

Mission Statement

The mission of the Texas Commission on Fire Protection (TCFP) is to aid in the protection of lives and property of Texas citizens, through the development and enforcement of recognized professional standards for individuals and the fire service.

Class Purpose

The purpose of this class is to provide commission-certified instructors with the knowledge and skills required to become commission-approved field examiners. This training will also explain the process of conducting performance skill evaluations.

Class Objectives

1. Learn about two Texas Commission on Fire Protection's sections, the Certification and Professional Development section and the Training Approval and Testing Program section, and the impact of the commission's International Fire Service Accreditation Congress (IFSAC) accreditations, which have a direct affect on the commission's testing processes.
2. List the four qualifications that an individual must have before becoming a commission-approved field examiner.
3. List and explain important qualities and responsibilities of a field examiner.
4. Explain common errors made by a field examiner in administering examinations and observational difficulties encountered during the evaluation process.
5. Learn the general rules and processes for conducting commission-designated skill evaluations.
6. Know the additional commission-designated skill evaluation processes and paperwork requirements for academy students completing a certification course at a certified training facility.
7. Know the additional commission-designated skill evaluation processes and paperwork requirements for individuals who qualified through an alternative commission-approved training route (e.g., college coursework, out-of-state, Advanced SFFMA) or who let their certification or test expire.

Objective 1

Learn about two Texas Commission on Fire Protection's sections, the Certification and Professional Development section and the Training Approval and Testing Program section, and the impact of the commission's International Fire Service Accreditation Congress (IFSAC) accreditations, which have a direct affect on the commission's testing processes.

Certification and Profession Development Section and the Training Approval and Testing Section

There are two sections within the Texas Commission on Fire Protection that deal directly with the testing process: the **Certification and Professional Development Section** and the **Training Approval and Testing Section**.

The **Curriculum Development Specialist, who is a member of the Certification and Professional Development Section**, works closely with the commission's Curriculum and Testing Committee to update the Certification Curriculum Manual. This includes the development of performance skill evaluation forms and banks of written test questions. The following curricula are available on the agency's website:

- Basic Fire Suppression (Structure), [Chapter 1](#)
- Basic Aircraft Rescue Fire Suppression, [Chapter 2](#)
- Basic Marine Fire Suppression, [Chapter 3](#)
- Fire Inspector, [Chapter 4](#)
- Fire Investigator, [Chapter 5](#)
- Hazardous Materials (includes Awareness, Operations, Mission-Specific Competencies, Technician, and Incident Commander), [Chapter 6](#)
- Driver/Operator, [Chapter 7](#)
- Fire Instructor (includes Levels I, II, and III), [Chapter 8](#)
- Fire Officer (includes Levels I, II, III, and IV), [Chapter 9](#)
- Fire Department Safety Officer - Incident Safety Officer, [Chapter 10](#)
- Wildland Fire Fighter (includes Basic and Intermediate), [Chapter 11](#)
- Head of Department, [Chapter 12](#)
- Fire and Life Safety Educator, [Chapter 13](#)

The **training approval and testing program** administers state examinations for the following certifications and associated IFSAC seals (where applicable):

- Structure Fire Protection (includes Fire Fighter I, Fire Fighter II, Hazardous Materials Awareness, and Hazardous Operations)
- Aircraft Rescue Fire Fighting
- Marine Fire Suppression
- Fire Inspector (includes Fire Inspector I and Fire Inspector II)
- Plans Examiner I
- Fire Investigator
- Hazardous Materials Technician
- Hazardous Materials Incident Commander
- Driver/Operator - Pumper

- Driver/Operator - Aerial
- Fire and Life Safety Educator I
- Fire and Life Safety Educator II
- Fire Instructor I
- Fire Instructor II
- Fire Instructor III
- Fire Officer I
- Fire Officer II
- Fire Officer III
- Fire Officer IV
- Fire Department Safety Officer
- Incident Safety Officer
- Basic Wildland Fire Fighter
- Intermediate Wildland Fire Fighter

IFSAC Accreditation

The International Fire Service Accreditation Congress (IFSAC) has accredited the commission's certification and testing process as meeting the applicable National Fire Protection Association (NFPA) standards for:

- Fire Fighter I
- Fire Fighter II
- Hazardous Materials Awareness
- Hazardous Materials Operations (includes mission-specific competencies for PPE and Product Control)
- Hazardous Materials Technician
- Airport Fire Fighter
- Driver/Operator - Pumper
- Fire Investigator
- Fire Inspector I
- Fire Inspector II
- Plan Examiner I
- Fire Officer I
- Fire Officer II
- Instructor I
- Instructor II
- Instructor III

Although IFSAC does not evaluate training processes (inputs) as part of the accreditation process, the commission does have to establish curriculum objectives that meet the applicable NFPA standard in order to develop testing processes (outputs) to meet IFSAC accreditation requirements. Furthermore, IFSAC establishes strict accreditation criteria with regard to the administration and security of written test and performance skill evaluations.

Part of the IFSAC accreditation process is to establish and administer a training program for evaluators. Furthermore, the commission must ensure that evaluators are updated on all policy and/or procedural

changes. Through completion of this field examiner course and by meeting the requirements outlined in the training, you are assisting the commission in meeting the required IFSAC criteria.

To find out more about IFSAC, please visit their website at www.ifsac.org.

Objective 2

List the four qualifications that an individual must have before becoming a commission-approved field examiner.

Examiner Qualifications

You may be asked to evaluate skills in any of the state certification/IFSAC accredited disciplines. The question is, "Are you qualified?"

You are qualified to be a commission-approved field examiner if you:

1. are certified to at least the **Instructor I** level (See *Exception ** below),
2. are **certified in the discipline being evaluated** or have documentation of comparable training on file with the commission (See *Exception *** below),
3. have successfully **completed this field examiner training course** within the last two years, and
4. have submitted to the commission **an application and signed "Letter of Intent"** upon completion of this course.

Exceptions:

** For Basic and Intermediate Wildland skill evaluations, an evaluator may hold instructor credentials through the National Wildfire Coordinating Group (NWCG).*

*** For Instructor I and II skill evaluations, the field examiner must hold a higher level of certification than the level being evaluated.*

As a field examiner, you are limited to evaluating performance skills only in the discipline(s) in which you hold certification, or in disciplines in which you have provided documentation to the commission that shows you meet or exceed the applicable curriculum requirements.

A field examiner must have a thorough knowledge of both the skill being tested and the evaluation form being used. Performance skill sheets, which show the required steps for each performance skill, are available on the agency's website.

The commission's definition of a field examiner is in Chapter 439, Section [§439.3\(8\)](#) of the Standards Manual for Fire Protection Personnel. The rule states that a field examiner is:

"An individual authorized to evaluate performance skills in commission-approved curricula. The field examiner must possess a Fire Instructor certification, complete the on-line commission field examiner course, and sign an agreement to comply with the commission's testing procedures. The field examiner must be approved by the commission to instruct all subject areas identified in the curriculum he or she will be evaluating. The field examiner must repeat the examiner course every two years and submit a new Letter of Intent."

Letter of Intent

A "Letter of Intent" is a statement signed by an individual who is applying to be a commission-approved field examiner. The "Letter of Intent" attests to the fact that he or she is familiar with the commission's examination procedures and agrees to abide by the policies and guidelines as set out in [Chapter 439](#) of the Standards Manual for Fire Protection Personnel.

By signing a "Letter of Intent," the field examiner agrees to:

1. follow all rules and policies set forth by the Texas Commission on Fire Protection,
2. facilitate a fair and non-biased evaluation environment, and
3. maintain a safe environment.

Therefore, it is important that you follow the rules and policies the commission has laid out in this training program and keep abreast of any changes that may occur between the training you receive every two years as a field examiner. In addition, you will need to judge each examinee without letting any "personal" opinions get in the way of a fair score, especially if you are asked to evaluate an examinee in which you were an instructor over the individual's training.

Objective 3

List and explain important qualities and responsibilities of a field examiner.

Field Examiner Qualities

As a field examiner, you must have confidence that you can do the job of an examiner, as well as the ability to perform the skill being evaluated.

A field examiner must be able to maintain total concentration in order to observe the examinee completing the skill examination and to fill out the evaluation form.

As a field examiner, you must judge the performance of the examinee, not the person. Personal feelings cannot have an effect on the outcome of the skill examination. The examinee has the right to appeal for evaluation bias. Bias is a tendency toward a lack of objectivity, fairness, or impartiality on the part of the evaluator, often based on personal preferences and inclinations.

Field Examiner Responsibilities

As a field examiner, you must continually check your testing area for unsafe equipment and obstacles (before and during testing).

As a field examiner, you will be required to review the procedures with the person serving as a "team member" during a team skill. There are team skills where only the examinee is being evaluated. The designated team member should be instructed to follow the instructions of the examinee explicitly. If the examinee tells the team member to do a wrong step, the team member must follow those instructions. The only exception would be if the act would cause a safety hazard. The team member must not prompt the examinee in any way. In other words, the team member must not get ahead of the examinee in any step. Since other examinees cannot be used as team members, or to reset skill stations, you may be called upon by the lead examiner to act in that capacity.

As an examiner, you will be responsible for evaluating the skill demonstrated by each examinee and recording the results for that skill. Therefore, some observation difficulties will occur.

Objective 4

Explain common errors made by a field examiner in administering examinations and observational difficulties encountered during the evaluation process.

Examination Errors

As a field examiner, you will be "rating" the examinee's ability to perform a skill. Therefore, there are some tendencies that evaluators need to avoid in order to maintain a fair and non-biased testing atmosphere. There are several types of "rater effects" that can be possible causes of an unfair and biased outcome; therefore, a thorough understanding of these tendencies needs to be explored.

- **Halo Effect**

A type of rater effect in which an evaluator tends to base overall judgments or evaluations on selected pieces of information rather than on all available relevant information.*

You may be asked to evaluate examinees for which you were the lead instructor on the area being evaluated. Therefore, you may think that your students are the best because you trained them. This kind of thinking may lead to a biased evaluation, especially if you are asked to evaluate examinees you did not train and who may perform the skill differently than what you taught.

- **Leniency Effect**

A type of rater effect in which an evaluator tends to rate an examinee too high or to judge the performance level as better than it actually is.*

You may feel that you cannot fail anyone because it might cost the individual from obtain a job! Remind yourself that the examinee may be seeking a career as a fire fighter or fire inspector. Someday, someone's life might depend on the examinee's ability to perform the skill.

- **Central Tendency**

A type of rater effect in which an evaluator tends to rate examinees toward the mid-point of a scale or to judge the performance as average or neutral when it is actually well above or well below the middle level of the scale.*

You may feel as an examiner that you do not want to create any waves, that "all of my students are about the same." This tendency to give all the examinees performances the same general rating can lead to an inaccurate outcome, most notably in cases where you pass an examinee who cannot perform the skill. Remember, someone's life may depend on the examinee's ability to perform the skill.

- **Contrast Effect**

A type of rater effect in which an evaluator tends to compare one examinee to other examinees rather than comparing that examinee's level of performance to the standards.*

Remember that there may be more than one way to perform a skill. If an examinee does not follow the exact steps that you would do or that you have taught your students to do, but the outcome was the same, then you need to base your decision on the overall outcome. Did that person successfully perform that skill and meet the applicable NFPA standard?

- **First-Impression Effect**

A type of rater effect in which an evaluator tends to base judgments and evaluations on early opinions rather than on a complete picture and tends to distort subsequent information to fit the initial opinion.*

An individual's appearance and personality can play a big role in how they are first perceived. You may find yourself liking or disliking an examinee based on these first impressions, but as a field examiner, you cannot let your personal feelings affect that person's score.

- **Similar-to-Me Effect**

A type of rater effect in which an evaluator judges more favorably those people seen as similar to himself/herself.*

Although you may find similar ground with an examinee (i.e., same background, race, sex), you cannot let this affect the scoring of that individual.

- **Stringency Effect (Negative Leniency)**

A type of rater effect in which an evaluator tends to rate an examinee too low or to judge the performance level as poorer than it actually is.*

You may have the tendency to be more critical because you know that the examinee may someday be a fellow fire fighter and he or she did not perform the skill to the same level you would have. Remember that some of the disciplines you will be asked to evaluate are being performed by individuals who have just learned the skills associated with that job performance requirement. They will not be able to perform that skill to the level of a seasoned veteran.

* Source: Patricia Wheeler, Geneva D. Haertel, and Michael Scriven (1992). *Teacher Evaluation Glossary*, Kalamazoo, MI: CREATE Project, The Evaluation Center, Western Michigan University.

Common Observation Difficulties

As an examiner:

- You must keep up with the examinee's performance when the skill requires multiple steps and you must know if there is a prescribed order for the steps that has to be followed.
- You must be able to keep up with the examinee during the skill test, both physically and mentally, especially if the skill requires numerous steps.
- You must determine what the steps are, the number of steps required, and whether the steps have to be performed in a certain sequential order. Some skill steps require the examinee to provide verbal statements; therefore, you must be in a position to hear the examinee.

In conclusion, it is important that you judge each examinee by his or her performance only. Do not let anything other than the examinee's skill performance decide the outcome of the skill examination. As a field examiner, you must be in a position to observe the examinee as well as hear what the examinee is saying. Various distractions that may occur in and around the testing site must be ignored while in the evaluation process of an examinee.

Objective 5

Learn the general rules and processes for conducting commission-designated skill evaluations.

In order to qualify for the commission certification written examination, the examinee (academy or individual) must successfully complete and pass all commission-designated skill evaluations. The following items will provide you with general information regarding the commission-designated skill evaluation process.

All skills are randomly selected from the designated NFPA categories from their respective chapter in the Curriculum Skills Manual. Note: The Marine Fire Suppression curriculum does not contain any skills.

Discipline	Number of Skills
Firefighter I	4
Firefighter II	5
Hazardous Materials Awareness	2
Hazardous Materials Operations	5
Basic Wildland Firefighter	3
Intermediate Wildland Firefighter	5
Aircraft Rescue Firefighter	4
Fire and Life Safety Educator I	4
Fire and Life Safety Educator II	3
Inspector I	3
Inspector II	3
Plans Examiner I	2
Fire/Arson Investigator	6
Hazardous Materials Technician	3
Hazardous Materials Incident Commander	4
Driver/Operator-Pumper	4
Driver/Operator-Aerial	4
Fire Instructor I	4
Fire Instructor II	4
Fire Instructor III	3
Fire Officer I	6
Fire Officer II	6
Fire Officer III	1
Fire Officer IV	1
Incident Safety Officer	5

Combined Skills

Discipline	Number of Skills
Basic Fire Suppression	7 (1 General, 1 Communications, 1 Fireground Operations, 1 Rescue, 1 Preparedness, 2 Hazardous Materials (i.e., 1 Awareness, 1 Operations))
Fire Inspector (Inspector I and II)	4 (1 General, 1 or 2 Administration, 1 Field Inspection, 1 Plan Review)
Fire Inspector w/ PE1	5 (1 General, 1 or 2 Administration, 1 Field Inspection, 1 or 2 Plan Review)

2. The student may be allowed two attempts to complete each skill; however, a different qualified field examiner must evaluate any retests. A second failure during the evaluation process will require remedial training in the failed skill area with a certified instructor before being allowed a third attempt. A third failure shall require that the student repeat the entire certification curriculum.
3. For all disciplines, performance evaluations may be conducted either individually or in a team setting, when identified as a team skill on the performance skill evaluation form.
4. A skill is considered passed as long as the field examiner is satisfied that the student is able to perform the skill successfully and the integrity of the testing environment has been maintained.
5. There must be a clear distinction between the training environment and the testing environment. A field examiner's responsibility is to ensure that the commission-designated skills are evaluated in a testing environment. In other words, no coaching or retraining can be conducted during the evaluation process.

Training environment



Testing environment



6. A mechanism shall be in place to make certain that evaluated and unevaluated students cannot communicate with each other during the evaluation process.

7. The field examiner must be familiar with the performance skill sheets for the discipline being evaluated.

Skill sheet overview – front side

TEXAS COMMISSION ON FIRE PROTECTION BASIC FIRE SUPPRESSION Performance Standards	
FORCIBLE ENTRY #1 Force Entry into a Structure	
Subject: Fireground Operations	Section 101
NFPA 1001 5.3.4	Firefighter I
OBJECTIVE Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)	
INSTRUCTIONS - procedures for achieving the objective Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?	
EXAMINERS NOTE If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned: <ul style="list-style-type: none">• windows• doors• walls	
The firefighter trainee will not be allowed to review the performance steps at the time of testing.	
PREPARATION & EQUIPMENT Scenarios SOPs Protective equipment Hand and power tools	
The firefighter trainee shall accomplish the skills wearing " FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS " as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.	
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FIREFIGHTER I	01FORCED ENTRY - 1
EFFECTIVE JANUARY 1, 2014	

Title, references, section number

Skill sheet overview – front side

TEXAS COMMISSION ON FIRE PROTECTION BASIC FIRE SUPPRESSION Performance Standards	
FORCIBLE ENTRY #1 Force Entry into a Structure	
Subject: Fireground Operations	Section 101
NFPA 1001 5.3.4	Firefighter I
OBJECTIVE Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)	
INSTRUCTIONS - procedures for achieving the objective Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?	
EXAMINERS NOTE If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned: <ul style="list-style-type: none">• windows• doors• walls	
The firefighter trainee will not be allowed to review the performance steps at the time of testing.	
PREPARATION & EQUIPMENT Scenarios SOPs Protective equipment Hand and power tools	
The firefighter trainee shall accomplish the skills wearing "FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS" as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.	
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FIREFIGHTER I	01FORCED ENTRY - 1
EFFECTIVE JANUARY 1, 2014	

Title, references, section number

Objective

Skill sheet overview – front side

<p style="text-align: center;">TEXAS COMMISSION ON FIRE PROTECTION BASIC FIRE SUPPRESSION Performance Standards</p> <p style="text-align: center;">FORCIBLE ENTRY #1 Force Entry into a Structure</p> <p>Subject: Fireground Operations</p> <p>NFPA 1001 5.3.4</p> <p>OBJECTIVE Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)</p> <p>INSTRUCTIONS - procedures for achieving the objective Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?</p> <p>EXAMINERS NOTE If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:</p> <ul style="list-style-type: none">• windows• doors• walls <p>The firefighter trainee will not be allowed to review the performance steps at the time of testing.</p> <p>PREPARATION & EQUIPMENT Scenarios SOPs Protective equipment Hand and power tools</p> <p>The firefighter trainee shall accomplish the skills wearing "FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS" as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.</p> <p><small>Reprinted with permission from NFPA 1001-2013, <i>Standard for Fire Fighter Professional Qualifications</i> Copyright © 2012, National Fire Protection Association, Quincy, MA 02169. This reprinted material is not the complete and official position of the NFPA on the referenced subject, which is represented only by the standard in its entirety.</small></p> <p>FIREFIGHTER I 01FORCED ENTRY - 1 EFFECTIVE JANUARY 1, 2014</p>		Title, references, section number
		Objective
		Instructions

Skill sheet overview – front side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Subject: Fireground Operations **Section 101**

NFPA 1001 5.3.4 **Firefighter I**

OBJECTIVE
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective
Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE
If this skill is assigned as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

The firefighter trainee will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Scenarios
SOPs
Protective equipment
Hand and power tools

The firefighter trainee shall accomplish the skills wearing "**FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS**" as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I **01 FORCED ENTRY - 1** **EFFECTIVE JANUARY 1, 2014**

Title, references, section number

Objective

Instructions

Examiner notes

Skill sheet overview – front side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
 Performance Standards

FORCIBLE ENTRY #1
 Force Entry into a Structure

Subject: Fireground Operations **Section 101**

NFPA 1001 5.3.4 **Firefighter I**

OBJECTIVE
 Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective
 Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE
 If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

The firefighter trainee will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
 Scenarios
 SOPs
 Protective equipment
 Hand and power tools

The firefighter trainee shall accomplish the skills wearing **"FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS"** as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I **01FORCED ENTRY - 1** **EFFECTIVE JANUARY 1, 2014**

Title, references, section number

Objective

Instructions

Examiner notes

Equipment requirements

Note: Many of the skill sheets require the use of department policies. Course instructors should use the policies and procedures of their departments. If teaching this course at a non-departmental institution, acquire a fire department's policies and procedures, or a modification thereof, to complete these skills.

Skill sheet overview – front side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Subject: Fireground Operations **Section 101**

NFPA 1001 5.3.4 **Firefighter I**

OBJECTIVE
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective
Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE
If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

The firefighter trainee will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT
Scenarios
SOPs
Protective equipment
Hand and power tools

The firefighter trainee shall accomplish the skills wearing "**FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS**" as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I **01 FORCED ENTRY - 1** **EFFECTIVE JANUARY 1, 2014**

Title, references, section number

Objective

Instructions

Examiner notes

Equipment requirements

Protective clothing requirements

Skill sheet overview – back side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
 Performance Standards

FORCIBLE ENTRY #1
 Force Entry into a Structure

Title

Candidate: _____ Notes: _____

Examiner: _____

School: _____

Test Site: _____

Firefighter I	TEST		RETEST	
FORCIBLE ENTRY #1	S	U	S	U
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)				
a. Transports and operates hand and/or power tools safely				
b. Forces entry through doors, windows or walls				
c. Uses appropriate tools				
d. Uses appropriate entry methods				
e. Performs skill in a safe and proficient manner, per AHJ				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Evaluator/Candidate Comments: _____

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Certifying Examiner

Re-Test Certifying Examiner

Date

Date

Overall Skill Sheet Score

Pass ☐ Fail ☐

Overall Skill Sheet Re-Test Score

Pass ☐ Fail ☐

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FIREFIGHTER I
01FORCED ENTRY - 2
EFFECTIVE JANUARY 1, 2014

Skill sheet overview – back side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
 Performance Standards

FORCIBLE ENTRY #1
 Force Entry into a Structure

Candidate: _____ Notes: _____

Examiner: _____

School: _____

Test Site: _____

Firefighter I	TEST		RETEST	
	S	U	S	U
FORCIBLE ENTRY #1				
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)				
a. Transports and operates hand and/or power tools safely				
b. Forces entry through doors, windows or walls				
c. Uses appropriate tools				
d. Uses appropriate entry methods				
e. Performs skill in a safe and proficient manner, per AHJ				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Evaluator/Candidate Comments:

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Certifying Examiner _____	Date _____	Overall Skill Sheet Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Certifying Examiner _____	Date _____	Overall Skill Sheet Re-Test Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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FIREFIGHTER I **01FORCED ENTRY - 2** **EFFECTIVE JANUARY 1, 2014**

Title

Identification information and notes

Skill sheet overview – back side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Candidate: _____ Notes: _____

Examiner: _____

School: _____

Test Site: _____

Firefighter I	TEST		RETEST	
	S	U	S	U
FORCIBLE ENTRY #1 Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)				
a. Transports and operates hand and/or power tools safely				
b. Forces entry through doors, windows or walls				
c. Uses appropriate tools				
d. Uses appropriate entry methods				
e. Performs skill in a safe and proficient manner, per AHJ				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Evaluator/Candidate Comments:

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Certifying Examiner _____ Date _____

Re-Test Certifying Examiner _____ Date _____

Overall Skill Sheet Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
Overall Skill Sheet Re-Test Score	
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

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FIREFIGHTER I **01FORCED ENTRY - 2** **EFFECTIVE JANUARY 1, 2014**

Title

Identification information and notes

Performance requirements

Skill sheet overview – back side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
 Performance Standards

FORCIBLE ENTRY #1
 Force Entry into a Structure

Candidate: _____ Notes: _____

Examiner: _____

School: _____

Test Site: _____

Firefighter I	TEST		RETEST	
	S	U	S	U
FORCIBLE ENTRY #1				
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)				
a. Transports and operates hand and/or power tools safely				
b. Forces entry through doors, windows or walls				
c. Uses appropriate tools				
d. Uses appropriate entry methods				
e. Performs skill in a safe and proficient manner, per AHJ				

S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Evaluator/Candidate Comments:

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Certifying Examiner _____	Date _____	Overall Skill Sheet Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Certifying Examiner _____	Date _____	Overall Skill Sheet Re-Test Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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FIREFIGHTER I 01FORCED ENTRY - 2 EFFECTIVE JANUARY 1, 2014

Title

Identification information and notes

Performance requirements

Comment Area

Skill sheet overview – back side

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
 Performance Standards

FORCIBLE ENTRY #1
 Force Entry into a Structure

Candidate: _____ Notes: _____

Examiner: _____

School: _____

Test Site: _____

Firefighter I	TEST		RETEST	
FORCIBLE ENTRY #1	S	U	S	U
Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)				
a. Transports and operates hand and/or power tools safely				
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S = Satisfactorily completed/performed
U = Unsatisfactorily performed/failed to meet objective or grading step

Evaluator/Candidate Comments: _____

All steps of the skill objective are mandatory and must be scored as "Satisfactory" to pass the skill.

Certifying Examiner _____	Date _____	Overall Skill Sheet Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>
Re-Test Certifying Examiner _____	Date _____	Overall Skill Sheet Re-Test Score
		Pass <input type="checkbox"/> Fail <input type="checkbox"/>

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FIREFIGHTER I 01FORCED ENTRY - 2 EFFECTIVE JANUARY 1, 2014

Title

Identification information and notes

Performance requirements

Comment Area

Signature, date, and results

Test procedures

Read the instructions from the skill sheet to the examinee.

Do not paraphrase!

It is *vital* that each examinee receives the exact same set of instructions due to possible legal ramifications.

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Subject: Fireground Operations

Section 101

NFPA 1001 5.3.4

Firefighter I

OBJECTIVE

Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective

Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE

If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

The firefighter trainee will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Scenarios
SOPs
Protective equipment
Hand and power tools

The firefighter trainee shall accomplish the skills wearing "**FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS**" as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I

01FORCED ENTRY - 1

EFFECTIVE JANUARY 1, 2014

Test procedures

Read the instructions from the skill sheet to the examinee.

Do not paraphrase!

It is *vital* that each examinee receives the exact same set of instructions due to possible legal ramifications.

When you have finished reading the instructions, ask the examinee,

“Do you understand these instructions?”

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Subject: Fireground Operations

Section 101

NFPA 1001 5.3.4

Firefighter I

OBJECTIVE

Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective

Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE

If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

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PREPARATION & EQUIPMENT

Scenarios
SOPs
Protective equipment
Hand and power tools

The firefighter trainee shall accomplish the skills wearing **"FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS"** as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I

01 FORCED ENTRY - 1

EFFECTIVE JANUARY 1, 2014

Test procedures

Read the instructions from the skill sheet to the examinee.

Do not paraphrase!

It is *vital* that each examinee receives the exact same set of instructions due to possible legal ramifications.

When you have finished reading the instructions, ask the examinee,

“Do you understand these instructions?”

If the examinee asks a question about the skill and the answer does not put you in a **teaching** situation, **answer it**.

TEXAS COMMISSION ON FIRE PROTECTION
BASIC FIRE SUPPRESSION
Performance Standards

FORCIBLE ENTRY #1
Force Entry into a Structure

Subject: Fireground Operations

Section 101

NFPA 1001 5.3.4

Firefighter I

OBJECTIVE

Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)

INSTRUCTIONS - procedures for achieving the objective

Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?

EXAMINERS NOTE

If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned:

- windows
- doors
- walls

The firefighter trainee will not be allowed to review the performance steps at the time of testing.

PREPARATION & EQUIPMENT

Scenarios
SOPs
Protective equipment
Hand and power tools

The firefighter trainee shall accomplish the skills wearing **"FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS"** as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.

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FIREFIGHTER I

01 FORCED ENTRY - 1

EFFECTIVE JANUARY 1, 2014

Test procedures

Read the instructions from the skill sheet to the examinee.

Do not paraphrase!

It is *vital* that each examinee receives the exact same set of instructions due to possible legal ramifications.

When you have finished reading the instructions, ask the examinee,

“Do you understand these instructions?”

If the examinee asks a question about the skill and the answer does not put you in a teaching situation, **answer it**.

If the examinee asks a question about the skill and the answer does put you in a **teaching** situation, you are only allowed to:

- 1. read the objective, and**
- 2. re-read the instructions.**

TEXAS COMMISSION ON FIRE PROTECTION BASIC FIRE SUPPRESSION Performance Standards	
FORCIBLE ENTRY #1 Force Entry into a Structure	
Subject: Fireground Operations	Section 101
NFPA 1001 5.3.4	Firefighter I
OBJECTIVE Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry. (5.3.4)	
INSTRUCTIONS - procedures for achieving the objective Given a scenario to force entry into a structure, you shall demonstrate removing barriers and making the opening safe and ready for entry. You will begin on my instruction to start. The skill will end when you state to me that you have completed all of the identified steps. Do you understand these instructions?	
EXAMINERS NOTE If this skill is selected as a designated testing skill by TCFP, one of the below options will be assigned: <ul style="list-style-type: none">• windows• doors• walls	
The firefighter trainee will not be allowed to review the performance steps at the time of testing.	
PREPARATION & EQUIPMENT Scenarios SOPs Protective equipment Hand and power tools	
The firefighter trainee shall accomplish the skills wearing " FULL PROTECTIVE CLOTHING FOR STRUCTURAL FIREFIGHTERS " as required by the Texas Commission on Fire Protection to include helmet, gloves, coat, trousers, boots, and SCBA.	
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FIREFIGHTER I	01 FORCED ENTRY - 1 EFFECTIVE JANUARY 1, 2014

*Test procedures**Grading/scoring the performance skill sheet*

The overall grading system of the performance skill examination is on a Pass/Fail or Satisfactory/Unsatisfactory basis.

Stopping a performance skill for safety reasons

The field examiner has the authority to stop the performance of any skill if an unsafe condition exists. Please ensure that the lead examiner is notified immediately when these safety situations occur.

If the hazard was beyond the control of the examinee, the field examiner may allow the examinee a **retry** of the skill when the safety hazard is corrected.

If the safety hazard was caused by the examinee, it will constitute as a failure of the skill. The examinee may be allowed a **retest** if it was his or her first attempt. Note: Any retest(s) must occur upon completion of the evaluation of all the original skill attempts and all examinees scheduled to be evaluated that day.

Special considerations: Inclement weather

There are many types of inclement weather conditions that can make testing difficult. You must be prepared to provide an adequate, safe testing environment for your assigned skill area(s).

For example, on extremely hot days, you should ensure that adequate drinking water is available for examinees being evaluated on physically intensive skills.

In the event of rain or extreme cold, you may consider moving to an alternate testing site.

In general, the only type of weather that will cause testing to be stopped is lightning. In the case of lightning, outside skill examinations will cease immediately. Options to consider include:

- moving to an alternate site [Note: This requires notifying the commission immediately by email, at testing@tcfp.texas.gov, of the change.]
- postponing until the storm passes
- contacting the commission to seek an alternative skill selection
- rescheduling for a different day [Note: This requires notifying the commission immediately by email, at testing@tcfp.texas.gov, of the change.]

If testing on a skill area is already in progress and inclement weather occurs causing the separation of unevaluated students and evaluated students to not be maintained, then the lead examiner must contact a Training Approval and Testing staff member on the next available business day to obtain a new skill selection within the affected skill area(s).

Objective 6

Know the additional commission-designated skill evaluation processes and paperwork requirements for academy students completing a certification course at a certified training facility.

In addition to the general rules and processes identified in Objective 5, the commission-designated skill evaluation process for academy students completing a certification course at a certified training facility must be conducted in a manner that meets specific commission rules and policies.

From each subject area in the curriculum that contains skills, the training provider will receive one randomly selected skill. The identification of the skill can be obtained in the online Training Facility Management System one business day prior to the skill evaluation date and time in order to facilitate the scheduling of personnel and resources; however, information about which skills are to be tested must remain confidential.

1. The skill shall not be opened until all training and/or practice sessions for the designated subject area have been completed.
2. The evaluations are to occur on the date (s), time (s), and location (s) as submitted by the training provider on the Training Prior Approval form.
3. The training provider must immediately notify the commission of any deviation from the commission-designated skill evaluation schedule as submitted

Pre-performance evaluation instructions

The evaluation will be a formal test setting supervised by the lead examiner. The lead examiner will:

1. Confirm that the commission-designated skills are evaluated by commission-approved field examiners.
2. Ensure that the instructor of a particular subject may not evaluate that subject unless the instructor is an approved field examiner.
3. Explain that once skill testing has begun, the field examiner shall allow no retraining or extra practice until all testing candidates have completed the initial testing on the designated subject area.
4. Ensure that all field examiners who will be evaluating the students are familiar with the applicable performance evaluation forms.
5. Verify that there are an adequate number of field examiners, and that they are qualified to evaluate their assigned skill stations.
6. Discuss the performance evaluation procedures including acceptable test performance criteria, and answer any questions from the field examiners.
7. Explain the differences between a **retry** and a **retest** as explained in this online field examiner course.
8. Ensure that the necessary equipment is available at the test site and that the selected skill stations are arranged properly, if applicable.
9. Establish pre- and post-holding areas, when applicable, to ensure that unevaluated students cannot observe candidates being tested.
10. Ensure that the field examiners and examinees understand the following procedures:
 - a. Proper completion of any forms used in the evaluation process.
 - b. Notification of Performance Skill Test Results -- The field examiner will notify the examinees of their results. If an individual fails a skill, the field examiner will explain the area(s) failed.
 - c. The arrangement of the skill stations, if applicable. Note: An examinee shall not receive any prior notification on the specific skills to be tested.
 - d. General and life safety instructions as needed for the particular discipline to be evaluated. For example, point out emergency exits if in a classroom setting or explain the necessity of stopping a skill evaluation if the safety of the examinee is threatened.
 - e. Limitation of proctor/evaluator assistance (e.g., rewording instructions, defining words, teaching) and how to handle questions or problems that may arise during the formal evaluation process.
8. Determine examinee testing order, if applicable.
9. Commence examination.

Other Test Rules

If an examinee falters or stops before completing the skill, the examiner is allowed to ask the examinee, "Are you sure?"

Upon completion, the examiner will tell the examinee:

- Whether the skill was passed or failed, and
- if the skill was failed, the examiner shall review with the examinee the steps within the skill causing the failure.



Records

Records of skill testing (electronic or paper) must be maintained by the academy on each examinee. The records must reflect the results of the skill evaluations, the dates that the evaluations occurred, and the names of the field examiner(s) who evaluated the skills.

All records must be maintained by the training facility for a minimum of three years or in accordance with the requirement of the Texas State Library and Archives Commission, State and Local Records Management Division, whichever is greater.

Objective 7

Know the additional commission-designated skill evaluation processes and paperwork requirements for individuals who qualified through an alternative commission-approved training route (e.g., college coursework, out-of-state, Fire Fighter II - Advanced SFFMA) or who let their certification or test expire.

As a field examiner, you may be asked to evaluate the skills of an individual who completed an alternative commission-approved training route or for an individual who let their certification/test score expire. The individual must pass the required number of randomly selected commission-designated skills for the certification discipline. The skills must be evaluated by a commission-approved field examiner at a training facility certified in that discipline. In addition to following the general rules and processes identified in Objectives 5 and 6, this process can be accomplished by completing one of the following routes:

1. The evaluations may take place with an academy test in which the chief training officer will input onto the skill roster the commission-issued Qual # that was supplied to the individual as part of the Record Review process.
2. The chief training officer will create a new skill schedule in the commission's online Training Facility Management System. During this process, the chief training officer will identify the discipline to be evaluated; enter the date(s), time(s), and location(s) the skill evaluations will take place; list the field examiner(s) that will be evaluating the skill; and input onto the skill roster the commission-issued Qual # that was supplied to the individual as part of the Record Review process.

One business day prior to the skill evaluation date, the chief training officer will be able to access the randomly selected skill(s) to be evaluated. Once skill testing is complete, the chief training officer will enter in the online Training Facility Management System the successful completion of the skill testing.

Summary

Although evaluations can be difficult, unpopular and time-consuming, your service as a field examiner is crucial to the state's certification process and is vital in assisting the Texas Commission on Fire Protection in fulfilling and maintaining its mission and IFSAC accreditation requirements.

For your future reference, a PDF version of this course is available to download: [Field Examiner Course \(PDF\)](#).

If you have any questions or comments regarding this training, please contact a Training Approval and Testing program staff member by calling (512) 936-3811 or by sending an e-mail to testing@tcfp.texas.gov.

If you hold an active instructor certification, you will be issued a field examiner card. If you do not hold an active instructor certification, your successful completion of this course will be maintained on file and once instructor certification is obtained, a field examiner card will be issued as long as it is with the two years of completing this course. Please note that for those individual who will be evaluating the Wildland Fire Fighter skills and who do not hold a commission instructor certification, but are qualifying using a National Wildfire Coordinator Group instructor-training program, a field examiner card will not be issued. You will need to contact the training provider who will be utilizing your services to ensure that the commission has been notified and your qualifications to evaluate the skills has been inputted into the commission's online Training Facility Management System.