

Appendix E

Evaluations

P-410 Fire Prevention Education Team Leader
Final Exam

1. The FPET mission is to provide interagency expertise in:
 - a) Wildland fire prevention and public relations.
 - b) Replacing local units' fire prevention staff.
 - c) Reporting new wildfire ignitions.
 - d) All of the above.
 - e) None of the above.

2. Negotiating and finalizing the Delegation of Authority by the Team Leader is:
 - a) A low priority item – always completed by the host administrator or designee.
 - b) One of the most important issues to be addressed on an FPET assignment.
 - c) Usually completed before the Team mobilizes and travels to the host agency.
 - d) Typically finalized with participation of the host agency representative or designee, host agency stakeholders, and all Team Members in attendance.
 - e) Usually done over the phone.

3. Concerning FPET's diversity and skills, it is a known fact:
 - a) A team member possessing minimal office or computer skill sets should be demobilized and sent home immediately.
 - b) The Team's briefings and production standards are exempt from quality control standards.
 - c) A Team is best made up of people with similar personalities, skills, abilities, knowledge, and temperament.
 - d) The Team Leader's responsibility is to take advantage of each team member's strengths without taxing his or her weakness.
 - e) Both c) and d)

4. The FPET's safety formula is best summarized and stated as follows:
 - a) The Job Hazard Analysis is always furnished by the hosting agency.
 - b) Safe act + Safe conditions = A safe workplace.
 - c) All safety answers come from OSHA.
 - d) Tailgate safety process is optional, particularly when you are pressed for time.
 - e) Both b) and d).

5. The FPETs are mobilized and used to:
- a) Develop area command resource allocation strategies.
 - b) Prepare fire protection messages and reduce the number of unwanted human-caused fires.
 - c) Resolve interagency personnel matters.
 - d) All of the above.
 - e) None of the above.
6. The Wildland Fire Prevention Education Team system is a:
- a) Training-based qualification requiring S-490 and S-540 fire courses.
 - b) Is a process-based qualification system – complete all applicable training course requirements and you will be certified for your specific FPET position.
 - c) Performance-based qualification system incorporating evaluator (s) and Position Task Book (s) completion.
 - d) All of the above.
 - e) None of the above.
7. The PETM and PETL Position Task Books (PTBs) are:
- a) In the certification process and are not yet available to FPET trainees.
 - b) Typically completed in one trainee assignment.
 - c) Available online at the National Wildfire Coordinating Group web site; FPET PTBs can be downloaded and initialized by home units.
 - d) Not certified at the present time and thus cannot be used – you need to wait a little longer.
 - e) All of the above.
 - f) None of the above.
8. What year was the concept of Fire Prevention Education Teams activated?
- _____
9. What types of non-traditional partners could be recruited to support a FPET?
- | | |
|----|----|
| A. | D. |
| B. | E. |
| C. | F. |
10. Name three types of fire prevention plans.
- A.
 - B.
 - C.

11. Which of the following factors does a fire manager consider when changing fire danger levels? (More than one answer)
- a) Drought indicies.
 - b) Time of the year.
 - c) Staffing levels.
 - d) Visitor use.
 - e) All of the above'
 - f) None of the above.

12. The following are things to consider when assessing training needs;
- a) Existing fire prevention education training availability.
 - b) Training background of the host unit staff.
 - c) Existing training plans available.
 - d) All of the above.
 - e) None of the above.

13. Define Ethics and Conduct:

Ethics:

Conduct:

14. What is the purpose of the Action Plan?

15. Certain skills are required to lead an FPET; list three:

16. Daily reports of general information regarding the assignment are kept on what team document?
- a) Communication Plan.
 - b) Talking Points.
 - c) Unit Log.
 - d) All of the above.
 - e) None of the above.
17. Under the existing guidelines, a geographic area is responsible to have a FPET on a call status on a scheduled basis.
- True
- False
18. When developing a team, it is important to create and maintain professional relationships and develop essential team processes including all of the following except:
- a) Communication.
 - b) Coordination.
 - c) Decision making.
 - d) Geographic location.
19. Which position in the team organization is responsible for coordination?
- a) Team Leader.
 - b) Public Affairs/Information Officer.
 - c) Technical Specialist.
 - d) Team Member.
 - e) All the above.
 - f) None of the above.
20. Name three key local/regional contacts you as a Team Leader should be making early in the assignment:
- A.
- B.
- C.

21. Name four methods of getting out communication messages to the public:
- A.
 - B.
 - C.
 - D.
22. When developing education materials, what design concepts should be addressed in initial brainstorming sessions?
- a) Message.
 - b) Audience
 - c) Alternatives.
 - d) Develop ideas visually.
 - e) All of the above.
 - f) None of the above.
23. Which are three elements for audience characteristics when developing a public education program?
- a) Age, education, and occupation.
 - b) Education, age, holiday season.
 - c) Weather, holiday season, age.
 - d) Holiday season, occupation, education.
 - e) Occupation, weather, age.
24. Which of the following should be used as a key when developing exhibits and displays?
- a) Target your writing.
 - b) Avoid jargon.
 - c) Omit common, wordy phrases.
 - d) Write positive, avoid negative wording.
 - e) All of the Above.
 - f) None of the above.

P-410 Fire Prevention Education Team Leader
Final Exam – Answer Key

1. The FPET's mission is to provide interagency expertise in:
 - a. **Wildland fire prevention and public relations.**
 - b. Replacing local units' fire prevention staff.
 - c. Reporting new wildfire ignitions.
 - d. All of the above.
 - e. None of the above.

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 - a. A low priority item – always completed by the host administrator or designee.
 - b. **One of the most important issues to be addressed on an FPET assignment.**
 - c. Usually completed before the Team mobilizes and travels to the host agency.
 - d. Typically finalized with participation of the host agency representative or designee, host agency stakeholders, and all Team Members in attendance.
 - e. Usually done over the phone.

3. Concerning FPET's diversity and skills, it is a known fact:
 - a. A team member possessing minimal office or computer skill sets should be demobilized and sent home immediately.
 - b. The Team's briefings and production standards are exempt from quality control standards.
 - c. A Team is best made up of people with similar personalities, skills, abilities, knowledge, and temperament.
 - d. **The Team Leader's responsibility is to take advantage of each team member's strengths without taxing his or her weakness.**
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6. The Wildland Fire Prevention Education Team system is a:
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 - c. Available online at the National Wildfire Coordinating Group web site; FPET PTBs can be downloaded and initialized by home units.**
 - d. Not certified at the present time and thus cannot be used – you need to wait a little longer.
 - e. All of the above.
 - f. None of the above.

8. What year was the concept of Fire Prevention Education Teams activated?

1996

9. What types of non-traditional partners could be recruited to support a FPET?

<ol style="list-style-type: none"> A. Road Departments B. Public utilities C. Local vendors 	<ol style="list-style-type: none"> D. Red Cross E. Volunteers F. Libraries
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10. Name three types of fire prevention plans.
 - A. **National**
 - B. **Regional**
 - C. **Unit or local (district)**

11. Which of the following factors does a fire manager consider when changing fire danger levels? (More than one answer)
- a. **Drought indicies.**
 - b. Time of the year.
 - c. **Staffing levels.**
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12. The following are things to consider when assessing training needs;
- a. Existing fire prevention education training availability.
 - b. Training background of the host unit staff.
 - c. Existing training plans available.
 - d. **All of the above.**
 - e. None of the above.

13. Define Ethics and Conduct:

Ethics: **The rules or standards governing the conduct of the members of a profession. The accepted principles of right and wrong that govern the conduct of a professional.**

Conduct: **To behave or act; the way a person acts; behavior.**

14. What is the purpose of the Action Plan?

Facilitate and implement the goals and objectives that have been assigned by the host unit.

15. Certain skills are required to lead an FPET; list three:

People skills.

Organizational skills.

Supervisory skills.

16. Daily reports of general information regarding the assignment are kept on what team document?

- a. Communication Plan.
- b. Talking Points.
- c. Unit Log.**
- d. All of the above.
- e. None of the above.

17. Under the existing guidelines, a geographic area is responsible to have a FPET on a call status on a scheduled basis.

True

False

18. When developing a team, it is important to create and maintain professional relationships and develop essential team processes including all of the following, except:

- a. Communication.
- b. Coordination.
- c. Decision making.
- d. Geographic location.**

19. Which position in the team organization is responsible for coordination?

- a. Team Leader.
- b. Public Affairs/Information Officer.
- c. Technical Specialist.
- d. Team Member.
- e. All the above.**
- f. None of the above.

20. Name three key local/regional contacts you as a Team Leader should be making early in the assignment:

- A. Agency procurement.**
- B. Fire Management Officer.**
- C. Support personnel.**
- D. Agency Administrator.**
- E. Fire Prevention Officer.**
- F. Public Information Officer.**

21. Name four methods of getting out communication messages to the public:
- A. News releases**
 - B. PSA's**
 - C. Press conferences**
 - D. Paid ads**
 - E. Field tours.**
 - F. Events.**
 - G. Interviews.**
 - H. Web sites.**
22. When developing education materials, what design concepts should be addressed in initial brainstorming sessions?
- a. Message.
 - b. Audience
 - c. Alternatives.
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 - c. Omit common, wordy phrases.
 - d. Write positive, avoid negative wording.
 - e. All of the Above.**
 - f. None of the above.

STUDENT LESSON EVALUATION

Lesson Name and
Number: _____

Date: _____ Instructor: _____

Check the response that best reflects your opinion. If you have specific input on the lesson's strengths or improvement opportunities, provide comments in the Remarks section.

This Lesson

Remarks:

- Exceeded my expectations
- Fulfilled my expectations
- Failed to meet my needs

Lesson Time Allocated

Remarks:

- Appropriate
- Took too much time (should be shorter)
- Insufficient (needed to be longer)

Level of Instruction

Remarks:

- Appropriate
- Too basic
- Too advanced

Instructor Presentations

Remarks:

(Consider objectives met, clarity of instruction, enthusiasm, training aids, exercises, methods used)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Lesson Materials

Remarks:

(Consider usefulness of texts, exercises, handouts, and reference materials)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Classroom and Breakout Room

Remarks:

(Consider lighting, temperature, cleanliness, furnishings, equipment, distractions)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

What did you like MOST about this lesson?

What did you like LEAST about this lesson?

Recommendations for improving this lesson (be specific):

Name (optional)

STUDENT FINAL COURSE EVALUATION

Course Name and
Number: _____

Date: _____ Location: _____

Check the response that best reflects your opinion. If you have specific input on the course's strengths or improvement opportunities, provide comments in the Remarks section.

This Course

Remarks:

- Exceeded my expectations
- Fulfilled my expectations
- Failed to meet my needs

Course Time Allocated

Remarks:

- Appropriate
- Took too much time (should be shorter)
- Insufficient (needed to be longer)

Level of Instruction

Remarks:

- Appropriate
- Too basic
- Too advanced

Instructor Presentations

Remarks:

(Consider objectives met, clarity of instruction, enthusiasm, training aids, exercises, methods used)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Course Materials

Remarks:

(Consider usefulness of texts, exercises, handouts, and reference materials)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Classroom and Breakout Room

Remarks:

(Consider lighting, temperature, cleanliness, furnishings, equipment, distractions)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Correspondence and Guidance

Remarks:

(Consider timing of pre-course materials and information provided concerning travel, lodging, and logistics)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

What did you like MOST about this course?

What did you like LEAST about this course?

Recommendations for improving this course (be specific):

Name (optional)