

ARIZONA CPS INSTRUCTOR WORKSHOP

Presented by:

ADHS

GOHS

Safe Kids Arizona

Safe Kids Maricopa County

November 18, 2013

Objectives

1. Defining communication styles
2. Identify basic course requirements
3. Recognize qualities of instructor team
4. Discuss importance of a pre-team meeting and end of day meetings.
5. Identify how to reduce and overcome common issues
6. Discussion of tools to have on hand
7. Building self-sufficiency
8. Retention of tech/instructors

What are qualities of a good follower?

Group Activity



What are qualities of a lead instructor?

Group Activity



What does teamwork look like and sound like in a course?





It looks like...

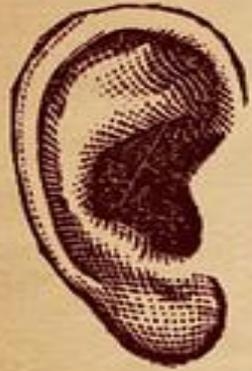
- ⦿ There really is a “eye” in team
- ⦿ Look at each other eyes to eyes
- ⦿ Materials in middle sharing and interaction
- ⦿ Look for strengths and weaknesses
 - In team
 - In students
 - In self



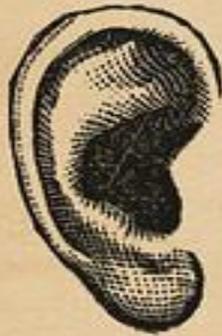
It sounds like...

- Quiet voices
- Basic manners and general respect
 - Thank you! You're welcome! Great! Please!
Good job!
- Helping each other: open communication
- Don't make your own opinions

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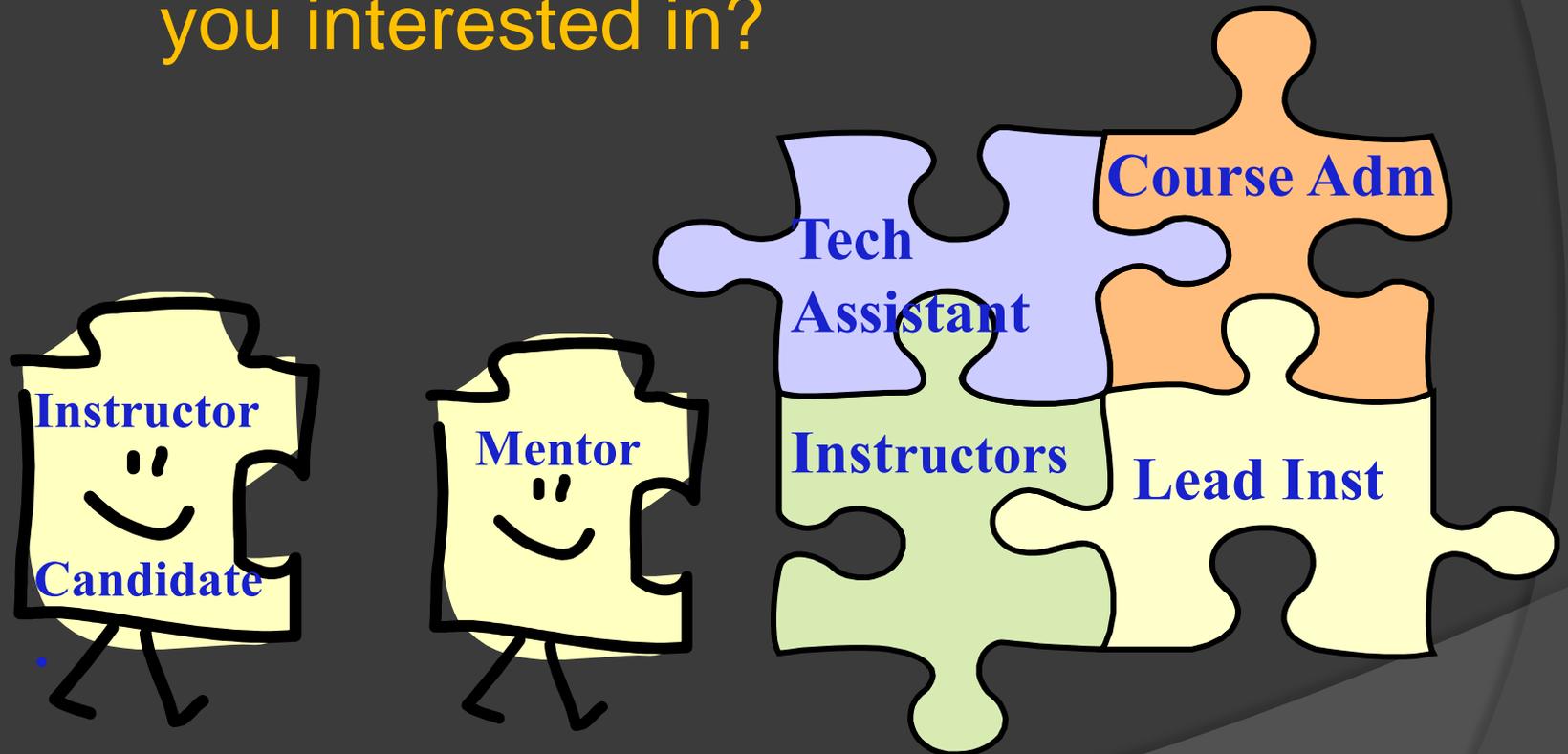
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What role as a member of the team are you interested in?



Lead Instructor

- ⦿ ROLES
- ⦿ Should not also act as a mentor
 - Too many responsibilities head of the instructor team
- ⦿ Making sure the roster accurately reflects all students and instructor team, including Instructor Candidates
- ⦿ Monitor the course to be sure all Policies and Procedures are followed
- ⦿ Must be present and attentive for the entire course
 - Including Check Up Event!
- ⦿ Submitting hands-on pass/fail scores for each at the end of the course
- ⦿ Overseeing all quiz grading and entering a final grade online
- ⦿ Submitting the following scores and hours online after each class

Mentor

- ◎ ROLES
- ◎ Primary point of contact
 - any questions or concerns about the candidate's evaluation
 - responsible for daily reviews with the candidate.
- ◎ Be sure to add a mentor prior to adding any instructor candidates, as you cannot add the candidate first.
- ◎ Provide daily feedback and complete IC's paperwork
- ◎ Teach as little as possible so he or she may devote his or her full attention to the candidate.

Instructor Candidate

- ⦿ It is required to become CPSTI
 - Still a tech until completed
- ⦿ Must be listed on the instructor team
- ⦿ Must attend the entire course, including any pre- or post-course instructor meetings
- ⦿ Lecture for at least five hours, divided among at least three modules
- ⦿ Set up a hands-on exercise (classroom or vehicle)
- ⦿ Be the lead for a different hands-on exercise
- ⦿ Participate in the community seat checkup event
- ⦿ Take the Quizzes... it's a great refresher!

Instructor

- ⦿ ROLES
- ⦿ All courses require at least 2 CPSTIs.
- ⦿ Recommended ratio 5:1 Instr to Student ratio
 - Certification Classes
 - Renewal Classes
- ⦿ This includes instructor candidates.
- ⦿ Provide customer service to students
- ⦿ Provide IC feedback to mentor
- ⦿ BE ACTIVE!!

Course Administrator

- Any CPSTI or authorized course administrator can register and schedule a course (Add A Course)
- Submit a Course Administrator Application
 - on the website under Resources-FAQs /Forms.
- Activates course
- Creates agenda with LI
- Produces course paperwork

Tech Assistant

- ⦿ It is preferred TA be completed within 1-2 yrs of IC
- ⦿ Participate as **CA** for at least one CPST class.
 - planning meeting
 - setting up classroom and outdoor exercises
 - observe all aspects of the course
- ⦿ **CPST never lectures, grades or signs off skills tests.**

Registering the course

- ⦿ How many days?
- ⦿ Public vs Controlled
- ⦿ Site Visit
 - Reading room
 - Proximity to parking lot
- ⦿ Instructor team
- ⦿ Additional considerations:
 - Technician Assistants
 - Lunches/Breakfast snacks
 - Registration/Payment options

Pre-meeting

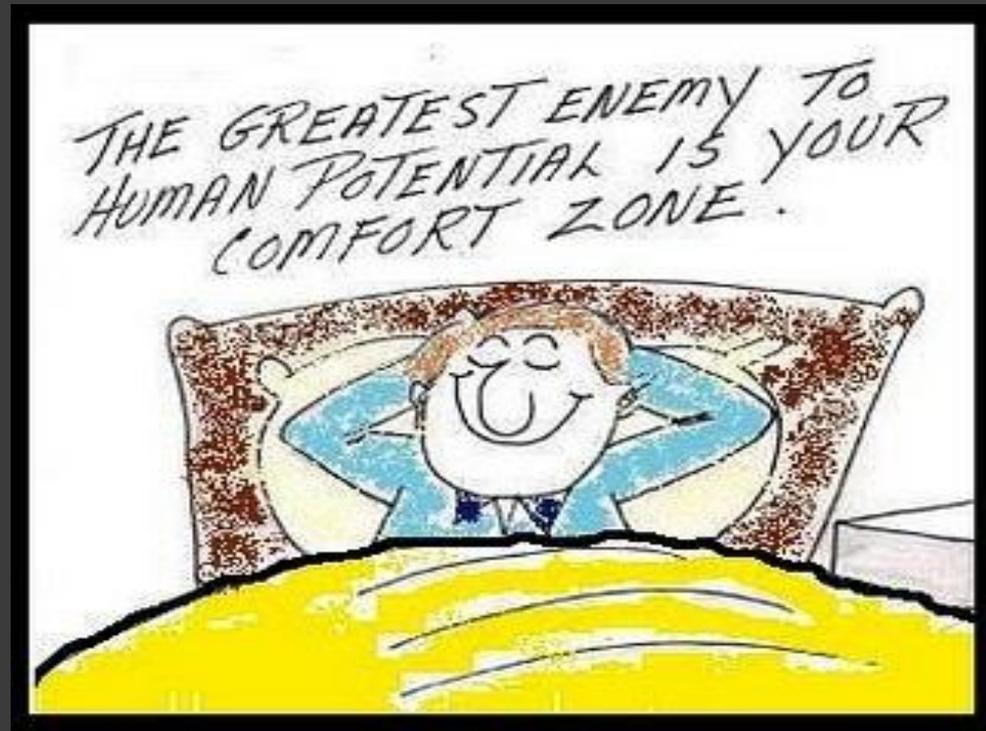
- ⦿ Conference call or in person
- ⦿ Instructor packet
 - Detailed agenda
 - Checklist form
 - Preliminary roster
 - List of seats in training kit (if necessary provide a chance to practice new seats together or go to local store to have hands-on time)
- ⦿ Clarify roles
- ⦿ Testing Procedures
 - Review skills evaluation and remediation policies
 - Expectations

Pre-meeting

- ⦿ Determine reading room
- ⦿ Consider:
 - Bilingual students
 - Disabilities
 - Failing the test or skills
- ⦿ Don't get off track.
- ⦿ Where do you draw the line with “war stories”

Assignments

- Challenge yourself:



BE FOXY...
THINK OUTSIDE THE BOXY!!

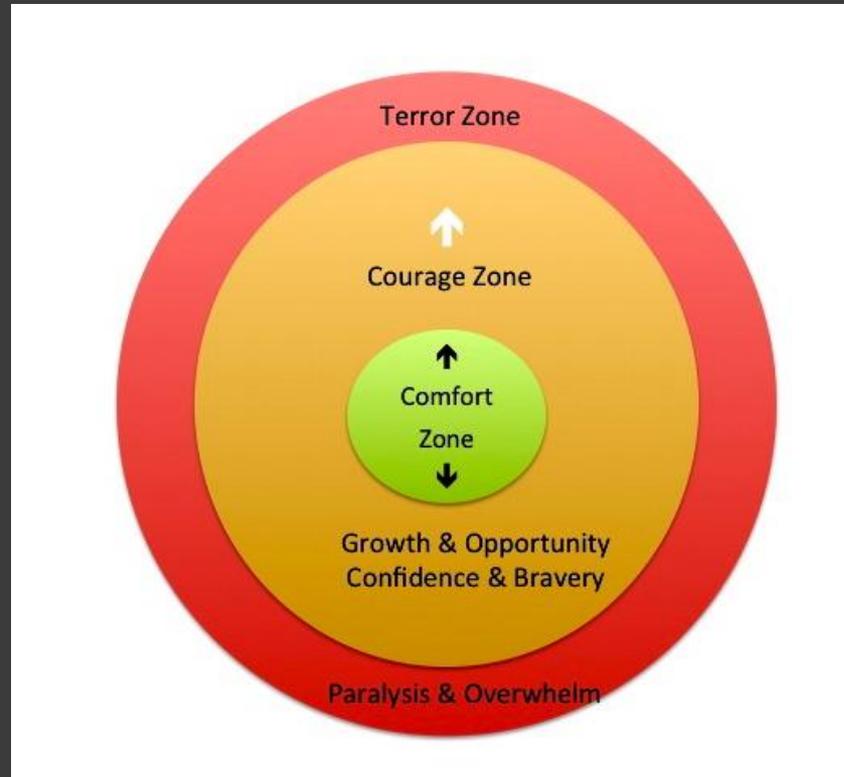


CHALLENGE!!!!!!

Can you handle it?

- ◎ This year make it your own personal resolution to step outside your comfort zone
 - Teach a different chapter
 - organize a different activity
 - work with a new instructor team
 - go to different check up events
 - help new techs for seat check sign offs.
 - The sky is the limit!

Find Comfort in Discomfort



Life begins at the end of your
comfort zone... Neale Walsh



Common Issues: What if?

- Canceling vs. postponing a course
- Transferring students
- I can't take the class and my agency wants to send someone in my place!
- I haven't received my manuals!
- Teaching only on the 3rd day!
- Surprise student on Day One
- Help me: 877-366-8154

Pre-team meeting

- ⦿ Review the roster
- ⦿ Handouts
- ⦿ Does everyone have the most recent instructor CD?
- ⦿ Are the assessments current?
- ⦿ Review instructor kit
- ⦿ The art of delegating
- ⦿ Course checklist
- ⦿ Instructor Candidates/Mentors
 - Requirements

Think about:

◎ Student Roster

- What type of agency is represented, law enforcement, public health, hospitals
- How will you audience change your method
- Does it matter?

Think About:

⦿ Handouts

- accurate
- reliable source
- Updated
 - identify prior to handing out and/or including in student folder

Think About...

⦿ Class CD

- Should be certain of what version
- Is the updated
 - The newest version

⦿ Instructor manual downloads from CPS board

Also Think About...

⦿ Assessments:

- most current, check dates

⦿ Instructor Kit:

- what types of things should be available

⦿ Art of Delegating:

- And it is an art...
 - Based on trust

And finally...

⦿ Course Checklist:

- everyone should know what their responsibilities are

⦿ Instructor Candidates/Mentors:

- lead instructor should work with them prior to class, may mean extra meetings.
- Mentor should take the initiative to meet and begin mentoring PRIOR to class

Student Folder Handouts

- Recall list
- Checklist form sample
- Student Roster
- Brochures
- List of local inspection stations
- State Law
- Confidence Skill Survey
- Evaluation

Skills Assessments

Read them OUT LOUD!!

Read To Technician Candidates Before Starting Skills Evaluation:

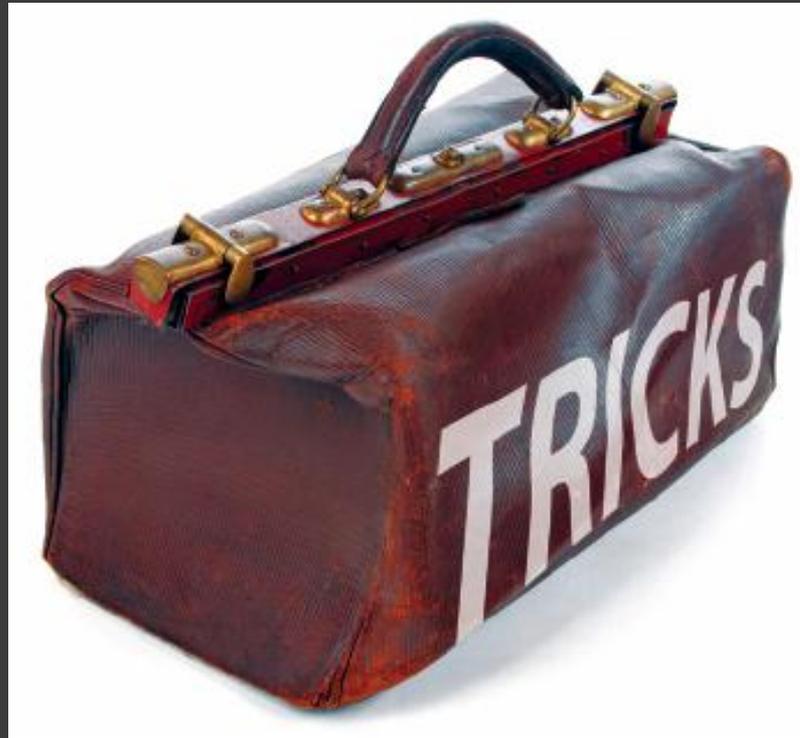
- You are to work individually.
- You may use written materials, such as your workbook.
- Students must stand at least 10 feet away from a station while waiting so they cannot overhear student/instructor interaction.
- Do not talk to any other candidates, whether you are at a station or not.
- There are six scenarios in which you must accurately diagnose any misuse observed.
- You are NOT allowed to touch the scenario seats, harnesses, or safety belts in the course of their examination. Any misuse will be identifiable without having to touch the CR, harness or seat belt.
- Instructors will check the scenarios after your review to be sure that they have not been changed.
- You must pass all three elements of each scenario to pass the selection and installation scenario. You must pass all seven scenarios to pass the skills evaluation.
- **REMEMBER: IN ALL SCENARIOS - BEST PRACTICE IS BEST CHOICE.**
- Always follow the manufacturer's instructions.

Check the date.



Instructor Kit

What's in your bag of tricks?



Student Mailings

LEAD INSTR or COURSE ADMIN

- ⦿ Interest in course
 - Create a file for keeping emails
- ⦿ Reservation/registration
- ⦿ Student introductory letter
- ⦿ Post class letter

Quizzes

- ⦿ Test taking strategies and Tips
- ⦿ Quizzes: A, B, or C?
- ⦿ Review sessions
- ⦿ Grading
- ⦿ Reading room
 - Choosing a reader or readers

Quizzes

- ⦿ Get used to using different quizzes.
- ⦿ Provide a strong review.
 - Unique way of reviewing will get everyone involved, i.e. baseball game.
- ⦿ Identify which questions are missed the most.
- ⦿ Provide example of tone in reading exam.

Grading

- ① Use a different color pen when grading,
- ① Write answer in
- ① Score and record accurately
 - Helps the LI when closing class
- ① Have IC and TA look up the answers to FMQ's
 - Frequently MISSED Questions

Day One

- ⦿ Welcome
- ⦿ Everyone here registered? Check the roster
- ⦿ Introductions
 - Ice Breakers
 - Tech Teaser
 - Learning Styles
- ⦿ Test taking strategies
- ⦿ Instructor/tech meeting at end of day
 - Assessing students: Who is doing well/Who needs help

DAY ONE MUSTS!!!

- ⦿ The Lead Instructor is responsible for ensuring the accuracy of the course roster. Your roster must list all of the people in your classroom. CA-8 (Dec. 15, 2009)
- ⦿ Should a non-registered student arrive for the course, he or she has three options:
 - ⦿ 1. Register and pay online with a credit/debit/check card
 - ⦿ 2. Register online and print the personalized registration form and fax it with a purchase order to customer service at 917-305-9876
 - ⦿ 3. Provide proof that he or she has submitted a complete registration and payment to Safe Kids (e.g. fax confirmation page with registration and P.O., tracking information with registration form and copy of check) CA-8-9, Dec. 15, 2009.

Day 1 Post Class Team Meeting

- ① Determine students who need additional assistance
- ① Adjust agenda accordingly
- ① Set up room for next day
- ① Organize seats
- ① Review confidence skill survey
- ① Open floor up to comments/suggestions

Post Course Team Meeting: Lessons Learned

- ⦿ How do you determine if you have had a successful class?
- ⦿ Assessing the team; how did we rate one another/ourselves?
- ⦿ Break it down
 - Inside exercises
 - Hands-on exercises
 - Chapter time
- ⦿ What worked well?
- ⦿ What didn't work well?
- ⦿ Corrected agenda
- ⦿ Summary of evaluations
- ⦿ Next time, let's try...

Retention of Techs

- Follow up with student and their organization
- Consistency in delivering resources and materials
- Establish a precedence when offering a class
- Assign each Instr. Team Member at list of students to mentor and follow up with

What is the next step?



People ask me lots of questions.
I always make sure to answer.



Sometimes I don't know the answer.
This is OK. When I don't know the
answer I say "I don't know."

Empower vs. Enable



em·pow·er (m-pour)

- ① 1. To invest with power, especially legal power or official authority.
- ② 2. To equip or supply with an ability; enable: “Computers ... empower students to become intellectual explorers” (Edward B. Fiske).

en·a·ble (-nbl)

- ◎ **1a.** To supply with the means, knowledge, or opportunity; make able: a hole in the fence that enabled us to watch; techniques that enable surgeons to open and repair the heart.
- ◎ **b.** To make feasible or possible: funds that will enable construction of new schools.
- ◎ **2.** To give legal power, capacity, or sanction to: a law enabling the new federal agency

Look it up...



- ✓ Policies and Procedures Manual
- ✓ Planning and Logistics Guide

<http://cert.safekids.org>

Resources → Program Related Links

- ✓ Mentor and IC Guide:

Resources → Forms → Instructor
Candidacy

- ✓ Instructor CD

CPST Self Security... Our Responsibility

- ◎ This includes fellow Instrs, IC's and TA's
- ◎ Focus on helping others find the answer not give them the answer
 - Utilizing the P and P Manual
 - Mentor and IC Guide
 - Student manual
 - Planning and Logistics Guide

Questions??

Thank you, please complete
your Personal Action Plan
and Constructive Feedback
Survey

THANK YOU!!!!

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