



FEMA

POSITION TASK BOOK FOR THE POSITION OF

INCIDENT/EXERCISE EVALUATOR (TYPE 1)

Version: November 2021

Check the appropriate position type:

☐ Single Type ☐ Type 1 ☐ Type 2 ☐ Type 3

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK WAS INITIATED:
LOCATION:
DATE:

Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION

I verify that _____
has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.

FINAL EVALUATOR'S SIGNATURE:

DATE:

FINAL EVALUATOR'S PRINTED NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION

I certify that _____
has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.

OFFICIAL'S SIGNATURE:

DATE:

OFFICIAL'S NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors and tasks.

A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Qualifications Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors and Tasks

The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.

The PTB covers all type levels for a given position, but an AHJ may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation. Bullet statements within a task are only examples and do not need to be performed to have a task signed off.

PTB Task Codes

For each of the tasks listed in the Position Task Book (PTB), there are one or more codes describing the circumstances in which the trainee can perform tasks related to the position. If a task has multiple codes listed, it means the evaluator can assess the trainee on any of those circumstances as opposed to evaluating the trainee on all of the listed codes.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed on a full-scale exercise with equipment deployment under the Incident Command System (ICS).

Code F: Task performed during a functional exercise managed under the ICS.

Code I: Task performed on an incident or event managed under ICS. Examples of incidents and events that may employ ICS include but are not limited to an oil spill, search and rescue, hazardous material response, fire and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event. *Note:* Assignment of Code R is not recommended. However, AHJs may add at their discretion to tasks added to NQS PTBs.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s) or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled “Evaluation Record #” for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators’ qualifications before signing off on the PTB.

Evaluator’s name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title and the evaluator’s home agency.

Evaluator’s home jurisdiction address and phone: List evaluator’s home jurisdiction address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident and their kind (such as team, personnel and equipment) pertinent to the trainee’s PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1 or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee’s future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator’s initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator’s relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home jurisdiction address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

INCIDENT/EXERCISE EVALUATOR (TYPE 1)

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Incident/Exercise Evaluator and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Receive, accept, and review assignment and incident- or exercise-specific evaluation documents, such as Controller/Evaluator (C/E) Handbook and Exercise Evaluation Guides (EEG).	C, E, F, I, T		
2. Complete incident- or exercise-specific evaluation training and briefings, such as the C/E briefing.	E, F, I, T		
3. Review the incident/exercise site, scope, organizations, roles, responsibilities, safety and security considerations, jurisdiction, and authorities: <ul style="list-style-type: none"> ● Review pertinent jurisdictional plans ● Review pertinent incident-specific plans 	E, F, I, T		

2. Competency: Lead assigned personnel

Description: Influence, lead, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

2a. Behavior: Establish work assignments and performance expectations, monitor performance, and provide feedback

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
4. Communicate responsibilities and expectations, informing incident/exercise data collectors and evaluators of assignments, tasks, and required products before, during, and after the exercise.	E, F, I, T		
5. Monitor incident/exercise data collectors' and evaluators' activities and provide feedback to maximize individual and collective capabilities.	E, F, I, T		

2b. Behavior: Coordinate interdependent activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
6. Lead evaluation planning efforts and coordinate the development of the evaluation plan: <ul style="list-style-type: none"> ● Provide evaluation planning information during coordination meetings ● Confirm evaluation timeline and coordinate achievement of timeline milestone 	E, F, I, T		
7. Monitor evaluation progress and assign/reassign personnel to ensure progress toward objectives based on the evaluation plan and timeline: <ul style="list-style-type: none"> ● Regularly brief and debrief with assigned personnel ● Provide evaluation execution information during coordination meetings 	E, F, I, T		
8. Coordinate the development of evaluation documents, such as the EEG, the C/E Handbook, and the after-action report: <ul style="list-style-type: none"> ● Confirm that incident/exercise data collectors and evaluators complete appropriate documentation and input ● Coordinate distribution of draft documentation and adjudication of feedback 	E, F, I, T		

3. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment

3a. Behavior: Ensure the exchange of relevant information during briefings and debriefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
9. Prepare for and participate in all evaluation team briefings: <ul style="list-style-type: none"> ● Share information with other evaluation staff ● Receive priorities, goals, and objectives for incident/exercise operational period ● Communicate evaluation and data collection concerns and mitigation strategies ● Maintain high-quality briefing materials 	E, F, I, T		
10. Schedule and conduct evaluation briefings with assigned personnel: <ul style="list-style-type: none"> ● Inform evaluation team of start time, duration, location, and information they should provide for the briefing ● Define briefing objectives, agenda, and time expectations ● Post or distribute briefing agenda, as appropriate ● Plan for documentation and recording of relevant information ● Communicate changes in evaluation strategies or objectives ● Resolve concerns and conflicts 	E, F, I, T		

4. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established timeframes.

4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Working with the lead evaluator, serve as the technical expert for evaluation tasks: <ul style="list-style-type: none"> ● Provide evaluation support, equipment, and personnel, as necessary ● Provide operational and technical information on objectives and critical tasks 	E, F, I, T		
12. Help the lead evaluator initiate and maintain evaluation tools, including: <ul style="list-style-type: none"> ● EEG ● C/E Handbooks ● Master Scenario Events List (MSEL) 	E, F, I, T		
13. Make appropriate conclusions based on analyzed and validated information: <ul style="list-style-type: none"> ● Adjust in response to new information, changing conditions, or unexpected obstacles 	E, F, I, T		
14. Perform root-cause analysis of evaluation material	E, F, I, T		
15. Ensure that all evaluation work is consistent with current policies and best practices.	E, F, I, T		
16. Support safety and security monitoring and reporting, as necessary.	E, F, I, T		

4b. Behavior: Ensure documentation is complete and disposition is appropriate

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
17. Ensure evaluation documentation is complete, according to the lead evaluator's direction: <ul style="list-style-type: none"> ● Submit incident/exercise narrative and activity log to lead evaluator ● Complete EEG and submit to lead evaluator 	C, E, F, I, T		
18. Support development and implementation of evaluation plan: <ul style="list-style-type: none"> ● Identify evaluation needs and priorities ● Develop staffing plan and evaluation assignments to adequately collect observations and data ● Develop evaluation training specific to the incident/exercise ● Schedule evaluation team briefings, as necessary ● Schedule hot wash 	E, F, I, T		

19. Coordinate submission of after-action report or other evaluation reports: <ul style="list-style-type: none"> ● Ensure all material is accurate and complete ● Complete all documents within established time frames ● Comply with stakeholder agencies' documentation requirements 	E, F, I, T		
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4c. Behavior: Oversee and support the actions of Type 2 and Type 3 Incident/Exercise Evaluators

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Supervise team as it observes and records data and identify incident/exercise strengths and weaknesses associated with: <ul style="list-style-type: none"> ● Best practices ● Lessons learned ● Training ● Equipment ● Policies and procedures 	E, F, I, T		
21. Provide technical information and training on evaluation activities: <ul style="list-style-type: none"> ● Conducting observations and recording data ● Creating and using EEG ● Performing root-cause analysis ● Writing after-action reports ● Conducting improvement planning 	E, F, I, T		