

# State of Florida

Emergency Operations Center  
Position Qualification System



EOC Operations Section Coordinator  
July 2024



DRAFT

-- This page intentionally left blank --

# Florida

## EOC Support Team



# EOC Operations Section Coordinator

## (OC-EOC)

Version: July 2024

POSITION TASK BOOK ASSIGNED TO:
TRAINEE NAME:
ORGANIZATION:
PHONE NUMBER:
E-MAIL ADDRESS:

POSITION TASK BOOK INITIATED BY:
INITIATOR NAME:
TITLE / POSITION:
ORGANIZATION:
PHONE NUMBER:
E-MAIL ADDRESS:
INITIATION DATE:

**Disclaimer: If this Task Book and Qualification Guide (SOG) conflict, the SOG shall take precedence.**

# CERTIFICATION

**DO NOT** COMPLETE THIS PAGE UNLESS YOU ARE RECOMMENDING THE TRAINEE FOR QUALIFICATION

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

## EOC Operations Section Coordinator

### Final Evaluator Verification

I verify that all tasks were satisfactorily performed by the Trainee and are appropriately initialed. Final Evaluator comments should be provided on final page of this document.

\_\_\_\_\_ should be considered for qualification in this position.  
*TRAINEE NAME*

\_\_\_\_\_ *FINAL EVALUATOR'S PRINTED NAME*

\_\_\_\_\_ *TITLE*

\_\_\_\_\_ *FINAL EVALUATOR'S SIGNATURE*

\_\_\_\_\_ *AGENCY / ORGANIZATION*

\_\_\_\_\_ *EMAIL ADDRESS*

\_\_\_\_\_ *PHONE NUMBER*

\_\_\_\_\_ *DATE*

### QUALIFICATION REVIEW BOARD

\_\_\_\_\_ *QRB CHAIR SIGNATURE*

\_\_\_\_\_ *DATE*

### CERTIFYING OFFICIAL

*I certify that the Trainee listed above has met all the requirements for qualification in this position.*

\_\_\_\_\_ *CERTIFYING OFFICIAL SIGNATURE*

\_\_\_\_\_ *DATE*

## EOC OPERATIONS SECTION COORDINATOR

### **Position Description**

The Operations Section Coordinator (OC) manages incident or event activities to achieve objectives and oversees implementation of the Incident Action Plan (IAP). The Operations Section Coordinator supervises and configures the Operations Section with branches, divisions, groups, and units as necessary. The OC is part of the General Staff and typically reports to the EOC Manager.

In addition, the Operations Section Coordinator:

1. Coordinates operational support, resource allocation, and situational awareness for various response activities, potentially across multiple jurisdictions and agencies.
2. Ensures strategies and plans align with the incident objectives and priorities set by the EOC Manager.
3. Identifies needs, prioritizes limited resources, and allocates them accordingly.
4. Maintains continuous situational awareness of the incident or event through direct communication with field units, other EOC sections, and external agencies.
5. Participate in the development and revision of the Incident Action Plan (IAP), providing input on operational capabilities, strategies, and tactics.
6. Conduct operational briefings and debriefings to ensure all EOC personnel are informed of objectives, strategies, and changes in the operational environment.

### **Required Trainings**

The following training courses must be completed prior to requesting the task book:

- IS-100, IS-700, IS-800, IS-2200, E/G/L-0191, G2300

### **Currency**

Credentials issued by the Florida Division of Emergency Management for the Operations Section Coordinator position remain valid for five (5) years.

# EMERGENCY OPERATIONS CENTER (EOC) POSITION TASK BOOK (PTB)

## **Background**

Position Task Books (PTBs) are designed to be used by any individual (trainee) interested in becoming qualified in one or more EOC positions under the Florida Qualification System (FQS), which meets or exceeds National Qualification System (NQS) standards. PTBs are a tool to document experiences indicating successful completion of tasks that are specific to a position.

Qualified Evaluators verify successful completion of tasks by signing and dating corresponding tasks in the PTB. They also fill out an Evaluation Record at the back of the PTB for each qualifying experience in which they observed the trainee complete tasks.

Successful performance of all tasks that meet the standards outlined in the EOC Qualification SOG will result in a recommendation to the Florida Division of Emergency Management (FDEM) that the trainee be recognized as qualified in that position. Evaluation and confirmation of the trainee's performance while completing tasks requires more than one training assignment and several different Qualified Evaluators. Tasks may be evaluated on incidents or events, in a classroom setting, in HSEEP compliant functional or full-scale exercises, and during normal job duties. Review the PTB Code Definitions section of this task book for additional information.

For appeals, currency, and revocation processes, see the EOC Position Qualification SOG.

## **Task Book Qualification Process**

**Step 1 – Request Task Book** – Submit a PTB application in the FDEM SharePoint Portal at <https://portal.floridadisaster.org/sites/SERT/ahimt/SitePages/Home.aspx>. After the application is submitted, the FDEM Credentialing Unit will review the application for completeness and verify that requisite trainings are complete prior to initiating the task book. If deficiencies in the application exist, the applicant will be notified and offered guidance on how to address the deficiencies. If no deficiencies are noted, then the FDEM Credentialing Unit will initiate the task book and provide a copy to the applicant.

**Step 2 – First Task Completion** - The applicant is required to identify when the first task has been completed and signed off in the task book by completing that section in the [Tech Solution In Process]system record. After this date, the applicant will have one (1) year to complete any outstanding training and three (3) years to complete this task book.

**Step 3 – Task Book Completion** - The performance requirements (tasks) listed in each PTB are based on FEMA's EOC Skillsets. Where appropriate, additional tasks have been added to ensure alignment with Florida practices and standards. Numerous bullet statements are listed under each task. They are guidelines/examples for the Qualified Evaluator to ensure that the spirit of the task is completed by the trainee; not all bullet statements are required to be completed by the trainee so long as the overall intent of the task has been satisfied. Once the task book has been completed (within the three (3) year timeframe) the applicant uploads their completed task book to [Tech Solution In Process]and requests the QRB review their PTB.

**Step 4 – QRB Review** - Upon receipt of a completed task book, the Qualification Review Board will review the task book for accuracy and provide a recommendation for qualification or provide additional direction to the applicant.

**Step 5 – Qualification Approval** - Once qualification has been recommended by the QRB, FDEM will provide final approval and written notification to the applicant that they have met the qualification requirements.

## **Responsibilities for the Task Book System**

### **1. Authority Having Jurisdiction (AHJ):**

- Select trainees based on the needs of the organization or to fulfill Emergency Management Performance Grant obligations and/or other Mutual Aid agreements.
- Provide opportunities for evaluation and/or making the trainee available for evaluation.

### **2. The Individual/Trainee:**

- Review and understand instructions in the PTB.
- Identify desired objectives/goals whenever an opportunity for evaluation is recognized.
- Provide background information to an evaluator and ensure that evaluation records are complete.
- Complete outstanding training within one (1) year of the first task sign-off.
- Complete all tasks for an assigned position within three (3) years of the first task sign-off.
- Notify FDEM when the PTB is complete.
- Retain the original PTB and upload a copy of the PTB into SharePoint.

### **3. Qualified Evaluator(s):**

- Must be credentialed by FDEM in the position they are evaluating or in a position that directly supervises the position being evaluated.
- Each PTB must include at least two (2) separate Qualified Evaluators. This means no single Qualified Evaluator can complete all the signatures within a single task book.
- Review tasks with the trainee.
- Explain evaluation procedures and which tasks may be performed during the evaluation period.
- Accurately evaluate and record demonstrated performance of tasks.
- Initial and date completion tasks within the task book to indicate satisfactory performance. Unsatisfactory performance should also be documented.
- Complete an Evaluation Record found at the end of each PTB.

### **4. Final Evaluator:**

- Must be credentialed by FDEM in the position they are evaluating.
- Ensure that the trainee has satisfactorily completed all tasks for the position being sought within the timeframes allowed in the EOC Qualification SOG.
- Complete the Final Evaluator's Verification statement inside the front cover of the PTB and the Final Evaluator's Comments form on the final page of the PTB.
- If no Final Evaluators are available locally, the applicant may locate potential evaluators on the SharePoint site. A final evaluation may be conducted over the phone, video chat, or other communication media.

### **5. Qualification Review Board:**

- Review all completed task books, training records, and supplemental documentation to ensure accuracy, completeness, and conformity to the EOC Qualification SOG.
- Ensure tasks were performed in the proper type of incident or exercise and that the individual met all requirements established in the EOC Qualification SOG.
- Upon review and approval by the QRB, the individual will be certified and recommended to receive a credential from the Executive Director for the Florida Division of Emergency Management.

### **6. Final Qualification Authority:**

- The FDEM Executive Director, or their designee, are the final qualification authority responsible for issuing qualifications to applicants when approved through the process described above. FDEM is also responsible for maintaining records for qualified personnel.

## **PTB Code Definitions**

PTB Codes are associated with individual tasks and are used to indicate whether a task can be evaluated during an incident, event, exercise, or training, or normal job duties. Tasks completed during a qualifying experience that are not specified for the task are invalid and will not be validated by an evaluator. The evaluator should circle the appropriate code indicating the type of experience used to evaluate the trainee.

Each task has at least one code. If more than one code is listed, the task may be completed on any of the listed experiences (e.g., if codes I, E, X, T, C, D are all listed beside a task, then the task may be completed during an incident, planned event, training environment, etc.).

### **Task Code: I - Incident**

Incidents include any occurrence (natural or manmade) that necessitates a response to protect life or property. An incident where Trainees have tasks evaluated and initialed, or the incident is used to maintain currency of an individual's qualification, should:

- Be of equal or greater complexity level than the complexity level indicated on the Trainee's PTB (if indicated), or, in the case of maintaining Currency, the position qualifications level. If no complexity level is indicated, the experience must be a minimum of Type 3 complexity in accordance with the National Incident Management System (NIMS) Incident Complexity Guide.
- Be of sufficient length to provide adequate opportunities to demonstrate the knowledge, skills, and abilities necessary to learn, practice, and eventually be evaluated on PTB tasks in question.
- Include performance of the duties of the position for at least two distinct, separate operational periods under the supervision of a Qualified Evaluator. Operational periods for incidents can be of various lengths, usually 12 or 24 hours, but should not be shorter than 8 hours.
- Include a written Action Plan (e.g., Incident Action Plan, Event Action Plan, Incident Support Plan, etc.) for one (1) operational period unless specified otherwise in Appendix A – Position Requirements. In addition, Applicants must also include additional ICS 203 or ICS 207 forms (or similar) to satisfactorily document that they served in the selected position for at least two (2) operational periods during each qualifying experience.
- Involve a partial or full EOC activation.

**Qualified Evaluator:** Qualified Evaluators must be credentialed in the same position being evaluated or a superior ICS position (e.g., SITL tasks may be evaluated by a qualified IC, PSC, or SITL).

### **Task Code E: – Planned Event**

Events are scheduled non-emergency activities (e.g., sporting event, concert, parade, etc.) that require multi-jurisdictional support or include multiple agencies from within a single jurisdiction. An event where Trainees have tasks evaluated and initialed, or the event is used to maintain currency of an individual's qualification, should:

- Be of equal or greater complexity level than the complexity level indicated on the Trainee's PTB, or, in the case of maintaining Currency, the position qualifications level. If no complexity level is indicated, the incident must be a minimum of Type 3 complexity in accordance with the National Incident Management System (NIMS) Incident Complexity Guide.
- Be of sufficient length to provide adequate opportunities to demonstrate the knowledge, skills, and abilities necessary to learn, practice, and eventually be evaluated on PTB tasks in question or practice.
- Include performance of the duties of the position for at least two distinct, separate operational periods under the supervision of a Qualified Evaluator. Operational periods for events can be of various lengths, usually 12 or 24 hours, but should not be shorter than 8 hours.
- Include a written Action Plan (e.g., Incident Action Plan, Event Action Plan, Incident Support Plan, etc.) for one (1) operational period unless specified otherwise in Appendix A – Position Requirements. In addition, Applicants must also include additional ICS 203 or ICS 207 forms (or similar) to satisfactorily document that they served in the selected position for at least two (2) operational periods during each qualifying experience.

- Require on-scene management of the event.
- Involve coordination among multiple jurisdictions (preferred) or significant multi-agency coordination within the same jurisdiction to facilitate the sharing of information, resources, and support needed to achieve incident objectives.

**Qualified Evaluator:** Qualified Evaluators must be credentialed in the same position being evaluated or a position that supervises the Trainee. Must be qualified in the position being evaluated or a superior ICS position (e.g., SITL tasks may be evaluated by a qualified IC, PSC, or SITL).

### **Task Code X: Full-Scale or Functional Exercise**

Full-scale exercises are operationally focused and are typically the most complex and resource-intensive of the exercise types. Full-scale exercises often involve multiple agencies, jurisdictions/organizations, and real-time movement of resources. Functional exercises are operationally focused exercises designed to test and evaluate capabilities and functions while in a realistic, real-time environment; however, movement of resources is usually simulated.

These guidelines provide consistency and authenticity when using an operations-based exercise, whether functional or full-scale, to evaluate personnel, provide an opportunity for Trainees to complete tasks in their PTBs, or maintain qualification Currency for an EOC position identified within this Guide.

Exercise players should be given an appropriate level of foundational knowledge through classroom or other learning methods to ensure they are sufficiently prepared for an exercise. Players should not engage in an exercise unprepared, especially Trainees. Exercises are not intended to be a primary means to learn fundamentals, nor are they the appropriate venue for demonstrating performance without adequate preparatory learning and practice opportunities.

A full-scale or functional exercise where Trainees have tasks evaluated and initialed, or the exercise is used to maintain currency of an individual's qualification, should:

- Be operations-based, either a functional or full-scale exercise.
- Include an incident scenario that is equal to or higher than the complexity type rating for the EOC positions that are using PTBs or the EOC positions being exercised to maintain Currency in those positions. If no complexity level is indicated, the incident must be a minimum of Type 3 complexity in accordance with the National Incident Management System (NIMS) Incident Complexity Guide.
- Include performance of the duties of the position for at least two distinct, separate operational periods under the supervision of a Qualified Evaluator. Operational periods for full-scale and functional exercises can be of various lengths but should not be shorter than 4 hours and require at least one complete cycle of the planning process.
- Include a written Action Plan (e.g., Incident Action Plan, Event Action Plan, Incident Support Plan, etc.) for one (1) operational period unless specified otherwise in Appendix A – Position Requirements. In addition, Applicants must also include additional ICS 203 or ICS 207 forms (or similar) to satisfactorily document that they served in the selected position for at least two (2) operational periods during each qualifying experience.
- Be conducted in compliance with Homeland Security Exercise and Evaluation Program (HSEEP) guidelines.

**Qualified Evaluator:** Qualified Evaluators must be credentialed in the same position being evaluated or a position that supervises the Trainee.

### **Task Code T: Tabletop Exercise**

Tabletop exercises are discussion-based exercises in response to a scenario intended to generate a dialogue of various issues to facilitate a conceptual understanding, identify strengths and areas for improvement, and/or achieve changes in perceptions about plans, policies, or procedures.

A Tabletop exercise where Trainees have tasks evaluated and initialed, or the exercise is used to maintain currency of an individual's qualification, should include performance of the duties of the position for at least one operational period. Operational periods for tabletop exercises can be of various lengths but should not be shorter than 2 hours.

**Qualified Evaluator:** Evaluators for tabletop exercises are not required to be credentialed in the same position being evaluated or a position that supervises the Trainee. An Exercise Facilitator or Direct Supervisor that is not qualified through the FQS may sign the PTB as the Qualified Evaluator for these experiences.

### **Task Code C: Classroom Trainings, Seminars, and Workshops**

Classroom training includes learning opportunities that occur within a class environment that tests knowledge and skills associated with one or more tasks in the PTB. Seminars are a form of instruction that has the function of bringing together small groups to actively participate in recurring meetings. Each seminar should focus on a particular subject.

Workshops are interactive meetings in which a group of people collaborate to solve a problem or achieve a goal. Workshops are often led by an Exercise Facilitator and can range from a couple of hours to multiple days.

**Qualified Evaluator:** Qualified Evaluators for classroom training, seminars, and workshops are not required to be credentialed in the same position being evaluated or a position that supervises the Trainee. An Instructor, Exercise Facilitator, or Direct Supervisor that is not qualified through the FQS may sign the PTB as the Qualified Evaluator for these experiences.

Must be qualified in the position being evaluated or a superior ICS position (e.g., SITL tasks may be evaluated by a qualified IC, PSC, or SITL).

### **Task Code D: Daily Job Duties**

Actions which are performed as part of the Trainee's normal daily job duties that are applicable to the Trainee's PTB tasks may be verified by the Trainee's Direct Supervisor, even if the Supervisor does not hold a certification through the Division.

**Qualified Evaluator:** Trainee's Direct Supervisor, even if they do not hold any certifications through the Division.

## EOC Skillset: Coordination and Individual Contribution

### Task Categories:

- Complete common coordination and accountability tasks associated with all positions within the EOC.

**Task Category: Complete common coordination and accountability tasks associated with all positions within the EOC.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate understanding of EOC activation and operations, including how your function relates to other incident support activities: <ul style="list-style-type: none"> <li>• Demonstrate general awareness of local risks and hazards.</li> </ul>	I, E, X, T, C		
2. Demonstrate an understanding of your position's key duties, tasks, and responsibilities.	I, E, X, D		
3. Maintain a positive, professional, and calm demeanor to promote a positive work environment.	I, E, X		
4. Demonstrate effective communication skills, such as the ability to translate technical jargon into plain language.	I, E, X, D		
5. Comply with relevant health and safety requirements.	I, E, X		
6. Demonstrate understanding of EOC Continuity of Operations (COOP), succession plan, emergency procedures, and safety guidelines.	I, E, X, T, C		
7. Participate in the EOC planning process.	I, E, X		
8. Participate in appropriate EOC meetings and briefings related to your assigned function.	I, E, X		
9. Follow general internal and external information flow processes: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of information management systems, such as incident management software.</li> </ul>	I, E, X		
10. Manage Essential Elements of Information (EEl)s and critical information requests in accordance with processes and procedures: <ul style="list-style-type: none"> <li>• Follow EOC approval authorities.</li> <li>• Properly handle Personally Identifiable Information (PII) and sensitive information.</li> <li>• Provide proper documentation for record-keeping and accountability; and</li> <li>• Provide information for reports and in support of leadership decision-making.</li> </ul>	I, E, X		
11. Follow processes for resource requests, prioritization, deployment, tracking, reassignment, and demobilization.	I, E, X		
12. Participate in orderly transition of resources and processes from response to recovery.	I, E, X		
13. Transfer responsibilities upon completion of assignment:	I, E, X		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<ul style="list-style-type: none"> <li>• Transfer to replacement, recovery personnel, or other responsible party</li> <li>• If necessary, shift responsibilities to a non-disaster/day-to-day job</li> </ul>			
14. Participate in EOC training and exercises.	X		
15. Participate in after action review and improvement planning.	I, E, X, T		

DRAFT

## EOC Skillset: Leadership

### Task Categories:

- Be proficient in the job, both technically and as a leader.
- Supervise staff to ensure understanding and accomplishment of duties and tasks.
- Coordinate to foster unity of effort.

### **Task Category: Be proficient in the job, both technically and as a leader.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>1.</b> Exhibit principles of duty, respect, and integrity by: <ul style="list-style-type: none"> <li>• Making sound and timely decisions; and</li> <li>• Seeking and accepting responsibility for actions.</li> </ul>	I, E, X		
<b>2.</b> Demonstrate understanding of EOC and Policy Group roles, responsibilities, and authorities: <ul style="list-style-type: none"> <li>• Describe how this mission may change in a different organization, jurisdiction, or operating environment.</li> </ul>	I, E, X, T, D		
<b>3.</b> Demonstrate understanding of external sources of assistance: <ul style="list-style-type: none"> <li>• What resources could be available;</li> <li>• When they could become available;</li> <li>• How to acquire them; and</li> <li>• Necessary approvals.</li> </ul>	I, E, X, T, D		
<b>4.</b> Communicate with the leadership and policy group to facilitate and inform decision-making: <ul style="list-style-type: none"> <li>• Communicate options, considerations, and recommendations; and</li> <li>• Keep subordinates informed.</li> </ul>	I, E, X		
<b>5.</b> Assist with the development of strategies and tasks to support the goals and objectives of incident command or the EOC.	I, E, X		
<b>6.</b> Obtain relevant information to guide operational decisions.	I, E, X		
<b>7.</b> Guide personnel as they identify and address gaps in critical information.	I, E, X		
<b>8.</b> Establish metrics and benchmarks for program performance and monitor progress through completion.	I, E, X, D		
<b>9.</b> Monitor and manage stakeholder expectations: <ul style="list-style-type: none"> <li>• Communicate policy, process, and procedural changes.</li> </ul>	I, E, X		
<b>10.</b> Oversee ordering and organization of resources to achieve objectives: <ul style="list-style-type: none"> <li>• Understand constraints and limitations.</li> </ul>	I, E, X, D		
<b>11.</b> Continuously evaluate EOC processes, procedures, and priorities: <ul style="list-style-type: none"> <li>• Coordinate with performance improvement personnel.</li> </ul>	I, E, X, T		
<b>12.</b> Suggest ways to improve processes and procedures, and then help implement improvements: <ul style="list-style-type: none"> <li>• Facilitate conversations about process performance;</li> <li>• Assess processes;</li> <li>• Determine gaps; and</li> <li>• Take steps for improvement.</li> </ul>	I, E, X		

**Task Category: Supervise staff to ensure understanding and accomplishment of duties and tasks.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Use leadership styles appropriate to the situation.	I, E, X		
14. Establish and communicate processes and procedures.	I, E, X		
15. Assign tasks and clearly communicate expectations.	I, E, X		
16. Emphasize and foster teamwork.	I, E, X		
17. Manage conflict and coordinate problem-solving: <ul style="list-style-type: none"> <li>• Manage conflicting viewpoints.</li> <li>• Assess alternative courses of action;</li> <li>• Determine and communicate a way forward; and</li> <li>• Ensure follow-through and escalate to appropriate level as necessary.</li> </ul>	I, E, X		
18. Prepare and discuss feedback with subordinates: <ul style="list-style-type: none"> <li>• Monitor performance and discuss task understanding; and</li> <li>• Evaluate performance and complete personnel performance evaluations.</li> </ul>	I, E, X		
19. Support the health, safety, and welfare of assigned personnel: <ul style="list-style-type: none"> <li>• Direct operations based on health and safety considerations and guidelines;</li> <li>• Ensure that personnel follow safety guidelines appropriately;</li> <li>• Spot-check operations to ensure compliance with safety guidelines;</li> <li>• Make resources available to support staff health and safety; and</li> <li>• Monitor staff for signs of mental and physical fatigue.</li> </ul>	I, E, X		

**Task Category: Coordinate to foster unity of effort.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Establish and maintain positive interpersonal and interorganizational working relationships.	I, E, X, D		
21. Demonstrate ability to influence others outside your chain of command.	I, E, X, D		
22. Ensure staff activities align with the EOC's operational rhythm.	I, E, X		

## EOC Skillset: Document and Records Management

### Task Categories:

- Collect and store documents and records.
- Provide documents and records upon request.

### **Task Category: Collect and store documents and records.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>1.</b> Follow document and records management procedures, retention plans, and policies in accordance with local, state, and federal policies. <ul style="list-style-type: none"> <li>• Institute or use available system for document and records management.</li> </ul>	I, E, X		
<b>2.</b> Brief EOC personnel on document management processes and related staff responsibilities.	I, E, X		
<b>3.</b> Monitor, review, and assess activity logs, charts, and records for completeness; follow up on any that are incomplete.	I, E, X		
<b>4.</b> Collect and package information for After-Action Review/ Lessons Learned.	I, E, X		

### **Task Category: Provide documents and records upon request.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>5.</b> Monitor compliance with information management processes and procedures.	I, E, X		
<b>6.</b> Perform real-time documentation collection and storage.	I, E, X		
<b>7.</b> Archive documents such as activity logs, maps, personnel timesheets, procurement documents, Memorandum of Understandings (MOU), and incident records.	I, E, X		
<b>8.</b> Respond to internal requests for archived information, such as: <ul style="list-style-type: none"> <li>• Lessons learned from past disasters, incidents, and events.</li> <li>• Previous incident information;</li> </ul>	I, E, X		

## EOC Skillset: Performance Improvement

### Task Categories:

- Collect and analyze information regarding EOC activation and activities.
- Suggest process improvements and solutions during EOC operations.
- Support process improvement following EOC deactivation.

### **Task Category: Collect and analyze information regarding EOC activation and activities.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate knowledge of the after-action review (AAR) and performance improvement planning (PIP) process, including the types of information gathered and the feedback process.	I, E, X, T, D		
2. Collect, store, and analyze data for the after-action review and improvement plan.	I, E, X		
3. Perform real-time data collection during response: <ul style="list-style-type: none"> <li>• Use accepted tools, such as EOC activity logs and other center-related documentation.</li> </ul>	I, E, X		
4. Provide guidance to EOC leadership on collecting performance improvement-related data.	I, E, X		

### **Task Category: Suggest process improvements and solutions during EOC operations.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
5. Identify best practices and areas for improvement during EOC activation, operation, and deactivation, and suggest process improvement measures to EOC staff and leadership.	I, E, X		
6. Provide recommendations to leadership for review, approval, dissemination, and implementation.	I, E, X, D		

### **Task Category: Support process improvement following EOC deactivation.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
7. Develop an after-action review and improvement planning schedule for the EOC activation that is consistent with Homeland Security Exercise and Evaluation Program (HSEEP) or similar guidance.	I, E, X		
8. Coordinate after action review-related meetings to identify and clarify areas for improvement: <ul style="list-style-type: none"> <li>• Support facilitation of meetings if necessary.</li> </ul>	I, E, X, D		
9. Identify best practices and areas for improvement.	I, E, X, D		

10. Develop recommendations to address areas for improvement.	I, E, X, D		
11. Coordinate EOC after-action report development efforts with other incident-related after-action reporting efforts.	I, E, X		

### EOC Skillset: Resource Tracking

**Task Categories:**

- Track resources to destination.

**Task Category: Track resources to destination.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate knowledge of EOC and Incident Command Post (ICP) resource tracking processes.	I, E, X, T		
2. Monitor and track resources and supporting logistics.	I, E, X		
3. Update requestor on request status, estimated time of arrival, and related logistical details: <ul style="list-style-type: none"> <li>• Verify that provided information meets incident needs.</li> </ul>	I, E, X		
4. Establish communication channels to maintain resource status.	I, E, X		
5. Track resources from initial request through: <ul style="list-style-type: none"> <li>• Hand-off to incident; or</li> <li>• Demobilization (for resources that remain under EOC management).</li> </ul>	I, E, X		
6. Anticipate, recognize, plan for, and address drawdown levels for resources that remain under EOC management. <ul style="list-style-type: none"> <li>• Plan early-on for resource demobilization.</li> </ul>	I, E, X		
7. Communicate with incident command and EOC staff regarding resource status.	I, E, X		

## EOC Skillset: Situational Awareness

### Task Categories:

- Gather data and information.
- Analyze and synthesize data and information.
- Disseminate information.

### Task Category: Gather data and information.

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>1.</b> Collect and monitor data and information: <ul style="list-style-type: none"> <li>• Sources include Incident Action Plan (IAP), on-scene incident reports, EOC personnel, National Weather Service, jurisdictional liaisons, fusion centers, Joint Terrorism Task Forces (JTTFs), traditional media, social media, and others;</li> <li>• Content includes demographic, damage assessment, infrastructure, supply chain, and geographic data and information;</li> </ul>	I, E, X, D		
<b>2.</b> Coordinate information sharing with EOC public affairs personnel and the Joint Information Center (JIC)/Joint Information System (JIS): <ul style="list-style-type: none"> <li>• Receive information from JIC/JIS;</li> <li>• Provide information to JIC/JIS; and</li> </ul>	I, E, X		
<b>3.</b> Collaborate with EOC personnel to gather information.	I, E, X		

### Task Category: Analyze and synthesize data and information.

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>4.</b> Establish and implement processes for projecting cascading effects of action or inaction: <ul style="list-style-type: none"> <li>• Evaluate potential consequences and mitigation actions;</li> <li>• Identify trends; and</li> <li>• Engage technical specialists.</li> </ul>	I, E, X		
<b>5.</b> Use demographic information to inform analysis: <ul style="list-style-type: none"> <li>• Cultural diversity;</li> <li>• Potential vulnerabilities;</li> <li>• Damage assessment; and</li> <li>• Specific service needs, such as:               <ul style="list-style-type: none"> <li>○ Individuals with disabilities and other access and functional needs, and</li> <li>○ Individuals with critical transportation needs.</li> </ul> </li> </ul>	I, E, X		

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>6.</b> Analyze information: <ul style="list-style-type: none"> <li>Establish and implement procedures for verifying, organizing, prioritizing, and tracking information;</li> <li>Convert raw data into information and intelligence;</li> <li>Identify and address misinformation;</li> <li>Verify and analyze input for critical information;</li> <li>Clarify incomplete information; and</li> <li>Identify incident-specific essential elements of information and critical information requests.</li> </ul>	I, E, X		
<b>7.</b> Recognize incident or event specific critical information to be disseminated immediately.	I, E, X		
<b>8.</b> Prepare situational briefings, reports, displays, briefing tools, and other information products.	I, E, X		

**Task Category: Disseminate information.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>9.</b> Establish and implement a process for developing and disseminating situational information at regular intervals: <ul style="list-style-type: none"> <li>Obtain approval for distribution in accordance with policies and procedures.</li> <li>Determine distribution lists; and</li> <li>Determine methods for distribution.</li> </ul>	I, E, X		
<b>10.</b> Follow processes for identifying, verifying, and disseminating critical information: <ul style="list-style-type: none"> <li>Coordinate with public affairs to disseminate information externally; and</li> <li>Determine need for Spot reports for critical information dissemination.</li> </ul>	I, E, X		
<b>11.</b> Display within the EOC situational information and data about significant events.	I, E, X		
<b>12.</b> Use visualizations such as graphs, photographs, and maps to graphically depict information.	I, E, X		
<b>13.</b> Use mapping/geospatial data and sources, including Geographic Information Systems (GIS), web-based maps, and paper maps.	I, E, X, D		
<b>14.</b> Present and distribute situational briefings, reports, displays, briefing tools, and other information products.	I, E, X		
<b>15.</b> Ensure proper security when sharing sensitive, classified, or protected information.	I, E, X		

**Emergency Operations Center (EOC) Supplemental Skillset: Meeting Management**

**Task Categories:**

- Facilitate focused, goal-oriented meetings.

**Task Category: Facilitate focused, goal-oriented meetings.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Prepare for and execute a tactics meeting. <ul style="list-style-type: none"> <li>• Review current operational needs, objectives, and priorities before the tactics meeting.</li> <li>• Ensure appropriate stakeholders are in attendance, including other Branches or Sections, as applicable.</li> <li>• Draft a concise, focused agenda that includes key objectives, timelines, and discussion points.</li> <li>• Identify specific resource requirements, assignments, and timelines to be addressed.</li> <li>• Facilitate the meeting by ensuring all participating teams contribute to strategy and tactic development.</li> </ul>	I, V, E, F, T		
2. Capture and document key points and decisions. <ul style="list-style-type: none"> <li>• Assign a note-taker to record critical decisions, action items, and deadlines discussed in the meeting.</li> <li>• Ensure documentation includes responsible parties for each task or follow-up item.</li> <li>• Provide updates to leadership on branch progress and any challenges requiring escalation.</li> </ul>	I, V, E, F, T		
3. Communicate strategies, tactics, priorities, and changes effectively. <ul style="list-style-type: none"> <li>• Present information clearly and concisely, tailoring language to the audience's level of understanding.</li> <li>• Use visual aids (e.g., maps, charts).</li> <li>• Confirm understanding by asking staff to summarize key takeaways or action items.</li> </ul>	I, V, E, F, T		
4. Maintain professionalism and composure under stress. <ul style="list-style-type: none"> <li>• Model a calm and confident demeanor.</li> <li>• Redirect unproductive discussions or escalating tensions back to actionable topics.</li> </ul>	I, V, E, F, T		

**Emergency Operations Center (EOC) Supplemental Skillset: WebEOC Mission Management**

**Task Categories:**

- Demonstrate proficiency in leveraging WebEOC for effective resource management.

**Task Category: Demonstrate proficiency in leveraging WebEOC for effective resource management.**

TASKS	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate the ability to submit resource requests accurately and monitor their status in WebEOC.	I, V, E, F, T		

<ul style="list-style-type: none"> <li>• Enter a new mission, ensuring all required fields (e.g., title, description, lifeline, points of contact, location, etc.) are completed.</li> <li>• Update mission status based on progress (e.g., Coordinating, In-Progress, Complete).</li> <li>• Add detailed comments for clarity and record-keeping.</li> </ul>			
<p>2. Review and verify assigned mission requests in WebEOC to ensure they include all necessary and appropriate information for effective mission tasking and resource fulfillment.</p> <ul style="list-style-type: none"> <li>• Review each mission request for critical details relevant to the resource being requested.</li> <li>• Verify that contact information for the requesting entity and any special instructions (e.g., accessibility concerns, time sensitivity) are clearly outlined.</li> <li>• If details are missing or unclear, communicate with the requester to obtain additional information and update the mission request accordingly.</li> </ul>	I, V, E, F, T		
<p>3. Task and monitor missions assigned to your branch using WebEOC.</p> <ul style="list-style-type: none"> <li>• Oversee the progression of missions from initiation to completion, ensuring proper documentation at each step.</li> <li>• Ensure timely status updates and comments are logged by personnel completing mission tasks.</li> </ul>	I, V, E, F, T		

DRAFT

## INSTRUCTIONS FOR COMPLETING THE EVALUATION RECORDS

Each task book includes four blank evaluation records to be completed by a qualified evaluator. These evaluations may be made during any qualifying experience (e.g., incidents, events, trainings, daily job duties, etc.). If additional evaluation records 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, Agency, and Email:** List the name of the evaluator, incident position or office title, agency or organization, and email address.

**Evaluator's Home Unit Address and Primary Phone Number:** Self-explanatory.

**#:** The number next to the evaluator's name in the upper left corner of the evaluation record identifies a specific incident or group of incidents. This number should be placed in the column labeled "Evaluation Record #" on the PTB for each task that was satisfactorily performed. This number enables reviewers of the completed PTB to ascertain the qualifications of each evaluator prior to making the appropriate sign-off on the PTB.

**Location of Incident/Simulation:** Identify the location where the tasks were performed.

**Incident Kind:** Enter kind of incident (e.g., hazmat, hurricane, search and rescue, flood, tornado, etc.)

**Complexity:** Identify complexity of incident or sub-incident that the evaluation is for by Type.

### 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 which are pertinent to the trainee's task book position.

**Duration:** Enter inclusive dates during which the trainee was evaluated. Evaluation dates must be consecutive.

**Recommendation:** Provide comments regarding recommended next steps or future needs for development of the trainee.

**Date:** List the date the record was completed by the evaluator.

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

**Evaluator's Relevant Qualifications\*:** List your relevant qualifications to the trainee position that you supervised, and include the date and agency (e.g., FDEM) of qualification. Only individuals actively credentialed through FQS are eligible to sign task books as a Qualified Evaluator for Task Codes "I," "E," and "X".

\***EXAMPLE:** PC-EOC, FDEM, 7/4/2024









