

**TASK BOOK FOR THE POSITION OF
FIRE PREVENTION EDUCATION
TEAM LEADER (PETL)**



PMS 311-63

JUNE 2006

TASK BOOK ASSIGNED TO:
INDIVIDUAL'S NAME, DUTY STATION, AND PHONE NUMBER
TASK BOOK INITIATED BY:
OFFICIAL'S NAME, TITLE, DUTY STATION, AND PHONE NUMBER
LOCATION AND DATE THAT TASK BOOK WAS INITIATED

The material contained in this book accurately defines the performance expected of the position for which it was developed. This task book is approved for use as a position qualification document in accordance with the instructions contained herein.

EVALUATOR

DO NOT COMPLETE THIS UNLESS YOU ARE RECOMMENDING THE TRAINEE FOR CERTIFICATION

**VERIFICATION/CERTIFICATION OF COMPLETED TASK BOOK
FOR THE POSITION OF**

FINAL EVALUATOR'S VERIFICATION

I verify that all tasks have been performed and are documented with appropriate initials.

I also verify that _____

has performed as a trainee and should therefore be considered for certification in this position.

FINAL EVALUATOR'S SIGNATURE AND DATE

EVALUATOR'S PRINTED NAME, TITLE, DUTY STATION, AND PHONE NUMBER

AGENCY CERTIFICATION

I certify that _____

has met all requirements for qualification in this position and that such qualification has been issued.

CERTIFYING OFFICIAL'S SIGNATURE AND DATE

CERTIFYING OFFICIAL'S NAME, TITLE, DUTY STATION, AND PHONE NUMBER

Copies of this publication are available at the following website:

<http://www.nwcg.gov/pms/taskbook/taskbook.htm>

NATIONAL WILDFIRE COORDINATING GROUP POSITION TASK BOOK

Position Task Books (PTBs) have been developed for designated positions within the National Interagency Incident Management System (NIIMS). Each PTB lists the performance requirements (tasks) for the specific position in a format that allows a Trainee to be evaluated against written guidelines. Successful performance of all tasks, as observed and recorded by an Evaluator will result in a recommendation to the agency that the Trainee be certified in that position.

Evaluation and confirmation of the Trainee's performance of all the tasks may involve more than one Evaluator and can occur on incidents, in classroom simulations, and in other work situations. **Designated PTBs require position performance during which the majority of required tasks are demonstrated on a wildland fire. Wildland fire includes; wildfire, prescribed fire, and wildland fire use. Some positions require that specific tasks be performed on a wildfire. Performance of these tasks on other kinds of incidents is NOT qualifying.** It is important that performance be critically evaluated and accurately recorded by each Evaluator. All tasks must be evaluated before recommending certification. All bullet statements within a task which require an action (containing an action verb) must be demonstrated before that task can be signed off.

A more detailed description of this process, definitions of terms, and responsibilities are included in the PMS 310-1, NIIMS Wildland Fire Qualification System Guide. A brief list of responsibilities also appears below.

RESPONSIBILITIES:

1. The **Home Unit/Certifying Official** is responsible for:
 - Selecting Trainees based on the needs of the Home Unit/Certifying Official and agreements with cooperators.
 - Ensuring individuals selected as Trainees are qualified in any prerequisite position and have successfully completed all Required Training prior to PTB initiation, task evaluation and/or position performance.
 - Initiating and explaining the purpose and proper use of the PTB, and the training, qualification and certification process.
 - Ensuring the Trainee has the opportunity to acquire the knowledge/skills necessary to perform the position.
 - Providing opportunities for non-incident ("O") task evaluation, for position performance assignments on local incidents, and/or make the Trainee available for assignments to larger incidents.
 - Tracking the progress of the Trainee.
 - Reviewing and confirming the completion of the PTB and making a determination of certification.
 - Issuing proof of certification as required by PMS 310-1.

2. The **Trainee** is responsible for:

- Reviewing and understanding instructions in the PTB.
- Meeting with the Trainer/Coach and/or Evaluator and identifying desired goals and objectives for an assignment.
- Ensuring readiness to perform the tasks of the position prior to undertaking a position performance assignment.
- Providing background information (training and experience) to the Trainer/Coach and/or Evaluator.
- Completing the PTB within the three-year time limit. If the PTB is not completed in three years from the date of the PTB initiation (or first task being evaluated), the PTB will no longer be valid. A new PTB may be initiated, but all current qualification standards will then apply.
- Ensuring a qualified Evaluator completes the appropriate Evaluation Record, initials completed tasks, and enters a number in the Evaluation Record # column.
- Providing a copy of the completed PTB to the Home Unit/Certifying Official.
- Retaining the original PTB.
- Providing proof of qualifications on an incident.

3. The **Evaluator** is responsible for:

- Being qualified in the position being evaluated.
- Meeting with the Trainee and determining past experience and training, current qualifications, desired goals and objectives of the assignment.
- Reviewing the tasks in the PTB with the Trainee and explaining the procedures that will be used in the evaluation and the objectives which should be met during the assignment.
- Reaching an agreement with the Trainee on the specific tasks which can be performed and evaluated during the assignment.
- Accurately evaluating and recording the demonstrated performance of tasks.
- Completing the appropriate evaluation record in the back of the PTB.
- Completing the verification statement inside the front cover of the PTB once all tasks in the PTB have been completed and signed off.

4. The **Trainer/Coach** is responsible for:
 - Being qualified in the position for which training is being provided.
 - Meeting with the Trainee and determining past experience and training, current qualifications, desired goals and objectives of the assignment.
 - Reviewing the tasks in the PTB with the Trainee and explaining the procedures that will be used in the training assignment and the objectives which should be met during the assignment.
 - Reaching an agreement with the Trainee of the specific tasks which can be performed during the assignment.
 - Documenting training assignment according to agency policy or Home Unit/Certifying Official procedures.

5. The **Training Specialist** is responsible for:
 - Meeting with the Trainee and determining the type of assignment necessary (position performance or on-the-job training).
 - Identifying opportunities for on-the-job training and position performance assignments which meet the Trainee's needs and objectives.
 - Working with the incident or Home Unit/Certifying Official to identify and assign qualified Evaluators.
 - Initiating a PTB after acquiring authorization from the appropriate agency official of the Home Unit.
 - Documenting all on-the-job training and position performance assignments.
 - Conducting periodic progress reviews to ensure assignments are proceeding as planned.
 - Conducting a close-out interview with the Trainee and Evaluator to ensure that the PTB has been properly completed.

QUALIFICATION RECORD

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p><u>GENERAL</u></p> <p>1. <u>Obtain and assemble a kit of materials needed for assignment. The basic information and materials needed are:</u></p> <ul style="list-style-type: none"> • Fire Prevention Education Team Objective Checklist. • Fire Prevention Education Team Orientation Checklist. • Fire prevention daily responsibilities. • Fire prevention daily log. • Fire prevention daily work accomplishment. • Fire prevention special exit report check list. • Fire prevention key contact list. • Fire Prevention Education Team Handbook. • PMS 410-1, Fireline Handbook. • Pens, pencils, note paper, etc. • Office supplies. • NWCG National Fire Equipment Catalog, NFES 0362. 	O		

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W = Task must be performed on a wildfire incident.

RX = Task must be performed on a prescribed fire incident.

WFU = Task must be performed on a wildland fire use incident.

R = Rare events rarely occur and opportunities to evaluate performance in a real setting are limited. Examples include; accidents, injuries, vehicle or aircraft crashes, etc. The Evaluator may be able to determine, through interview, if the Trainee would be able to perform the task in a real situation.

QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p>2. <u>Preparation for assignment.</u></p> <ul style="list-style-type: none"> • Collect information on current resources assigned, en route, on order, and local resource status. • Obtain anticipated assignment duration. • Complete appropriate checklists. • Determine what type of clothing and equipment needed: <ul style="list-style-type: none"> – Uniform – Clothes, field and office attire – Personal protective equipment (PPE) – Computer (laptop and printer) – Cellular phone – Hand-held programmable radio – Scanner (optional) – Transportation – Credit card (government and personal) – Photo identification – Phone card – Resource materials kit 	I		
<p><u>MOBILIZATION</u></p> <p>3. <u>Obtain complete information from dispatch upon initial activation.</u></p> <ul style="list-style-type: none"> • Resource order • Transportation arrangements/travel route 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
4. <u>Gather information to assess assignment and determine immediate needs and actions.</u> <ul style="list-style-type: none"> • Key contact's name. • Rules and responsibilities for the Fire Prevention Education Team. 	I		
<u>INCIDENT ACTIVITIES</u>			
5. <u>Arrive at incident and check in. Check in according to agency guidelines.</u> <ul style="list-style-type: none"> • Receive briefing from Agency Administrator. • Obtain a delegation of authority from Agency Administrator. • Develop list of goals and objectives with agency representative. • Develop a letter of introduction, business cards and identification card. • Obtain local information, communication frequencies, maps, phone lists and contacts. • Determine staffing, facility, and transportation needs to meet objectives. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p>6. <u>Assumes responsibility for the safety and welfare of assigned personnel during the incident assignment.</u></p> <ul style="list-style-type: none"> • Establishes standard by personal example. • Recognize potential hazards and mitigates hazardous situations. • Safety (tour of duty, driving, PPE, communications, etc.). • Ensure adequate rest is obtained. • Ensure ADA requirements are being met. • Reviews conduct standards with team. • Develops an assignment safety plan/briefing. 	I		
<p>7. <u>Establish and maintain positive interpersonal and interagency working relationships.</u></p> <ul style="list-style-type: none"> • Creates a work environment that provides diversity and equal opportunity for all personnel assigned. • Provides equal assignment opportunities. • Monitors and evaluates progress based on expected work standards. • Addresses individual agency values and policies throughout incident assignment. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
8. <u>Develops required plans.</u> <ul style="list-style-type: none"> • Develops communication plan and focused material to communicate information needed to meet objectives. • Assesses needs in relation to fire weather conditions, trends, human-caused ignitions, or other information needed to meet objectives. • Maintains a comprehensive knowledge of education and prevention efforts used in other areas or places and assesses applicability for implementation at the area level. • Reviews cooperative agreements, as needed and ensures all agencies are included in prevention and education efforts. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<ul style="list-style-type: none"> • Maintains close contact with agency administrative/purchasing personnel to ensure fiscal integrity and makes adjustments as necessary. Seeks innovative methods of accomplishing the objectives by utilization of individual agency authorities. • Keeps accurate records as to all expenditures and prepares requests for additional funding for approval by the requesting unit. • Develops and approves operating plans. • Initiates the assessment process that includes evaluating problems, recommending organization needs to address concerns, setting objectives, and addressing fiscal needs. • Maintains a close working relationship with the requesting unit managers. • Defines the procurement practices with the requesting agency that will be used and followed. • Maintains records and documentation of activities and accomplishments. 			

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p>9. <u>Provides leadership and supervision for the Fire Prevention Education Team.</u></p> <ul style="list-style-type: none"> • Maintains daily contact with all team members. • Supervises daily operations of the Fire Prevention Education Team. • Updates the local unit on a regular basis of the situation and progress of the team. • Attends or conducts meetings, briefings and critiques. • Interacts with local, state, federal, and tribal staff level managers as needed. • Understands, is sensitive to, and can demonstrate a high level of interest in local social, cultural, and interdepartmental concerns. • Coordinates team activities with local, state, and federal agencies and tribes. • Promotes team building and interaction. • Develops and maintains a close working relationship with various agency information staff and area wide public affairs specialists, as needed. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p>10. <u>Develops and distributes wildfire prevention information and education materials needed to meet objectives.</u></p> <ul style="list-style-type: none"> • Provides release of fire prevention messages to the public. • Monitors local attitudes, political concerns, and activity and adjusts programs to ensure effectiveness in meeting prevention objectives. • Delivers fire prevention programs before large groups and television audiences in an effective manner. • Follows standards and procedures for printing of materials. 	I		
<p>11. <u>Reviews and approves information releases and participates in media interviews, needed to meet objectives.</u></p> <ul style="list-style-type: none"> • Presents a positive, professional image to the public and the media during interviews. • Informs the public on fire prevention or education activities. • Follows established information protocol for information releases. • Ensures releases are timely and accurate. • Establishes external communication protocols with the affected publics. 	I		
<p>12. <u>Evaluates fuels and hazards, as needed to meet objectives.</u></p> <ul style="list-style-type: none"> • Understands fire safe standards applicable to the wildland urban interface. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
13. <u>Reviews and evaluates investigation reports to determine fire cause and law enforcement actions on wildfires occurring in area of responsibility, as needed to meet objectives.</u>	I		
<u>DEMOBILIZATION</u>			
14. <u>Considers demobilization and/or transition early enough during the assignment so that an adequate Demobilization/Transition Plan is in place prior to the actual need to release resources.</u>	I		
15. <u>Ensures that performance ratings are completed for team members.</u> <ul style="list-style-type: none"> • Discusses rating with team member. • Maintains appropriate personal notes. • Documents critical performance issues occurring incident assignment. • Documents all adverse personnel and performance actions. 	I		

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QUALIFICATION RECORD

Continuation Sheet

POSITION: FIRE PREVENTION EDUCATION TEAM LEADER (PETL)

TASK	C O D E*	EVALUATION RECORD #	EVALUATOR: Initial & date upon completion of task
<p>16. <u>Demobilization and check out. Receives demobilization/transition instructions from the appropriate person.</u></p> <ul style="list-style-type: none"> • Conducts exit interview/report to document work and identify future Fire Prevention Education Teams for incidents: <ul style="list-style-type: none"> – Provides a list of accomplishments completed during the incident. – Provides a list of suggestions for improvement: barriers and solutions. – Recognizes special individuals or groups for their help or activities. – Provides an updated list of key contacts to be used by incoming Fire Prevention Education Team or specialists. – Documents unfinished projects or projects requiring follow-up work. – Makes recommendations for future fire prevention or education needs. – Prepares and presents the final report. 	I		
<p>17. <u>Debriefs the Agency Administrator.</u></p> <ul style="list-style-type: none"> • Leads the debriefing. • Debriefs designated agency representatives and/or incoming team. 	I		

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INSTRUCTIONS FOR EVALUATION RECORD

There are four separate blocks allowing evaluations to be made. These evaluations may be made on incidents, simulations in classroom, or in daily duties, depending on what the position task book indicates. This should be sufficient for qualification in the position if the individual is adequately prepared. If additional blocks are needed, a page can be copied from a blank task book and attached.

COMPLETE THESE ITEMS AT THE START OF THE EVALUATION PERIOD:

Evaluator's name, incident/office title, and agency: List the name of the Evaluator, his/her incident position or office title, and agency.

Evaluator's home unit address and phone: Self-explanatory

#: The number in the upper left corner of the Evaluation Record identifies a particular experience or group of experiences. This number should be placed in the column labeled "Evaluation Record #" on the Qualification Record for each task performed satisfactorily.

Location of Incident/Simulation: Identify the location where the tasks were performed by agency and office.

Incident Kind: Enter kind of incident; e.g., wildfire, prescribed fire, wildland fire use, search and rescue, flood, etc.

COMPLETE THESE ITEMS AT THE END OF THE EVALUATION PERIOD:

Number and Type of Resources: Enter the number of resources and types assigned to the incident pertinent to the Trainee's task book position.

Duration: Enter inclusive dates during which the Trainee was evaluated. This block may indicate a span of time covering several small and similar incidents if the Trainee has been evaluated on that basis; e.g., several initial attack wildfires in similar fuel types.

Management Level or Prescribed Fire Complexity Level: Indicates ICS organization level; i.e., Type 5, Type 4, Type 3, Type 2, Type 1, Area Command or prescribed fire complexity level (low, moderate, high).

NFFL Fuel Model: For wildfire, prescribed fire and wildland fire use experience enter number (1-13) of the fuel model(s) in which the incident occurred and under which the Trainee was evaluated.

Grass Group	1. Short Grass (1 foot)	Timber Group	8. Closed Timber Litter
	2. Timber (grass & understory)		9. Hardwood Litter
	3. Tall Grass (2-1/2 feet)		10. Timber (litter understory)
Brush Group	4. Chaparral (6 feet)	Slash Group	11. Light Logging Slash
	5. Brush (2 feet)		12. Medium Logging Slash
	6. Dormant Brush-Hardwood Slash		13. Heavy Logging Slash
	7. Southern Rough		

Recommendation: Check as appropriate and/or make comments regarding the future needs for development of this trainee.

Date: List the date the record is being completed.

Evaluator's initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the Qualifications Record.

Evaluator's relevant red card rating: List your certification relevant to the Trainee position you supervised.

Evaluation Record

TRAINEE NAME

TRAINEE POSITION

#1	Evaluator's name: Incident/office title & agency:				
Evaluator's home unit address & phone:					
Name and Location of Incident or Simulation (agency & area)	Incident Kind (wildfire, prescribed fire, wildland fire use, search & rescue, etc.)	Number & Type of Resources Pertinent to Trainee's Position	Duration (inclusive dates in trainee status)	Management Level or Prescribed Fire Complexity Level	NFFL Fuel Model(s)
			to		
The tasks initialed & dated by me have been performed under my supervision in a satisfactory manner by the above named Trainee. I recommend the following for further development of this Trainee. _____ The individual has successfully performed all tasks for the position and should be considered for certification. _____ The individual was not able to complete certain tasks (comments below) or additional guidance is required. _____ Not all tasks were evaluated on this assignment and an additional assignment is needed to complete the evaluation. _____ The individual is severely deficient in the performance of tasks for the position and needs further training (both required & knowledge and skills needed) prior to additional assignment(s) as a Trainee. Recommendations: _____ _____ Date: _____ Evaluator's initials: _____ Evaluator's relevant red card (or agency certification) rating: _____					

#2	Evaluator's name: Incident/office title & agency:				
Evaluator's home unit address & phone:					
Name and Location of Incident or Simulation (agency & area)	Incident Kind (wildfire, prescribed fire, wildland fire use, search & rescue, etc.)	Number & Type of Resources Pertinent to Trainee's Position	Duration (inclusive dates in trainee status)	Management Level or Prescribed Fire Complexity Level	NFFL Fuel Model(s)
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**Evaluation Record
(Continuation Sheet)**

TRAINEE NAME		TRAINEE POSITION			
#3	Evaluator's name: Incident/office title & agency:				
Evaluator' home unit address & phone:					
Name and Location of Incident or Simulation (agency & area)	Incident Kind (wildfire, prescribed fire, wildland fire use, search & rescue, etc.)	Number & Type of Resources Pertinent to Trainee's Position	Duration (inclusive dates in trainee status)	Management Level or Prescribed Fire Complexity Level	NFFL Fuel Model(s)
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#4	Evaluator's name: Incident/office title & agency:				
Evaluator' home unit address & phone:					
Name and Location of Incident or Simulation (agency & area)	Incident Kind (wildfire, prescribed fire, wildland fire use search & rescue, etc.)	Number & Type of Resources Pertinent to Trainee's Position	Duration (inclusive dates in trainee status)	Management Level or Prescribed Fire Complexity Level	NFFL Fuel Model(s)
			to		
<p>The tasks initialed & dated by me have been performed under my supervision in a satisfactory manner by the above named Trainee. I recommend the following for further development of this Trainee.</p> <p>_____ The individual has successfully performed all tasks for the position and should be considered for certification.</p> <p>_____ The individual was not able to complete certain tasks (comments below) or additional guidance is required.</p> <p>_____ Not all tasks were evaluated on this assignment and an additional assignment is needed to complete the evaluation.</p> <p>_____ The individual is severely deficient in the performance of tasks for the position and needs further training (both required & knowledge and skills needed) prior to additional assignment(s) as a Trainee.</p> <p>Recommendations: _____</p> <p>Date: _____ Evaluator's initials: _____ Evaluator's relevant red card (or agency certification) rating: _____</p>					