:

Jones & Bartlett – Fire Officer: Principles and Practice, Fourth Edition

Include edition numbers

Class Size: Min: 12

Max: 24

Number of Hours: 20

Module Breakdown:

The Fire Officer II as a Manager Hours: 1.5

Applications of Leadership Hours: 1.5

Managing Community Risk Reduction Programs Hours: 3

Administrative Communications Hours: 3

Fire Cause and Determination Hours: 3

Managing Major Incidents Hours: 8

Prerequisites:

Fire Officer I

Requirements for Testing:

Successful completion of all projects and a classroom/quiz average of 80% or Greater.

What type of factor determines successful completion:

Attach sample schedule of proposed training program:
Attach roster appointed Visiting Committee members

Yes _____ No _____
Yes _____ No _____

Preliminary Commission
Approval

 R. M. B.

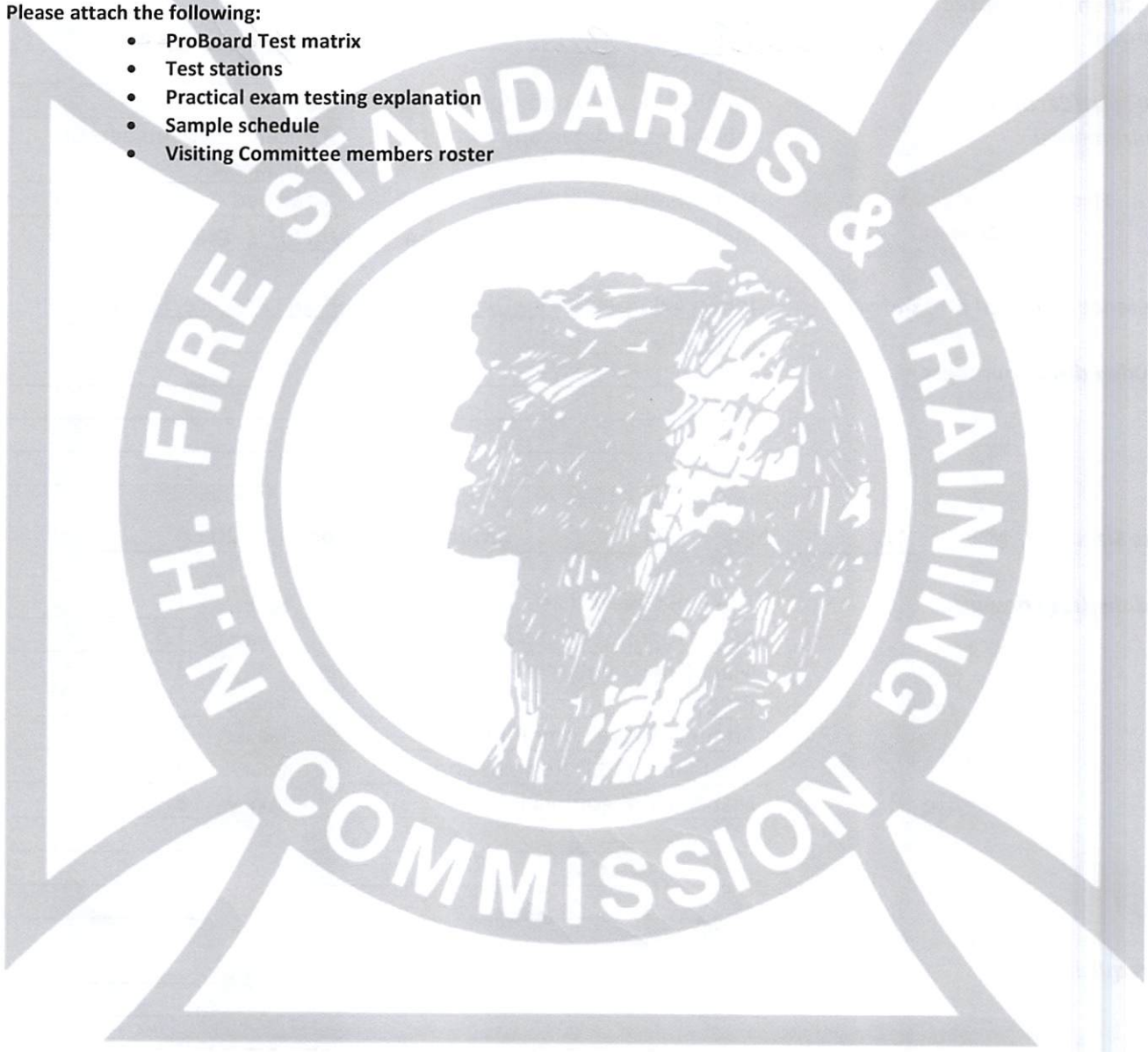
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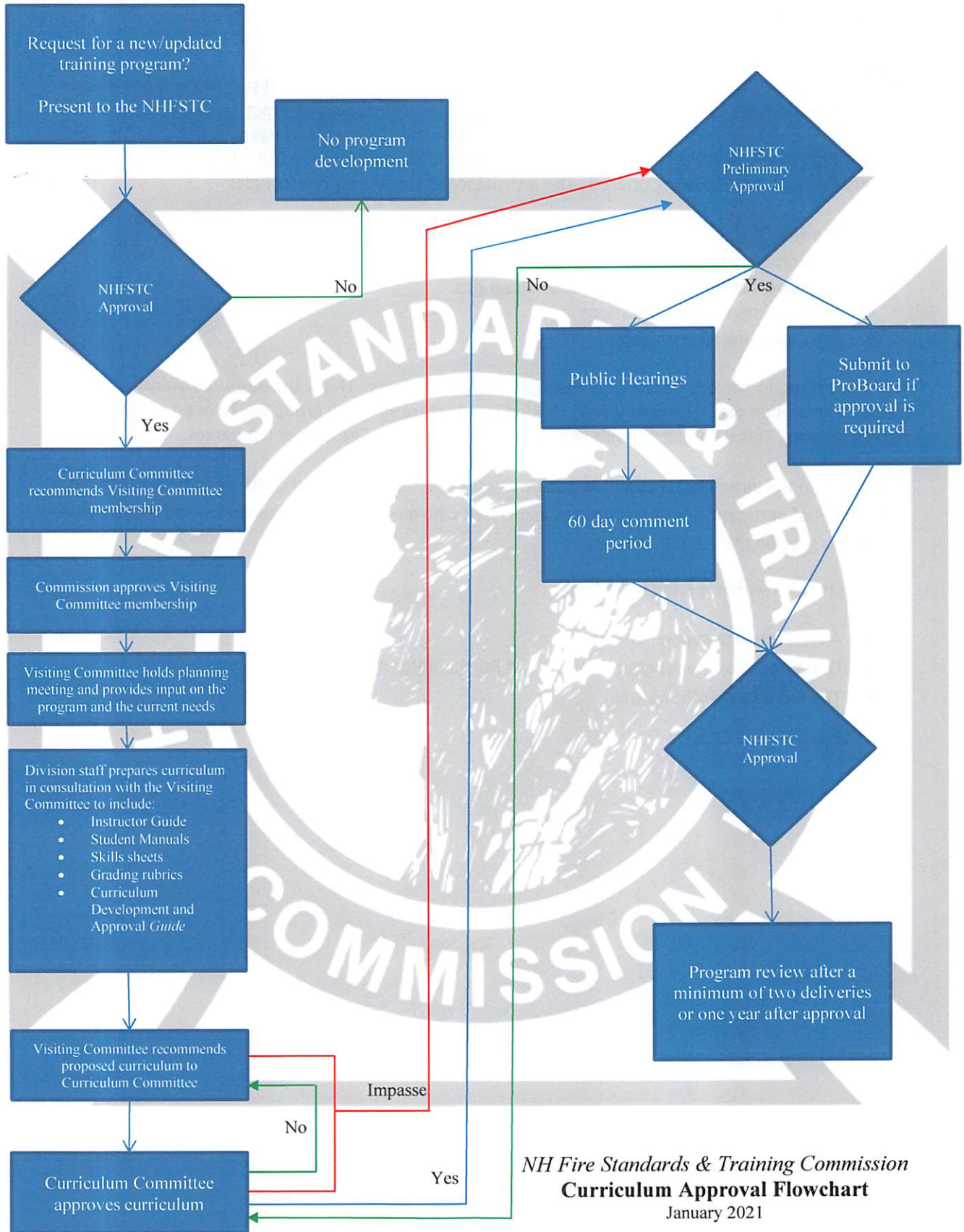
Public Hearing Dates Daytime: _____ Evening: _____
60 day comment period window _____

Please attach all public comment material to this document

Please attach the following:

- ProBoard Test matrix
- Test stations
- Practical exam testing explanation
- Sample schedule
- Visiting Committee members roster





NH Fire Standards & Training Commission
Curriculum Approval Flowchart
 January 2021

Fire Officer II – NFPA 1021.2020 Recap

Summary:

The current Fire Officer II program consist of four, 3-hour, instructor led virtual sessions and one 8-hour in-person session and uses the Jones & Bartlett, Fire Officer: Principles and Practice, Third Edition textbook. The Visiting Committee has reviewed the IFSTA and J&B texts and has selected the J&B, Fire Officer: Principles and Practice, Fourth Edition textbook. The recommendation is to maintain the hybrid delivery format currently being offered. The instructor-led virtual sessions include:

- The Fire Officer II as a Manager
- Applications of Leadership
- Managing Community Risk Reduction Programs
- Administrative Communications
- Fire Cause and Determination

The one 8-hour, in-person, class will be Managing Major Incidents. This is the Resource Management-Incident Simulation day. The class will be divided into two group. Each group will have an eight hour in-person session. This is consistent with the current delivery of the Fire Officer II program.

In addition to the virtual lectures and in-person classes, the students would continue to have an online component of pertinent videos and articles associated with an online discussion forum and Project work to address specific JPR's in the standard.

Additional Items within this packet include:

- A template of a course schedule.
- Descriptions of the Program Projects and Psychomotor Assessments.
- The Pro Board AMM Matrix.

Course: Fire Officer II – NFPA 1021.2020

CREF #:

Course Description:

This course is based on *NFPA 1021.2020: Standard for Fire Officer Professional Qualifications (Chapter 5)*. Upon successful completion, with prerequisites met, will lead to Pro Board Certification. The course will introduce you to the requirements necessary to perform the duties of a first line supervisor. This course introduces you to the basic concepts of management and supervision by concentration on such topics as organizational structure, communications skills, human resource management, public relations, planning, emergency services delivery and safety.

Contact Hours: 20 Hours

Course Methodology Hybrid (In-person, virtual and online deliveries)

Prerequisites: Fire Officer I

Location of class: NH Fire Academy (Classroom to be determined) and the Online Learning Academy (ola.nhfa-ems.com)

Class Days: There are four Instructor led virtual sessions and one in-person class day

In Person Class Times: 8:30am to 5:00pm (arrive prior to 08:15am)

Virtual Class Times: 9:00 am to 12:00 via Microsoft TEAMS

CONTACT INFORMATION

Program Coordinator:
Title:

Contact Number:
E-mail:

Program Captain: Scott Cathy
Title: Captain
NH Fire Academy and EMS
E-Mail: scott.t.cathy@dos.nh.gov

Course Expectations and Learning Activities

Academic Integrity

Honesty is a core value at the New Hampshire Fire Academy. The members of its academic community both require and expect one another to conduct themselves with integrity. This means each member will adhere to the principles and rules of the Fire Academy and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempts to deviate from these principles will be construed as acts of academic dishonesty and will be dealt with according to the rules of due process outlined below. Violation of the Fire Academy's Academic Integrity policy is considered a STEP 3 offense and will be disciplined accordingly. The value of honesty and the expectation of conduct that goes with it are intended to reinforce a learning environment where students and instructors can pursue independent work without unnecessary restraints. At the same time, the Fire Academy recognizes its responsibility to encourage and instill values and standards of conduct which will guide its students throughout their careers. It is expected that students attending the New Hampshire Fire Academy will conduct themselves in accordance with the rules and regulations of the Academy.

Dress Code

The dress code is duty uniform for the in-person class, which is the simulation day. The dress code for the virtual classes is department uniforms, shirts with collars-no t-shirts.

Discussion Forums

Discussions Forums are an important part of the online environment because they foster learner-to-learner interaction. Through thoughtful and respectful discussion, students can enjoy a sense of community in the course with their cohorts, and it enables interactions with each other to collaborate and share ideas about the topics being covered.

Assignments/Projects

Assignments and projects are completed on a student's own time while referencing course materials and is important for measuring learning. Students should be able to synthesize their readings, lectures, and other course content, and create a product that demonstrates their level of mastery with the material.

Readings/Lectures

Student-Content interaction is important for online courses so students are able to understand information and actively learn on their own. This is the source of the information they might be talking about in their discussions, utilizing in assignments, and being measured on in assessments. It is expected the reading assignments, whether in the textbook or the Online Learning Academy, will be completed prior to the class.

Quizzes/Tests/Assessments

Assessing work is important to understand the progress a student is making and if they are learning the material. Quizzes/Tests/Assessments measure student learning and can inform future teaching. Quizzes/Tests/Assessments can also be used as formative assessments (i.e. self-checks).

Participation Expectations

Participation in an online course is vital to ensure a comprehensive understanding and application of the lesson content. Through interactions with a student's instructor and peers, a student is able to give and receive information that brings their overall grasp of the material to a higher level. Discussions will be answered within the week or tab that they are posted or a maximum of half-credit will be received for that activity.

Quizzes/Tests/Assessments will have a clear due date that will close at their appointed time. Only with instructor approval of extenuating circumstances will these assessments be reopened. Due to the nature of this course and its progression, a failure to complete the online course project by the posted due date will result in an incomplete grade for the course. This is a firm date of completion as it directly impacts the ability of the other cohorts to complete their own work throughout the remainder of the course.

The Course Coordinator will aim to respond to student discussion no more than 72 hours after initial posting with an aim of responding within 24 hours during the course of a normal work week. Grading of projects will be completed no more than 1-week after the assignment's posted due date.

Grading Policy: Projects 40%, Quizzes 40%, Participation 20% (Must complete and pass components to take Final Certification Exam) Class participation will be assessed by the Program Coordinator on a Pass/Fail basis. Class participation includes the Discussion Forms located within the Online Learning Academy classroom. Students must pass the final exam and successfully completed the projects in addition to the overall course grade to be certified. Projects Below 80% will need to be redone for a maximum score of 90%.

Attendance: Mandatory

Disciplinary Action Policy

Step 1 or FIRST OFFENSE: Will result in counseling of the student by the Uniformed Staff Member responsible for the course. A written report of the First Offense verbal reprimand will be placed in the course file and a copy forwarded to the Director of NH Fire Standards & Training and Emergency Medical Services.

Step 2 or SECOND OFFENSE: Will result in counseling of the student by the Uniformed Staff Member responsible for the course and a written reprimand. The original will be placed in the course file and copies will be forwarded to the Director of NHFSTEMS and the student's Fire Chief.

Step 3 or THIRD OFFENSE: Will result in the student being referred to the Director of NHFSTEMS. Based upon the severity of the action(s), disciplinary cases referred to the Director will result in one of the following:

- **IN COURSE PROBATION:** Includes written documentation, with any further violations resulting in immediate dismissal.
- **SUSPENSION:** The student will be prevented from participating in portions of the class. This level of discipline may result in a student receiving an "Incomplete" for the course. There will be no reimbursement of course fees.
- **DISMISSAL:** The student will be dismissed from the remainder of the course. Further, the Director may place the student on a Course Ineligibility List for up to three years.

All discipline shall occur outside the classroom environment.

Any discipline at the Director's level will result in immediate notification of the student's Fire Chief.

TEXT and READING MATERIALS

Fire Officer: Principles and Practice, Fourth Edition, Jones & Bartlett

Technology Requirements

Reliable Internet Connection

Working Microphone and Camera

Compatible Internet Browser (latest up-to-date version)

- Mozilla Firefox (Preferred)
- Google Chrome
- Apple Safari

Device Compatibility

This course will work with any device that has the above listed browser installed.

Campus Tech Support Website <https://nhfa-ems.com/help-desk/>

Course Schedule

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
1 Hour Self-Paced	0	Online Orientation	No			
3 Hour Virtual	1	The Fire Officer II as a Manager Applications of Leadership	Yes	9,10	1021-FOII-1	
3 Hour Virtual	2	Managing Community Risk Reduction Programs	Yes	11	1021-FOII-9	
3 Hour Virtual	3	Administrative Communications	Yes	12	1021-FOII-2 1021-FOII-3 1021-FOII-4	
3 Hour Virtual	4	Fire Cause and Determination	Yes	13	1021-FOII-5 1021-FOII-7 1021-FOII-8	
In-Person	5 (A, B)	Managing Major Incidents	Yes	14	1021-FOII-10 1021-FOII-11	
	6	Exam	EXAM			

Objectives --By the end of this course you will:

- **Understand various Leadership and Management styles**
- **Have a basic understanding of Fire Department Administration including:**
 - **Municipal budgets**
 - **Procurement policies**
 - **HR forms and documents**
- **Understand Community Risk Reduction**
- **Have an understanding of the importance and requirements for pre-incident planning and code enforcement.**
- **Understand the impact of Health and Safety in the Fire Service.**
- **Know the basic fundamentals of Incident Command and initial operations**

Fire Officer 2 Calendar Template

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
1 Hour Self- Paced	0	Online Orientation	No			
3 Hour Virtual	1	The Fire Officer II as a Manager Applications of Leadership	Yes	9,10	1021-FOII-1	
3 Hour Virtual	2	Managing Community Risk Reduction Programs	Yes	11	1021-FOII-9	
3 Hour Virtual	3	Administrative Communications	Yes	12	1021-FOII-2 1021-FOII-3 1021-FOII-4	
3 Hour Virtual	4	Fire Cause and Determination	Yes	13	1021-FOII-5 1021-FOII-7 1021-FOII-8	
	5 (A, B)	Managing Major Incidents	Yes	14	1021-FOII-10 1021-FOII-11	
	6	Exam	EXAM			

Three Departmental Concerns

1021-FOII-1

Review the videos and documents provided on Community Risk Reduction (CRR). You will have to identify three department concerns as it relates to CRR.

What We Are Looking For:

- A narrative report that has three departmental concerns:
 - one dealing with **Personnel** issues
 - one focuses on **Training**
 - one regarding **Incident Response** criteria
- Justification and a background discussion of the concerns, including support documentation.
- A follow-up report that addresses solutions and plan of actions to overcome these concerns.
- Items such as staffing and large budget increases may not be the best choice.
- You must be able to identify the source of the funds for your solutions.

Project Format:

- A narrative report identifying the three concerns due by the Thursday the First Week of Class
- A narrative report discussing the background, solutions and plans or action to overcome these concerns due by the Monday of the Last Week of Class. Attach any support documentation to this report.

Documents shall be submitted in MS Word (doc) or PDF format with the file name format as Concerns+Last Name+First Initial, i.e. ConcernsSmithJ and ConcernsFinalSmithJ

Ref: NFPA 1021,2020 - 5.4.6 & 5.6.3

Organizational Analysis Rubric

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Organization (Overall order, flow, and transitions)	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	Information is logically ordered with paragraphs and transitions.	Information is scattered and needs further development.	Details and examples are not organized, are hard to follow and understand.	
Quality of Information	Supporting details are specific to topic and provide the necessary information.	Some details don't support the report topic.	Details are somewhat sketchy.	Unable to find specific details.	
Introduction	Introductory paragraph is clearly stated, has a sharp, distinct focus and enhances the impact of the report	Introductory paragraph is clearly stated with a focus.	Introductory paragraph is vague.	Introductory paragraph is not apparent.	
Conclusion	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report.	Concluding paragraph follows and summarizes report discussion, and draws a conclusion.	Concluding paragraph is only remotely related to the report topic.	Concluding paragraph is not apparent.	
Grammar & Spelling	No spelling or grammatical errors.	Fewer than 3 grammatical or spelling errors.	Three to five grammatical or spelling errors.	Numerous grammatical and/or spelling errors.	
				Total	

Press Release

1021-FOII-2

Prepare a **MEDIA RELEASE** on an upcoming fire prevention/public education event, new departmental program OR the most recent major incident (two alarms or greater) in your community that has occurred in the last twelve months.

Helpful Hints for Media Releases:

- Summarize the important information in the release in the first sentence.
- Use the inverted pyramid style of organization by placing the most important facts first and the least important ones last.
- Limit sentence length.
- Paragraphs should be only four or five lines.
- Use an active voice.
- Write clearly and precisely.
- Be sure that all direct quotes and paraphrased statements are properly attributed.
- Use correct grammar, spelling, and punctuation.

What we are looking for:

- Write a narrative to the media about an incident or community event that department was involved in/
- Give as much facts about why you are writing the Release, not all about your opinion.
- Identify any incident number, dates and times
- Identify injuries and damage at the incident
- Identify any and all assistance that the department received from outside resources
- Identify a department contact person for more information,
- Attach any and all supporting reports or documents.

Project Format:

- A media release done on department media release forms or the template provided.
- Provide copies of internal memos or bulletins on the program.
- If using an emergency incident is used attach copies of NFIRS or your department's run records.

Students from the same community **shall** choose different events, topics or incidents if possible.

Documents shall be submitted in PDF format with the file name format as Release+Last Name+First Initial, i.e. ReleaseSmithJ

Grading Rubric for Media Release

Criterion	Description	Points
Newsworthiness	The Press Release covers an appropriate newsworthy event.	0-4
Audience	The Press Release is written for media personnel.	0-4
Content	The Press Release contains useful information that is relevant to the situation and in keeping with the department's viewpoint.	0-4
Format	The Press Release contains the appropriate elements in the conventional sequence.	0-4
Front-Loaded	The Press Release places the vital information near the beginning.	0-4

Budget and Purchasing

1021-FOII-3

Introduction: On many occasions, senior fire department staff may request that company officers participate in budget planning and subsequent budget requests. This is especially true when a new program is proposed that directly affects the fire department at the company level. Preparation of a program and budget request will prepare the company officer for greater responsibilities that come with future advancement.

Directions:

Develop a budget for a new program. Use the Project Budget Worksheet provided for the development of a budget for the program. Prepare a project proposal that includes a description of the project, and a program justification in a memo format. Attach the Project Budget Worksheet to the program justification memorandum and submit them together.

Information we are looking for:

- o Write a Narrative to a supervisor or higher ranking person in government about a proposed program budget.
- o The Narrative needs to be in a formal format.
- o Give as many facts about why you are proposing the budget with a complete description of the benefit to the department and the community, and why you need to spend the funds.
- o Provide at least three quotes when you are looking to spend money.
- o Attach any and all supporting reports, documents and spreadsheets.
- o In a separate document, describe the process of purchasing, including soliciting and awarding bids, for a predetermined product with established specifications.
- o The program should be in neighborhood of \$25,000-\$50,000
- o If you have question on if a program is appropriate contact the Program Coordinator.
- o We have default training budget project if you need a topic or program, contact the Program Coordinator if necessary.

Project Format:

- o Budget Proposal in a spreadsheet or line item format itemizing costs.
- o Using local Purchasing Procedures
- o Write a Formal Narrative Letter along with your proposal.
- o Make sure in your letter you identify who you are writing the Narrative and Proposal too.

The Budget will be submitted in PDF format with the file name format as Budget+Last Name+First Initial, i.e. BudgetSmithJ

Ref: NFPA 1021.2020 - 5.4.2, 5.4.3

Program Budget Rubric

Criterion	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Organization	You present information in a logical, interesting sequence.	You present the information in logical sequence	Difficulty to follow the information because you jump around.	Cannot understand information because there is no sequence of information.	
Program	You state and explain the purpose of the program and the reason you are seeking funds for it. Your requests details all the benefits that the activity or changes the activity will provide.	You state and explain the purpose of the program and the reason you are seeking funds for it. Your requests details all the benefits that the activity or changes the activity will provide..	You partially introduce or explain the purpose of the program and some of the reasons you are seeking funds for it. Your requests details few of the benefits that the activity or changes the activity will provide.	You insufficiently explain the purpose of the program and the reason you are seeking funds for it. (and /or) Your requests does not address benefits that the activity or changes the activity will provide.	
Spreadsheet	All numerical data in spreadsheet relate to the overall program. The content of the spreadsheet provides all information needed.	Numerical data in spreadsheet relate to the overall program, but non-relevant data included. Spreadsheet provides all information needed.	Most, but not all relevant data are included. Spreadsheet does not provide all information needed.	The spreadsheet is incomplete and provides little help with the overall problem.	
Math, Grammar & Spelling	No math, spelling or grammatical errors.	Fewer than 3 Math, grammatical or spelling errors.	Three to five Math, grammatical or spelling errors.	Numerous Math, grammatical and/or spelling errors.	
				Total	

Policy/Procedure Development

1021FOII-4

What we are Looking for:

- Using the identified challenges of your department from your project on week 1 **develop a new policy** or procedure that proposes a solution.
- If your department has a policy or guideline for the development of **new policy** of procedure please use them and attach a copy with your project.
- The **new policy** or procedure should be suitable for submittal to your department's administration.
- A memo introducing the policy/procedure/guideline to the department which explains the changes, the reason for the changes and outlines implementation.
- Additionally submit a plan for implementation of the policy. This plan should include:
 - The necessity of the policy
 - The challenges to implementation
 - What kind of training that will be needed
 - How you would present this at the company level
 - Why and impartiality is important to the implementation and enforcement of a policy.

Format:

- The proposed updated policy/procedure/guideline
- The implementation plan
- A memo to the department introducing the policy

Note: Students from the same community shall choose different policies

Documents shall be submitted in PDF format with the file name format as Policy+Last Name+First Initial, i.e. PolicySmithJ

Ref: NFPA 1021:2020 - 5.4.1

New Policy Recommendation Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization (Overall order, flow, and transitions)	Details and examples are not organized, are hard to follow and understand.	Information is scattered and needs further development.	Information is logically ordered with paragraphs and transitions.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	
Quality of Information	Unable to find specific details.	Details are somewhat sketchy.	Some details don't support the report topic.	Supporting details are specific to topic and provide the necessary information.	
Introduction	Introduction is not apparent.	Introduction is vague.	Introduction is clearly stated with a focus.	Introduction is clearly stated, has a sharp, distinct focus and enhances the impact of the report	
Conclusion	Conclusion is not apparent.	Conclusion only remotely related to the report topic.	Conclusion follows and summarizes report discussion, and draws a conclusion.	Conclusion summarizes, is clear, effective and enhances the impact of the report.	
Grammar & Spelling	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
				Total	

Evaluation and Professional Development Plan

1021-FOII-5

What We are Looking for:

- Evaluate the job performance of an assigned member (from the performance video), given department personnel records and evaluation forms, so the member's performance is evaluated accurate and reported according to human resource policies and procedures.
- If department forms are not available use the attached template forms.
- After the evaluation is complete create a professional development plan for the member that was evaluated.
- Decide what the member is capable of in the next twelve months. If improvement on skills is necessary devise a plan to improve those skills.
- If the member is aspiring for promotion ensure the requirements for promotion are considered so the member may acquire the necessary knowledge, skills, and abilities to be eligible for examination for the position.
- Prepare a Formal Narrative Letter in clear, concise language to a superior officer.
- Names from the video and other pertinent data should be fictitious.

Project Format:

- Employee Evaluation
- Performance Improvement Plan
- Write a Formal Narrative Letter
- Make sure you identify who you are writing the Narrative too.

The Evaluation and Development Assignment will be submitted in PDF format with the file name format as EvalDev+Last Name+First Initial, i.e. EvalDevSmithJ

Ref: NFPA 1021:2020 – 5.2.1, 5.2.2, 5.2.3

Employee Performance Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization (Overall order, flow, and transitions)	Details and examples are not organized, are hard to follow and understand.	Information is scattered and needs further development.	Information is logically ordered with paragraphs and transitions.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	
Employee Rating	Lack specificity; are vague and general or ratings are inappropriate to behavior	The few of the pertinent employee behavior recorded and or is rated inaccurately	The most of the pertinent employee behavior recorded and or often rated accurately	The majority of the pertinent employee behavior is rated accurately	
Performance Plan	Fails to give feedback about employee and/or does so inappropriately..	Gives minimal feedback that is useful and appropriate.	N/A	Recognizes and acts on opportunities to give feedback that is useful and appropriate.	
Grammar & Spelling	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
				Total	

Accident Analysis

1021-FOII-7

What we are looking for:

- Given a case study of a member's accident, injury, or health exposure and prepare a written report for a supervisor. (You will be given the case information)
- Work backwards from the accident to trace all causes to their source.
- Report will identify unsafe environments and behaviors,
- Each cause identified presents an opportunity for intervention to reduce the potential for future accidents:
- Identify factors which contributed to or caused accident (Human, Equipment, Environment, Procedures) *See Below for more information.*
- Make sure to include all contributing factors in the report based on the case.
- Discuss steps that should be taken to ensure that these actions have been implemented at the site of the accident as well as in any other areas appropriate in the organization.
- Document action taken, and make recommendations to prevent re-occurrence.

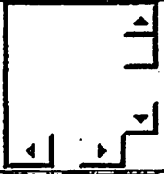
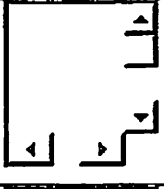
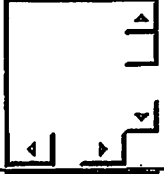
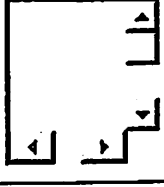

Project Format:

- Formal Narrative Report on the Accident Analysis.
- Memo to Supervisor introducing the report

Documents shall be submitted in PDF format with the file name format as Accident+Last Name+First Initial, i.e. AccidentSmithJ

Ref: NFPA 1021:2020 - 5.7.1

Accident Analysis Grading Rubric

Report -Summary of Events	Adequately summarizes incident events 4points	Partially summarizes incident events 2points	Did not summarize incident events 0points	
Report - Unsafe environments and behaviors	Fully explains unsafe environments and behaviors 4points	Partially describes or only lists unsafe environments and behaviors 2points	Did not identify Unsafe environments and behaviors 0points	
Report - Contributing Factors	Addresses all factors 2points	Only address 2 out of 4 factors 1points	Did not identify contributing factors 0points	
Report - Recommendations	Makes recommendations that follow industry best practices 4points	Makes limited or incorrect recommendations 2points	No recommendations issued 0points	
Narrative Memo to Superior	Memo contains a brief synopsis of the event and recommended actions to prevent occurrence 6points	Memo is missing a brief synopsis of the event or recommended actions to prevent occurrence 3points	Not Present 0points	

Inter-Agency Cooperation

1021-FOII-9

Using one of the Three Department Concerns identified in 1021-FOII-1, explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

Conducted in a Discussion Forum:

Grades are based on participation

Minimum Participation Guidelines:

- o Each student must post an answer the question posed to the discussion board by midnight Wednesday of the week assigned.
- o Respond to a minimum of 2 your fellow students' answers by midnight on Saturday of the week assigned. As you read a post, if you don't understand the mission or relationship to the Fire Department reach out to that student. (If you agree explain why, conversely if you disagree explain why.)

Ground rules:

We are looking for open and honest discussion for educational purposes. Also be mindful that your responses should be respectful of the topic and your peers on the discussion board.

Ref: NFPA 1021:2020 - 5.3.1

Fire Investigations

1021-FOII-8

If you do not already have an account to the CFITrainer.net website you will need to sign-up for an account. Once you have gained access to their training site you will complete the training "Fire Investigations for Fire Officers". In order to complete the training you must watch the video and answer the knowledge check questions during the program. When you have successfully completed the training upload the certificate into the classroom assignment.

Incident Simulations

1021-FOII-10

STANDARD: 5.6.1 NFPA 1021, 2020 Edition	TASK: Produce operational plans, given an emergency incident requiring multi-unit operations, the current edition of NFPA 1600, and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with NFPA 1600 and approved safety procedures resulting in the mitigation of the incident. (A) Requisite Knowledge. Standard operating procedures; national, state/provincial, and local information resources available for the mitigation of emergency incidents; an incident management system; and a personnel accountability system. (B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions; and to serve in command staff and unit supervision positions within the Incident Management System.				
PERFORMANCE OUTCOME: The candidate will develop and implement an operational plan for a fire, hazardous materials incident or another multi-unit emergency scenario. Candidate must analyze the emergency scene condition, allocate resources, communicate verbally and in writing, operate within an emergency management system, supervise and account for assigned personnel, so that resources are effectively and safely deployed to mitigate the situation.					
CONDITIONS: The candidate will complete all elements of the assigned task.					
EQUIPMENT REQUIRED: One (1) hazardous materials incident scenario and one (1) multi-unit emergency scenario including type of incident, size-up information, and assigned resources. Policies and procedures, pen/pencil, and paper. Personnel accountability system components. Computer if applicable.					
		FIRST TEST	RETEST		
NO.	TASK STEPS	Pass	Fail	Pass	Fail
1.	Produce effective operational plan to control a incident.				
2.	Allocate, supervise, and account for human and equipment resources.				
3.	Implement necessary safety precautions and personnel accountability.				
4.	Produce effective operational plan to mitigate a multi-unit emergency.				
5.	Allocate, supervise, and account for human and equipment resources.				
6.	Implement necessary safety precautions and personnel accountability.				

Supervisor/ Lead Evaluator /Comments: _____

1021-FOII-11

STANDARD: 5.6.2 NFPA 1021, 2020 Edition		TASK: Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. (a) Requisite Knowledge. Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response, strategy tactics and operations, and customer service. (b) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills. .			
PERFORMANCE OUTCOME: Candidate will conduct a post-incident analysis, given a multi-unit incident scenario. Candidate must be able to analyze the elements of a post-incident analysis, identify all of the required critical elements, complete approved forms, and communicate verbally and in writing their findings.					
CONDITIONS: The candidate will complete all elements of the assigned task.					
EQUIPMENT REQUIRED: Emergency multi-unit incident scenario including type of incident, size-up information, and assigned resources. Policies and procedures. Pen/pencil and paper. Necessary forms and reports. Personnel accountability system components. Computer, if applicable.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Gather information from the multi-unit incident/scenario.				
2.	Analyze policies, procedures, guidelines and forms.				
3.	Identify critical elements of a post-incident analysis.				
4.	Complete approved forms.				
5.	Communicate effectively using both verbal and written methods.				

Supervisor/ Lead Evaluator /Comments: _____

NFPA 1021 - Fire Officer II - 2020 Edition

IMPORTANT: The use of this Assessment Methodology Development Matrix is limited to Pro Board Accredited Agencies or those seeking Accreditation for the purpose of development of certification testing instruments and associated training materials only. Its use by non Accredited Agencies or for any other purpose is not authorized.

NOTE: This Assessment Methodology Development Matrix may not be utilized for submission of Applications for Accreditation, Re-Accreditation or Extension of Accreditation. Documents for that purpose may be found at applications.theproboard.org

OBJECTIVE / JPR, RK, RS		COGNITIVE	MANIPULATIVE	PRODUCT/PROJECT	PROCESS	PORTFOLIO	OTHER
SECTION	ABBREVIATED TEXT						
5.2.1	Initiate actions to maximize member performance			1021-FOII-5			
5.2.1(A)	RK: Human resource policies and procedures, RS: The ability to communicate, to solve problems,						
5.2.1(B)	Evaluate the job performance of assigned members,			1021-FOII-5			
5.2.2	RK: Human resource policies and procedures, RS: The ability to communicate and to plan and conduct evaluations.						
5.2.2(A)							
5.2.2(B)	Create a professional development plan for a member of the organization,			1021-FOII-5			
5.2.3	RK: Development of a professional development guide and job shadowing.						
5.2.3(A)	RS: The ability to communicate.						
5.2.3(B)	Supervise multi-unit implementation of a community risk reduction (CRR) program,			1021-FOII-9			
5.3.1	RK: Community demographics and service organizations,						
5.3.1(A)	RS: Familiarity with public relations						
5.3.1(B)	Explain the benefits to the organization of cooperating with allied organizations,			1021-FOII-9			
5.3.2	RK: Agency mission and goals						
5.3.2(A)	RS: The ability to develop interpersonal relationships and to communicate.						
5.3.2(B)	Develop a policy or procedure, given an assignment,			1021-FOII-4			
5.4.1	RK: Policies and procedures and problem identification.						
5.4.1(A)	RS: The ability to communicate in writing and to solve problems.						
5.4.1(B)	Prepare a project or divisional budget,			1021-FOII-3			
5.4.2	RK: The supplies and equipment necessary for ongoing or new projects;						
5.4.2(A)	RS: The ability to allocate finances,						
5.4.2(B)				1021-FOII-3, 1021-FOII-1			
5.4.3	Describe the process of purchasing,						
5.4.3(A)	RK: Purchasing laws, policies and procedures.						
5.4.3(B)	RS: The ability to use evaluative methods and to communicate.						

NOTE: This Assessment Methodology Development Matrix may not be utilized for submission of Applications for Accreditation, Re-Accreditation or Extension of Accreditation. Documents for that purpose may be found at applications.theproboard.org

5.4.4	Prepare a media release, given an event or topic,			1021-FOII-2			
5.4.4(A)	RK: Policies and procedures and the format used for media releases by various media outlets,						
5.4.4(B)	RS: The ability to communicate.						
5.4.5	Prepare a concise report for transmittal to a supervisor,			1021-FOII-2, 1021-FOII-3, 1021-FOII-4, 1021-FOII-5, 1021-FOII-7			
5.4.5(A)	RK: The data processing system.						
5.4.5(B)	RS: The ability to communicate in writing and to develop a plan to accomplish change in the organization,						
5.4.6	Develop a plan to accomplish change in the organization,			1021-FOII-1			
5.4.6(A)	RK: Planning and implementing change.						
5.4.6(B)	RS: The ability to clearly communicate.						
5.5.1	Determine the area of origin and preliminary cause of a fire,			1021-FOII-8			
5.5.1(A)	RK: Indications of arson, common causes of fire,						
5.5.1(B)	RS: The ability to investigate a fire scene and identify the general area of origin,						
5.6.1	Produce operational plans,		1021-FOII-10		1021-FOII-10		
5.6.1(A)	RK: Standard operating procedures;						
5.6.1(B)	RS: The ability to implement an incident management system,						
5.6.2	Develop and conduct a post-incident analysis,		1021-FOII-11		1021-FOII-11		
5.6.2(A)	RK: Elements of a fire or rescue related post-incident analysis,						
5.6.2(B)	RS: The ability to write reports,						
5.6.3	Prepare a written report,			1021-FOII-2, 1021-FOII-3, 1021-FOII-4, 1021-FOII-5, 1021-FOII-7			
5.6.3(A)	RK: Analyzing data.						
5.6.3(B)	RS: The ability to write clearly and to interpret response data						
5.7.1	Analyze a member's accident, injury, or health exposure history,			1021-FOII-7			
5.7.1(A)	RK: The causes of unsafe acts;						
5.7.1(B)	RS: The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.						

Fire Officer II – NFPA 1021.2020 Recap

Summary:

The current Fire Officer II program consist of four, 3-hour, instructor led virtual sessions and one 8-hour in-person session and uses the Jones & Bartlett, Fire Officer: Principles and Practice, Third Edition textbook. The Visiting Committee has reviewed the IFSTA and J&B texts and has selected the J&B, Fire Officer: Principles and Practice, Fourth Edition textbook. The recommendation is to maintain the hybrid delivery format currently being offered. The instructor-led virtual sessions include:

- The Fire Officer II as a Manager
- Applications of Leadership
- Managing Community Risk Reduction Programs
- Administrative Communications
- Fire Cause and Determination

The one 8-hour, in-person, class will be Managing Major Incidents. This is the Resource Management-Incident Simulation day. The class will be divided into two group. Each group will have an eight hour in-person session. This is consistent with the current delivery of the Fire Officer II program.

In addition to the virtual lectures and in-person classes, the students would continue to have an online component of pertinent videos and articles associated with an online discussion forum and Project work to address specific JPR's in the standard.

Additional Items within this packet include:

- A template of a course schedule.
- Descriptions of the Program Projects and Psychomotor Assessments.
- The Pro Board AMM Matrix.

Fire Officer 2 Calendar Template

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
1 Hour Self- Paced	0	Online Orientation	No			
3 Hour Virtual	1	The Fire Officer II as a Manager Applications of Leadership	Yes	9,10	1021-FOII-1	
3 Hour Virtual	2	Managing Community Risk Reduction Programs	Yes	11	1021-FOII-9	
3 Hour Virtual	3	Administrative Communications	Yes	12	1021-FOII-2 1021-FOII-3 1021-FOII-4	
3 Hour Virtual	4	Fire Cause and Determination	Yes	13	1021-FOII-5 1021-FOII-7 1021-FOII-8	
	5 (A, B)	Managing Major Incidents	Yes	14	1021-FOII-10 1021-FOII-11	
	6	Exam	EXAM			

Three Departmental Concerns

1021-FOII-1

Review the videos and documents provided on Community Risk Reduction (CRR). You will have to identify three department concerns as it relates to CRR.

What We Are Looking For:

- A narrative report that has three departmental concerns:
 - one dealing with **Personnel** issues
 - one focuses on **Training**
 - one regarding **Incident Response** criteria
- Justification and a background discussion of the concerns, including support documentation.
- A follow-up report that addresses solutions and plan of actions to overcome these concerns.
- Items such as staffing and large budget increases may not be the best choice.
- You must be able to identify the source of the funds for your solutions.

Project Format:

- A narrative report identifying the three concerns due by the Thursday the First Week of Class
- A narrative report discussing the background, solutions and plans or action to overcome these concerns due by the Monday of the Last Week of Class. Attach any support documentation to this report.

Documents shall be submitted in MS Word (doc) or PDF format with the file name format as Concerns+Last Name+First Initial, i.e. ConcernsSmithJ and ConcernsFinalSmithJ

Ref: NFPA 1021,2020 - 5.4.6 & 5.6.3

Organizational Analysis Rubric

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Organization (Overall order, flow, and transitions)	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	Information is logically ordered with paragraphs and transitions.	Information is scattered and needs further development.	Details and examples are not organized, are hard to follow and understand.	
Quality of Information	Supporting details are specific to topic and provide the necessary information.	Some details don't support the report topic.	Details are somewhat sketchy.	Unable to find specific details.	
Introduction	Introductory paragraph is clearly stated, has a sharp, distinct focus and enhances the impact of the report	Introductory paragraph is clearly stated with a focus.	Introductory paragraph is vague.	Introductory paragraph is not apparent.	
Conclusion	Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report.	Concluding paragraph follows and summarizes report discussion, and draws a conclusion.	Concluding paragraph is only remotely related to the report topic.	Concluding paragraph is not apparent.	
Grammar & Spelling	No spelling or grammatical errors.	Fewer than 3 grammatical or spelling errors.	Three to five grammatical or spelling errors.	Numerous grammatical and/or spelling errors.	
				Total	

Press Release

1021-FOII-2

Prepare a **MEDIA RELEASE** on an upcoming fire prevention/public education event, new departmental program OR the most recent major incident (two alarms or greater) in your community that has occurred in the last twelve months.

Helpful Hints for Media Releases:

- Summarize the important information in the release in the first sentence.
- Use the inverted pyramid style of organization by placing the most important facts first and the least important ones last.
- Limit sentence length.
- Paragraphs should be only four or five lines.
- Use an active voice.
- Write clearly and precisely.
- Be sure that all direct quotes and paraphrased statements are properly attributed.
- Use correct grammar, spelling, and punctuation.

What we are looking for:

- Write a narrative to the media about an incident or community event that department was involved in/
- Give as much facts about why you are writing the Release, not all about your opinion.
- Identify any incident number, dates and times
- Identify injuries and damage at the incident
- Identify any and all assistance that the department received from outside resources
- Identify a department contact person for more information,
- Attach any and all supporting reports or documents.

Project Format:

- A media release done on department media release forms or the template provided.
- Provide copies of internal memos or bulletins on the program.
- If using an emergency incident is used attach copies of NFIRS or your department's run records.

Students from the same community **shall** choose different events, topics or incidents if possible.

Documents shall be submitted in PDF format with the file name format as Release+Last Name+First Initial, i.e. ReleaseSmithJ

Grading Rubric for Media Release

Criterion	Description	Points
Newsworthiness	The Press Release covers an appropriate newsworthy event.	0-4
Audience	The Press Release is written for media personnel.	0-4
Content	The Press Release contains useful information that is relevant to the situation and in keeping with the department's viewpoint.	0-4
Format	The Press Release contains the appropriate elements in the conventional sequence.	0-4
Front-Loaded	The Press Release places the vital information near the beginning.	0-4

Budget and Purchasing

1021-FOII-3

Introduction: On many occasions, senior fire department staff may request that company officers participate in budget planning and subsequent budget requests. This is especially true when a new program is proposed that directly affects the fire department at the company level. Preparation of a program and budget request will prepare the company officer for greater responsibilities that come with future advancement.

Directions:

Develop a budget for a new program. Use the Project Budget Worksheet provided for the development of a budget for the program. Prepare a project proposal that includes a description of the project, and a program justification in a memo format. Attach the Project Budget Worksheet to the program justification memorandum and submit them together.

Information we are looking for:

- o Write a Narrative to a supervisor or higher ranking person in government about a proposed program budget.
- o The Narrative needs to be in a formal format.
- o Give as many facts about why you are proposing the budget with a complete description of the benefit to the department and the community, and why you need to spend the funds.
- o Provide at least three quotes when you are looking to spend money.
- o Attach any and all supporting reports, documents and spreadsheets.
- o In a separate document, describe the process of purchasing, including soliciting and awarding bids, for a predetermined product with established specifications.
- o The program should be in neighborhood of \$25,000-\$50,000
- o If you have question on if a program is appropriate contact the Program Coordinator.
- o We have default training budget project if you need a topic or program, contact the Program Coordinator if necessary.

Project Format:

- o Budget Proposal in a spreadsheet or line item format itemizing costs.
- o Using local Purchasing Procedures
- o Write a Formal Narrative Letter along with your proposal.
- o Make sure in your letter you identify who you are writing the Narrative and Proposal too.

The Budget will be submitted in PDF format with the file name format as Budget+Last Name+First Initial, i.e. BudgetSmithJ

Ref: NFPA 1021.2020 - 5.4.2, 5.4.3

Program Budget Rubric

Criterion	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Organization	You present information in a logical, interesting sequence.	You present the information in logical sequence	Difficulty to follow the information because you jump around.	Cannot understand information because there is no sequence of information.	
Program	You state and explain the purpose of the program and the reason you are seeking funds for it. Your requests details all the benefits that the activity or changes the activity will provide.	You state and explain the purpose of the program and the reason you are seeking funds for it. Your requests details all the benefits that the activity or changes the activity will provide..	You partially introduce or explain the purpose of the program and some of the reasons you are seeking funds for it. Your requests details few of the benefits that the activity or changes the activity will provide.	You insufficiently explain the purpose of the program and the reason you are seeking funds for it. (and /or) Your requests does not address benefits that the activity or changes the activity will provide.	
Spreadsheet	All numerical data in spreadsheet relate to the overall program. The content of the spreadsheet provides all information needed.	Numerical data in spreadsheet relate to the overall program, but non-relevant data included. Spreadsheet provides all information needed.	Most, but not all relevant data are included. Spreadsheet does not provide all information needed.	The spreadsheet is incomplete and provides little help with the overall problem.	
Math, Grammar & Spelling	No math, spelling or grammatical errors.	Fewer than 3 Math, grammatical or spelling errors.	Three to five Math, grammatical or spelling errors.	Numerous Math, grammatical and/or spelling errors.	
				Total	

Policy/Procedure Development

1021FOII-4

What we are Looking for:

- Using the identified challenges of your department from your project on week 1 **develop a new policy** or procedure that proposes a solution.
- If your department has a policy or guideline for the development of **new policy** of procedure please use them and attach a copy with your project.
- The **new policy** or procedure should be suitable for submittal to your department's administration.
- A memo introducing the policy/procedure/guideline to the department which explains the changes, the reason for the changes and outlines implementation.
- Additionally submit a plan for implementation of the policy. This plan should include:
 - The necessity of the policy
 - The challenges to implementation
 - What kind of training that will be needed
 - How you would present this at the company level
 - Why and impartiality is important to the implementation and enforcement of a policy.

Format:

- The proposed updated policy/procedure/guideline
- The implementation plan
- A memo to the department introducing the policy

Note: *Students from the same community **shall** choose different policies*

Documents shall be submitted in PDF format with the file name format as Policy+Last Name+First Initial, i.e. PolicySmithJ

Ref: NFPA 1021:2020 - 5.4.1

New Policy Recommendation Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization (Overall order, flow, and transitions)	Details and examples are not organized, are hard to follow and understand.	Information is scattered and needs further development.	Information is logically ordered with paragraphs and transitions.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	
Quality of Information	Unable to find specific details.	Details are somewhat sketchy.	Some details don't support the report topic.	Supporting details are specific to topic and provide the necessary information.	
Introduction	Introduction is not apparent.	Introduction is vague.	Introduction is clearly stated with a focus.	Introduction is clearly stated, has a sharp, distinct focus and enhances the impact of the report	
Conclusion	Conclusion is not apparent.	Conclusion only remotely related to the report topic.	Conclusion follows and summarizes report discussion, and draws a conclusion.	Conclusion summarizes, is clear, effective and enhances the impact of the report.	
Grammar & Spelling	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
				Total	

Evaluation and Professional Development Plan

1021-FOII-5

What We are Looking for:

- Evaluate the job performance of an assigned member (from the performance video), given department personnel records and evaluation forms, so the member's performance is evaluated accurate and reported according to human resource policies and procedures.
- If department forms are not available use the attached template forms.
- After the evaluation is complete create a professional development plan for the member that was evaluated.
- Decide what the member is capable of in the next twelve months. If improvement on skills is necessary devise a plan to improve those skills.
- If the member is aspiring for promotion ensure the requirements for promotion are considered so the member may acquire the necessary knowledge, skills, and abilities to be eligible for examination for the position.
- Prepare a Formal Narrative Letter in clear, concise language to a superior officer.
- Names from the video and other pertinent data should be fictitious.

Project Format:

- Employee Evaluation
- Performance Improvement Plan
- Write a Formal Narrative Letter
- Make sure you identify who you are writing the Narrative too.

The Evaluation and Development Assignment will be submitted in PDF format with the file name format as EvalDev+Last Name+First Initial, i.e. EvalDevSmithJ

Ref: NFPA 1021:2020 – 5.2.1, 5.2.2, 5.2.3

Employee Performance Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization (Overall order, flow, and transitions)	Details and examples are not organized, are hard to follow and understand.	Information is scattered and needs further development.	Information is logically ordered with paragraphs and transitions.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and understandability.	
Employee Rating	Lack specificity; are vague and general or ratings are inappropriate to behavior	The few of the pertinent employee behavior recorded and or is rated inaccurately	The most of the pertinent employee behavior recorded and or often rated accurately	The majority of the pertinent employee behavior is rated accurately	
Performance Plan	Fails to give feedback about employee and/or does so inappropriately..	Gives minimal feedback that is useful and appropriate.	N/A	Recognizes and acts on opportunities to give feedback that is useful and appropriate.	
Grammar & Spelling	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
				Total	

Accident Analysis

1021-FOII-7

What we are looking for:

- Given a case study of a member's accident, injury, or health exposure and prepare a written report for a supervisor. (You will be given the case information)
- Work backwards from the accident to trace all causes to their source.
- Report will identify unsafe environments and behaviors,
- Each cause identified presents an opportunity for intervention to reduce the potential for future accidents:
- Identify factors which contributed to or caused accident (Human, Equipment, Environment, Procedures) *See Below for more information.*
- Make sure to include all contributing factors in the report based on the case.
- Discuss steps that should be taken to ensure that these actions have been implemented at the site of the accident as well as in any other areas appropriate in the organization.
- Document action taken, and make recommendations to prevent re-occurrence.

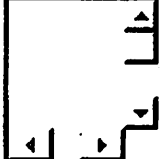
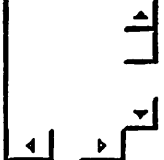
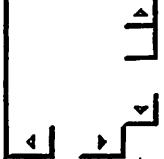
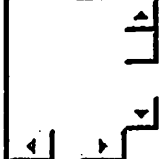

Project Format:

- Formal Narrative Report on the Accident Analysis.
- Memo to Supervisor introducing the report

Documents shall be submitted in PDF format with the file name format as Accident+Last Name+First Initial, i.e. AccidentSmithJ

Ref: NFPA 1021:2020 - 5.7.1

Accident Analysis Grading Rubric

Report -Summary of Events	Adequately summarizes incident events 4points	Partially summarizes incident events 2points	Did not summarize incident events 0points	
Report - Unsafe environments and behaviors	Fully explains unsafe environments and behaviors 4points	Partially describes or only lists unsafe environments and behaviors 2points	Did not identify Unsafe environments and behaviors 0points	
Report - Contributing Factors	Addresses all factors 2points	Only address 2 out of 4 factors 1points	Did not identify contributing factors 0points	
Report - Recommendations	Makes recommendations that follow industry best practices 4points	Makes limited or incorrect recommendations 2points	No recommendations issued 0points	
Narrative Memo to Superior	Memo contains a brief synopsis of the event and recommended actions to prevent occurrence 6points	Memo is missing a brief synopsis of the event or recommended actions to prevent occurrence 3points	Not Present 0points	

Inter-Agency Cooperation

1021-FOII-9

Using one of the Three Department Concerns identified in 1021-FOII-1, explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

Conducted in a Discussion Forum:

Grades are based on participation

Minimum Participation Guidelines:

- o Each student must post an answer the question posed to the discussion board by midnight Wednesday of the week assigned.
- o Respond to a minimum of 2 your fellow students' answers by midnight on Saturday of the week assigned. As you read a post, if you don't understand the mission or relationship to the Fire Department reach out to that student. (If you agree explain why, conversely if you disagree explain why.)

Ground rules:

We are looking for open and honest discussion for educational purposes. Also be mindful that your responses should be respectful of the topic and your peers on the discussion board.

Ref: NFPA 1021:2020 - 5.3.1

Fire Investigations

1021-FOII-8

If you do not already have an account to the CFITrainer.net website you will need to sign-up for an account. Once you have gained access to their training site you will complete the training "Fire Investigations for Fire Officers". In order to complete the training you must watch the video and answer the knowledge check questions during the program. When you have successfully completed the training upload the certificate into the classroom assignment.

Incident Simulations

1021-FOIL-10

STANDARD: 5.6.1 NFPA 1021, 2020 Edition	TASK: Produce operational plans, given an emergency incident requiring multi-unit operations, the current edition of NFPA 1600, and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with NFPA 1600 and approved safety procedures resulting in the mitigation of the incident. (A) Requisite Knowledge. Standard operating procedures; national, state/provincial, and local information resources available for the mitigation of emergency incidents; an incident management system; and a personnel accountability system. (B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions; and to serve in command staff and unit supervision positions within the Incident Management System.				
PERFORMANCE OUTCOME: The candidate will develop and implement an operational plan for a fire, hazardous materials incident or another multi-unit emergency scenario. Candidate must analyze the emergency scene condition, allocate resources, communicate verbally and in writing, operate within an emergency management system, supervise and account for assigned personnel, so that resources are effectively and safely deployed to mitigate the situation.					
CONDITIONS: The candidate will complete all elements of the assigned task.					
EQUIPMENT REQUIRED: One (1) hazardous materials incident scenario and one (1) multi-unit emergency scenario including type of incident, size-up information, and assigned resources. Policies and procedures, pen/pencil, and paper. Personnel accountability system components. Computer if applicable.					
		FIRST TEST	RETEST		
NO.	TASK STEPS	Pass	Fail	Pass	Fail
1.	Produce effective operational plan to control a incident.				
2.	Allocate, supervise, and account for human and equipment resources.				
3.	Implement necessary safety precautions and personnel accountability.				
4.	Produce effective operational plan to mitigate a multi-unit emergency.				
5.	Allocate, supervise, and account for human and equipment resources.				
6.	Implement necessary safety precautions and personnel accountability.				

Supervisor/ Lead Evaluator /Comments: _____

1021-FOII-11

STANDARD: 5.6.2 NFPA 1021, 2020 Edition		TASK: Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. (a) Requisite Knowledge. Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response, strategy tactics and operations, and customer service. (b) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills. .			
PERFORMANCE OUTCOME: Candidate will conduct a post-incident analysis, given a multi-unit incident scenario. Candidate must be able to analyze the elements of a post-incident analysis, identify all of the required critical elements, complete approved forms, and communicate verbally and in writing their findings.					
CONDITIONS: The candidate will complete all elements of the assigned task.					
EQUIPMENT REQUIRED: Emergency multi-unit incident scenario including type of incident, size-up information, and assigned resources. Policies and procedures. Pen/pencil and paper. Necessary forms and reports. Personnel accountability system components. Computer, if applicable.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Gather information from the multi-unit incident/scenario.				
2.	Analyze policies, procedures, guidelines and forms.				
3.	Identify critical elements of a post-incident analysis.				
4.	Complete approved forms.				
5.	Communicate effectively using both verbal and written methods.				

Supervisor/ Lead Evaluator /Comments: _____

NFPA 1021 - Fire Officer II - 2020 Edition

IMPORTANT: The use of this Assessment Methodology Development Matrix is limited to Pro Board Accredited Agencies or those seeking Accreditation for the purpose of development of certification testing instruments and associated training materials only. Its use by non Accredited Agencies or for any other purpose is not authorized.

NOTE: This Assessment Methodology Development Matrix may not be utilized for submission of Applications for Accreditation, Re-Accreditation or Extension of Accreditation. Documents for that purpose may be found at applications.theproboard.org

OBJECTIVE / JPR, RK, RS		COGNITIVE	MANIPULATIVE	PRODUCT/PROJECT	PROCESS	PORTFOLIO	OTHER
SECTION	ABBREVIATED TEXT						
5.2.1	Initiate actions to maximize member performance			1021-FOII-5			
5.2.1(A)	RK: Human resource policies and procedures, RS: The ability to communicate, to solve						
5.2.1(B)	problems, Evaluate the job performance of assigned						
5.2.2	members,			1021-FOII-5			
5.2.2(A)	RK: Human resource policies and procedures, RS: The ability to communicate and to plan and						
5.2.2(B)	conduct evaluations. Create a professional development plan for a						
5.2.3	member of the organization,			1021-FOII-5			
5.2.3(A)	RK: Development of a professional development guide and job shadowing.						
5.2.3(B)	RS: The ability to communicate.						
5.3.1	Supervise multi-unit implementation of a community risk reduction (CRR) program, RK: Community demographics and service			1021-FOII-9			
5.3.1(A)	organizations,						
5.3.1(B)	RS: Familiarity with public relations Explain the benefits to the organization of						
5.3.2	cooperating with allied organizations, RK: Agency mission and goals			1021-FOII-9			
5.3.2(A)	RS: The ability to develop interpersonal relationships and to communicate.						
5.3.2(B)	Develop a policy or procedure, given an assignment,						
5.4.1	RK: Policies and procedures and problem identification.			1021-FOII-4			
5.4.1(A)	RS: The ability to communicate in writing and to solve problems.						
5.4.1(B)	Prepare a project or divisional budget, RK: The supplies and equipment necessary for			1021-FOII-3			
5.4.2	ongoing or new projects; RS: The ability to allocate finances,						
5.4.2(A)							
5.4.2(B)							
5.4.3	Describe the process of purchasing, RK: Purchasing laws, policies and procedures.			1021-FOII-3, 1021-FOII-1			
5.4.3(A)	RS: The ability to use evaluative methods and to communicate.						
5.4.3(B)							

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5.4.4	Prepare a media release, given an event or topic, RK: Policies and procedures and the format used for media releases by various media outlets, 5.4.4(A) RS: The ability to communicate. 5.4.4(B)			1021-FOII-2			
5.4.5	Prepare a concise report for transmittal to a supervisor, 5.4.5(A) RK: The data processing system. 5.4.5(B) RS: The ability to communicate in writing and to Develop a plan to accomplish change in the organization,			1021-FOII-2, 1021-FOII-3, 1021-FOII-4, 1021-FOII-5, 1021-FOII-7			
5.4.6	RK: Planning and implementing change. 5.4.6(A) RS: The ability to clearly communicate. 5.4.6(B)			1021-FOII-1			
5.5.1	Determine the area of origin and preliminary cause of a fire, 5.5.1(A) RK: Indications of arson, common causes of fire, RS: The ability to investigate a fire scene and identify the general area of origin, 5.5.1(B)						
5.6.1	Produce operational plans, 5.6.1(A) RK: Standard operating procedures; RS: The ability to implement an incident management system, 5.6.1(B)		1021-FOII-10		1021-FOII-10		
5.6.2	Develop and conduct a post-incident analysis, 5.6.2(A) RK: Elements of a fire or rescue related post-incident analysis, 5.6.2(B) RS: The ability to write reports,		1021-FOII-11		1021-FOII-11		
5.6.3	Prepare a written report, 5.6.3(A) RK: Analyzing data. RS: The ability to write clearly and to interpret response data 5.6.3(B)			1021-FOII-2, 1021-FOII-3, 1021-FOII-4, 1021-FOII-5, 1021-FOII-7			
5.7.1	Analyze a member's accident, injury, or health exposure history, 5.7.1(A) RK: The causes of unsafe acts; RS: The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports. 5.7.1(B)			1021-FOII-7			