

Unit 1

Overview of Career and Technical Teaching

Introduction:

Career and technical teaching involves working with students to teach them the fundamental knowledge and skills of the occupation you know so well. The New Teacher Institute (NTI) is exclusively developed for technical teachers in Kentucky to smooth the transition from business and industry into the teaching profession. You became a teacher because of your extensive occupational experience. As a technical teacher, you are an essential part of the Kentucky Department of Education and Office of Career and Technical Education. Unit 1 provides an overview of Career and Technical teaching to give you some fundamental information about the technical teaching profession in Kentucky.

Unit Objectives:

Upon completion of Unit 1 – Overview of Career and Technical Teaching, new teachers will be able to:

- Discuss the importance of your contribution to Kentucky's educational mission
- Describe the New Teacher Institute (NTI) program
- Explain how Career and Technical Education (CTE) contributes to the mission of the Kentucky Department of Education (KDE)
- Describe the role and major responsibilities of technical teachers
- Discuss effective technical teaching, including safety awareness.

Unit Outline:

1.1 Welcome / Introduction

- **Teacher / School / Occupational Areas represented**
- **Kentucky Department of Education (KDE)**
- **Office of Career and Technical Education (OCTE)**
- **New Teacher Institute (NTI)**
 - **Five-Day Workshop**
 - **Three-Day Follow-up**
 - **Additional Expectations**
 - **Academic Credit**
 - **NTI Faculty and Staff (Professional Educators / Consultants)**
 - **Purpose of NTI**
 - **Background of NTI**
 - **Objectives of NTI**

1-2 Teaching Career and Technical Education

- **Kentucky Department of Education (KDE)**
- **Office of Career and Technical Education (OCTE)**
- **Kentucky Educational Reform Act (KERA)**
- **Curriculum Alignment / KY TECH / KCTCS**
- **College and Career Readiness (CCR)**
- **Kentucky Teacher Standards (10)**
- **Program / Teacher Certification**
- **Kentucky Occupational Skill Standards Assessment (KOSSA)**

- Student Accountability Measures
- Kentucky Teacher Internship Program (KTIP)
- Mission of Technical Programs-- KY TECH / KCTCS

1-3 Effective Teaching

- Role and Responsibility of Technical Teachers
- Characteristics of Effective Teachers
- Effective Communication
- First Impressions
- Classroom Learning Climate
- Teaching Safety
- State Policy and Procedures
- Teacher Liability

1-4 Safety / Liability

- Teaching Safety
- Safety Instruction
- Monitoring Safety
- State Policy and Procedures Manual
- Protecting Yourself
- Negligence Questions

Activities for Unit 1—Overview of Career and Technical Teaching

Upon completion of this Unit, new teachers should be able to complete the following:

1. Identify the following acronyms and briefly describe them:

KDE --

OCTE --

CCR –

KTIP –

KERA –

KOSSA –

KCTCS –

2. List and briefly discuss what you consider to be the most important characteristics of a good teacher.
3. Describe the most important safety considerations in your lab / classroom.
4. Describe the organizational system for CTE in Kentucky.
5. Briefly discuss the technical teacher's role and responsibility.
6. Discuss the way in which safety should be taught in your occupational program.
7. Discuss how your performance as a technical teacher contributes to the goals of OCTE / KDE.
8. Correctly answer questions related to this Unit on a written test.
9. Effectively apply the principles discussed in this Unit in the classroom.

N.T.I. Faculty & Staff

Office of Career & Technical Education (502) 564-4286

Office of Career & Technical Education

- Marissa Hancock, Manager, Career Pathways Branch – ext. 4222
- Glen Borders – Construction – ext. 4251
- Peggy Williford – Health & Human Services – ext. 4212
- Kayla Godbey, Family and Consumer Science – ext. 4206
- Todd Nickens – Transportation – ext. 4250
- Dana Tackett – Manufacturing – ext. 4254
- Elizabeth Bullock – HOSA – ext. 4253
- Connie Witt – FBLA – ext. 4256
- Larry Johnson – SkillsUSA Director – ext. 4240
- Vacant – Program Coordinator/Teacher Certification/KTIP – ext. 4242
- Mark Harrell – Pre-Engineering/Technology Education

N.T.I. Faculty & Staff (Cont.)

Universities with Teacher Educators: (Offer Teacher Certification / CTE Degree Programs)

- Eastern Kentucky University: Dr. Ed Davis, Dr. Tim Ross, Dr. Steve Fardo, Dr. Michael Walach – (859) 622-3232, Mr. Frank Kincaid, (859) 564-6971
- Western Kentucky University: Dr. Brent Askins (270) 745-4433
- Murray State University: Dr. Kemaly Parr (270) 809-2854
- Morehead State University: Dr. Steve Stubbs (606) 783-2633
- University of Louisville: Ms. Mary Stratton (502)655-1783

Purpose of N.T.I.

- Develop Survival Skills
- Build Confidence
- Value Lesson Planning, Preparation and Presentation



Background of N.T.I.

- M.O.I. started in 1981.
- N.T.I. was designed after a highly effective military instructor training course.
- Approximately 60 - 75 new teachers complete the N.T.I. program each year.
- Required of all new industrial and health teachers (occupational based) who do not have previous teacher certification and teaching experience

Objectives:

- Identify instructional techniques that are required for effective classroom and/or laboratory instruction.
- Demonstrate your knowledge and skills of instructional techniques by completing a written test with a minimum score of 70%.
- Demonstrate in a 20-minute lesson the instructional techniques of an effective teacher.
- All appropriate check list items should average a minimum score of 70%.
- Note: There will be a final exam on Friday.

New Teacher Institute Excellence in Technical Education

- CTE Overview
- CTE Curriculum
- Teaching Methods
- Assessment
- Professional Development

The 5 Units of instruction are organized to reflect each of the 5 required courses in the 64 sem. hr. plan program for teacher certification.

NTI at a glance

New Teacher Institute



- 5-day workshop
- Year-long Internship
- 3-day follow-up workshop
- University professional activity and/or assignment (college credit)
- Field-Based Teacher Education activities throughout your first year of teaching

NTI 3-Day Follow-up Workshop

- Planning Instruction
- Organizing Instruction
- Managing Instruction
- Evaluating Instruction

3-Day Follow up:
Scheduled for
November 2-4, 2016



We Discuss Your Instructional Problems???

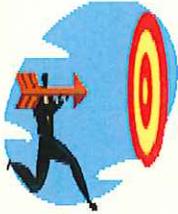
Review Agenda for 5-Day NTI Workshop (see agenda)

- Monday, Tuesday, Wednesday presentations by university teacher educators and CTE staff
- Thursday New Teachers Presentations
- Test/Final Review/Discuss 5-Day workshop
- Graduation



Have a Great Week!

Keep in Mind:



- Take notes in handbook
- Review lesson plans and PowerPoint handouts in notebook
- ASK QUESTIONS ???
- Complete Final evaluation at the end of the week
- Final Exam on Friday

**Minimum score of
70 % Average**

Getting Acquainted
We want to get to know
each of you better!



Career and Technical Education



New Teacher Institute

This is High School!

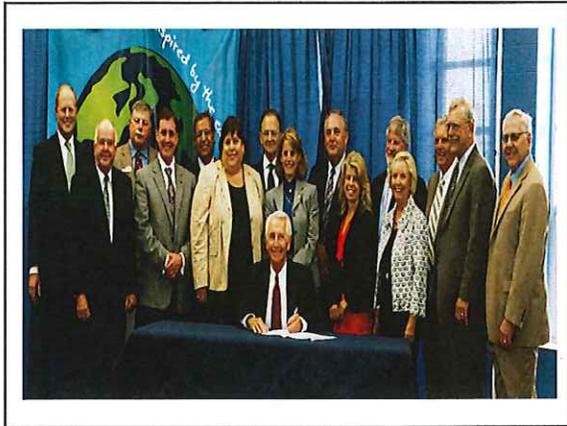


<http://www.youtube.com/watch?v=f9CNzYX4jkw>

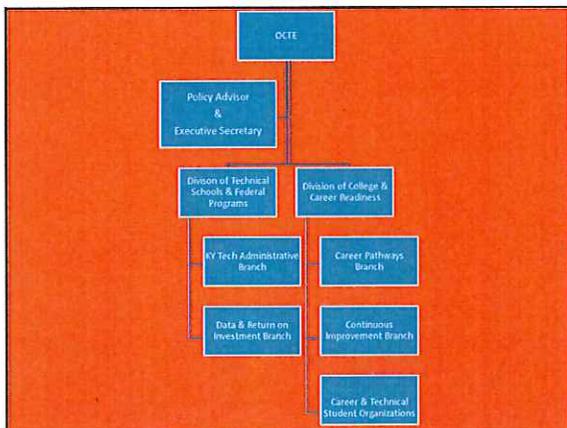
Office of
Career & Technical Education



With high expectations and strong partnerships, the Office of Career & Technical Education will actively engage all students in the mastery of academic and technical skills needed to be ready for college and a career.









CTE Data Overview

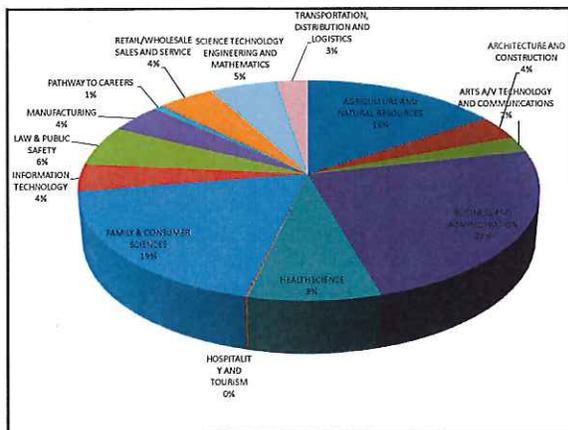
- Total Unduplicated Secondary Enrollment – 147,733
- Unduplicated Preparatory Enrollment – 32,816
- CTE is provided in 162 Districts
 - 219 High Schools
 - 53 Area Technology Centers
 - 42 Locally Operated Centers

Source (TEDS 2013-2014 Enrollment Data)

Secondary Enrollment by Program Area

| PROGRAM AREA | Enrollment |
|--|------------|
| AGRICULTURE AND NATURAL RESOURCES | 30,302 |
| ARCHITECTURE AND CONSTRUCTION | 6,915 |
| ARTS, A/V TECHNOLOGY AND COMMUNICATIONS | 4,544 |
| BUSINESS AND ADMINISTRATION | 46,614 |
| HEALTH SCIENCE | 15,643 |
| HOSPITALITY AND TOURISM | 248 |
| FAMILY & CONSUMER SCIENCES | 36,379 |
| INFORMATION TECHNOLOGY | 7,796 |
| LAW & PUBLIC SAFETY | 11,364 |
| MANUFACTURING | 8,189 |
| PATHWAY TO CAREERS | 1,330 |
| RETAIL/WHOLESALE SALES AND SERVICE | 8,833 |
| SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS | 10,578 |
| TRANSPORTATION, DISTRIBUTION AND LOGISTICS | 4,986 |

Total Duplicate Student Enrollment – 193,721



Kentucky's CCR Accountability Model



| | | | | |
|---|---|---|--|---|
| College Ready: Must meet benchmarks on one of the following: | Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career-Technical area | | Bonus: College AND Career Ready must meet at least one from each area | |
| College Ready ACT COMPASS KYOTE | Career Ready Academic Armed Services Vocational Aptitude Battery (ASVAB) ACT Work Keys (Applied Math, Locating Information, and Reading for Information) | Career Ready Technical Kentucky Occupational Skills Standards Assessment (KOSSA) Industry Certificates | College Ready Academic ACT or COMPASS or KYOTE | Career Ready Technical KOSSA Industry Certificates |
| NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent. | | | | |

Industry Certification List

- [2014-2015 Valid Industry Certification and KOSSA List](#) released July 14, 2014.
- Industry certifications must meet specific criteria
- Data will be collected on preparatory seniors (completed 2 and enrolled in 3 or more credits in a pathway)

What Counts?

- Preparatory Senior Graduates
- Industry Certificates Aligned to Career Pathway/Program (On List)
- KOSSA Aligned to Career Pathway/Program (On List)
- Data that is in TEDS

 CTE

If It Walks Like a Duck...



 CTE

Professional Behavior

- ✓ You ARE a teacher 24 hours a day, 7 days a week!!!
- ✓ This means within the classroom and outside of the classroom!
- ✓ Leave industry and college days behind and enter the world of a professional teacher!
- ✓ Be aware of your behavior at all times!

PRO
FESION
ALISM
MEANS
CONSISTENCY
of Quality

Behavior IN the Classroom

- ✓ Be Respectful of all stakeholders!
- ✓ Job Responsibilities
 - Be ON TIME for Duties!
 - Be AT WORK!
 - Sick Leave ≠ Entitlement
 - Be Timely in Reporting!
 - Be Aware of Board Policies!
- ✓ Be a Student-Centered!
- ✓ Be a Planner!
- ✓ Be Professionally Dressed!

- ✓ Be a Role Model!
- ✓ Be a Lifelong Learner!
 - Professional Development
 - 24 Hours (4 Days)
 - Part of your Contract
 - More as directed by principal, PGP, CSIP
- ✓ Be Connected!
 - Professional Organizations
 - Involved in School Community

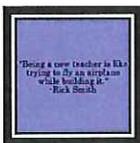
ENTRE
 MAKING
 DIFFER
 CAI
 READ
 HIGH
 OPPOR
 THE
 TO
 LEA

Behavior Outside of the Classroom

- ✓ Be Aware of:
 - Social Media
 - Facebook
 - Status Updates
 - Pictures
 - Twitter
 - Emotional Email
- ✓ Be Confidential!
- ✓ Be Involved!
- ✓ Be Balanced!
- ✓ Be Healthy!
 - Eat Well
 - Get Plenty of Rest
 - Take Flu Shot
 - Wash Hands Frequently
 - Encourage a Healthy Classroom
 - Clean Desks
 - Tissues
 - Teach Good Hygiene
- ✓ Be a Good Decision-Maker!

Tips for First-Year Teachers

- Expectations
- Preparation/Planning
- Classroom Management
- Get Involved



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Career and Technical Teaching



Mr. Frank Kincaid
Eastern Kentucky University

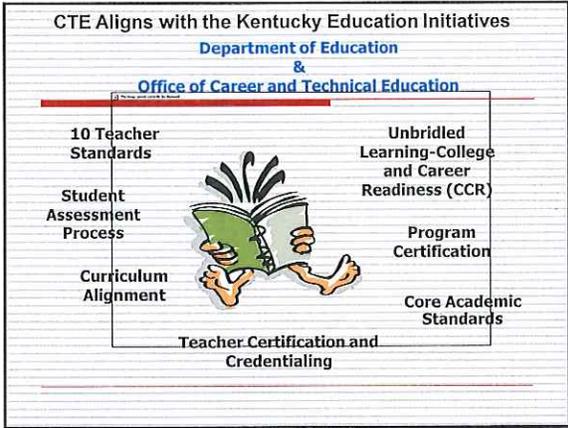
Introduction

□ In order to reach any goal or destination, one must have a map or clear understanding of the pathway to the objective. Today we will investigate the structure of CTE in Kentucky and of the instruction initiatives that are used collaboratively with the Kentucky Department of Education to provide students with the necessary secondary education foundation to make them college and/or career ready.

Objectives

At the end of this lesson, students will be able to demonstrate an understanding of the following Career and Technical Education components at a minimum of 70% retention:

1. Explain how Career and Technical Education (CTE) aligns with the Kentucky Education Initiatives.
2. Define the mission and vision of the Kentucky Department of Education (KDE) and the Office of Career and Technical Education (OCTE)
3. Describe the collaborative relationship between, and the mission of, Kentucky Tech and Kentucky Community and Technical College System (KCTCS)



Kentucky Tech and KCTCS's Mission

- Kentucky Tech's mission is to develop a versatile individual by providing technical education and skills training in a safe teaching environment. *The KY Tech School System, includes 54 area technology centers.*
- KCTCS's mission is to promote student success by sharing our knowledge of the learning process with students, faculty, administration, and staff in a collaborative partnership for the enhancement of learning.

Career and Technical Education Systems

- Kentucky Tech Systems (Secondary Institutions)
54 Area Technology Centers
- Kentucky Community and Technical College System (Post secondary Institutions)
 - 14 Technical Colleges
 - 10 Technical College Extensions
 - 1 Advanced Technology Institute
 - 12 Correction Education Centers
 - 13 Community Colleges

College and Career Readiness for All

| College Ready (1 point) | Career Ready (1 point) | | College and Career Ready (1.5 point) | |
|---|---|---|---|---|
| A student must meet benchmarks on one of the following: | A student must meet benchmarks on one from each of the following columns: | | A student must meet benchmarks on one from each of the following columns: | |
| ACT Or COMPASS Or KYOTE | Career Ready Academic ASVAB or WorkKeys | Career Ready Technical KOSSA or Industry Certificate | Career Ready Academic ACT or COMPASS or KYOTE | Career Ready Technical KOSSA or Industry Certificate |

Review

1. Describe the two systems of Career and Technical Education (CTE)
2. What piece of legislation created the current Office of Career and Technical Education (OCTE)?
3. Through what mechanism does the College and Career Readiness initiative assure students complete the appropriate course work?
4. What document outlines appropriate Teacher instructional behaviors?
5. In what year of a teacher's career is the Kentucky Teacher Internship Program required?

5 Minute Break



Characteristics of Effective Teachers



Mr. Frank Kincaid
Eastern Kentucky University

Introduction

- How many of you are parents? What do you want, expect for your children from their teachers? How do you expect your children to be treated and cared for?

- This is what other parents and administrators expect from you.

Objectives

At the end of this lesson, students will be able to demonstrate an understanding of the following Career and Technical Education components at a minimum of 70% retention:

1. Describe the role and major responsibilities of the technical teacher.
2. Identify 4 characteristics (traits) of effective teachers
3. List 4 effective communication techniques required of a teacher
4. Identify and discuss classroom/lab procedures and routines to manage student activities
5. Techniques to maintain a positive learning climate

Role and Responsibility of the Technical Teacher

-  Plan and carry out instruction
-  Prepare Instructional Materials
-  Deliver Instruction
-  Organize and Manage the Classroom / Laboratory
-  Maintain a positive and safe learning environment
-  Assess, maintain, and record student progress

Application

Students will be asked to identify characteristics, of teachers they have had, that were good and those that were bad. These will be recorded; the students will then be asked how they hope to be perceived by their students – as good teachers or bad ones.

Characteristics of Effective Teachers

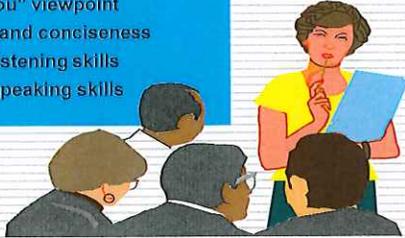
- Content Knowledge
- Good Teaching Techniques
- Positive Relationships
- Communication Skills
- Professional Image
- Classroom Control and Management
- Professional and Technical Growth
- Enthusiasm
- CARING PERSONALITY
- Reflection



Effective Communication

Calls For ...

- Consideration for others
- The "You" viewpoint
- Clarity and conciseness
- Good listening skills
- Good speaking skills



First Impressions are lasting

(First Day or Two of Class)

PREPARE A SYLLABUS FOR EACH COURSE THAT YOU TEACH:

- Work Experience
- Education Experience
- Course Requirements
- Grading System
- Safety Requirements
- Discipline Policy
- Attendance Procedure
- Learning Activities - projects, jobs etc.
- Tour of Facilities



Classroom Learning Climate

• Research shows that learning is strongly influenced by the classroom climate with the use of a positive measures rather than through punishment or disciplinary action.



Learning Climate:
Teachers need to be

- Firm
 - Fair
 - Consistent
-with **all** students

START OUT BEING FIRM AND BUSINESS LIKE – NO JOKES AND DON'T TRY TO BE BUDDY BUDDY OR FRIENDS WITH THE STUDENTS!



**Learning Climate:
GET TO KNOW THE STUDENTS**

- Learn student names
- Call on students by their first name
- Ask the students to address you as Mr., Mrs. Miss., Ms. etc.
- If possible, try and talk to each student in class each day – at least to say good morning or how are you doing?
- What do you do if you do not like a particular student???



Review

1. What is the teacher's role and responsibility?
2. Name some of the characteristics of effective teachers
3. What communication techniques are important for a teacher to develop?

5 Minute Break



Technical Teaching- Safety/Labs

Media

Methods



Learning
Activities

Questions

Mr. Frank Kincaid
Eastern Kentucky University

Introduction

- Does anyone know what the phrase "Loco Parentus" means? It means "In place of the parent." This is Kentucky law: you are responsible for the students in your class-the same as if you were their parent. Is this not the way you expect your children to be monitored and cared for?

Objectives

At the end of this lesson, students will be able to demonstrate an understanding of the following Career and Technical Education components at a minimum of 70% retention:

1. Describe the importance of teaching safety as an integral part of instruction.
2. Describe at least three examples of how an instructor could be considered negligent.

Teaching Safety

**SAFETY IS TAUGHT
AS AN INTEGRAL
PART OF EVERY
LESSON**



Safety Instruction

- Safety - How and When do I teach it ???
- Document the safety being taught
- Provide students with a copy of the Safety Rules
- Provide students a safe working environment
- Test students on safety
- Document Accidents
- Have a plan in case an accident might happen!
- Complete an accident report on every accident



Monitoring Safety

- Be alert for unusual sounds in the class
- Arrange the room so all students can be seen
- Periodically review the rules in class
- Repeat offenders should have the penalty increased as the incidence increases

Monitoring Safety (Con't)

- You are responsible, accountable, and legally liable for providing the safest environment possible for staff, students, clients, and visitors.
- To become knowledgeable of your safety responsibilities you will need to thoroughly review Section 11 of the OCTE Safety Policy and Procedures Manual.

State Policy and Procedures Manual

Safety is linked to the KY Tech web page - Teacher and Principal Resource Page

To locate Safety follow these steps:

1. Click on the Ky. Tech Web page <http://kytech.ky.gov/>
2. On the left side of the page select Teacher and Principal Resources
3. Scroll down the page till you find Resources and click on OCTE POLICIES AND PROCEDURES MANUAL
4. Scroll down that page till you come to Chapter 4 Instructional Programs, Section IV - 11 and click On Safety

Protect yourself.....

1. Practice what you preach - Role model
2. Safety Committee - elimination of Hazards
3. Have eyes in the back of your head
4. Incorporate safe questions on all of your tests
5. Purchase Liability Insurance
6. Demonstrate the proper and safe use of all equipment
7. Maintain and file all written accident reports



REMEMBER!!!!!!



- NEVER, NEVER, NEVER I LEAVE THE LAB. WHILE THE STUDENTS ARE WORKING ON POWER TOOLS AND EQUIPMENT!
- DURING LAB WORK, DO NOT ASSIGN PEOPLE IN CHARGE THAT ARE NOT CERTIFIED!
- DEMONSTRATE THE PROPER USE OF EACH PIECE OF EQUIPMENT IN YOUR CLASSROOM AND / OR LAB.
- DO NOT PERMIT STUDENTS NOT ENROLLED IN YOUR CLASS TO USE SHOP OR LAB EQUIPMENT.

Remember This.....



Three important questions may be asked in regard to Teacher Negligence:

- Was the student taught? (when/by whom)
- Was the instructor in the room at the time of the accident?
- Did the instructor act in a reasonable and prudent manner with regard to the accident?

Review

1. How should safety be taught?
2. When should safety be taught?
3. How should safety be documented?
4. Cite examples of negligence.

SAFETY

NEW TEACHER INSTITUTE

Dr. Linda Smith Floyd
Kentucky Department of Education
Office of Career & Technical Education



Topics

- 1) Responsibility
- 2) Accountability
- 3) Liability
- 4) Instructions and Training
- 5) Inspections and Follow-up
- 6) Accident and Near Miss Investigation
- 7) Reports and Records Keeping
- 8) Top 10 Safety Violations in ATC
- 9) Injury Statistics
- 10) KY OSH

Safety Responsibility

YOU ARE RESPONSIBLE!

YOUR STUDENTS ARE RESPONSIBLE!

YOUR PRINCIPAL IS RESPONSIBLE!

EVERYONE IS RESPONSIBLE!

Safety Accountability

OCTE Safety Policy

- Policy & Procedures: kytech.ky.gov
- Reflects in evaluations and program assessment
- Noncompliance and/or failure to enforce shall result in disciplinary actions (780 KAR 3.110)
- OCTE is committed to enforcing safety procedures.
- All principals and teachers are responsible and accountable.
- (Safety should be taught as an integral part of instruction throughout the entire course.)

Your Potential Legal Liability

- Public schools are considered State agencies and cannot be sued without the consent of the State (sovereign immunity)
- Teachers may be sued for damages---if it can be shown that a student's injury was due to negligence.
- *NEGLIGENCE--Failure to act as a reasonably prudent and careful person under the circumstances of the situation*
- The most important action an effective teacher takes at the beginning of the year is creating a positive learning climate.

I will get a Jack tomorrow



Your Potential Legal Liability (cont.)

Examples of negligence:

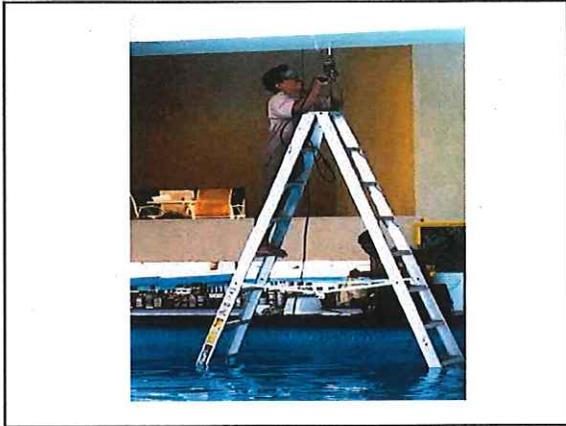
- Teacher absent from classroom/shop while students are present
- Leaves classroom/shop with unqualified person in charge
- Permitting student to use power equipment without having given them **specific instructions** and having the student **demonstrate** proper and safe use (**DOCUMENT**)
- Not monitoring students properly while on field trips or away from school

Are These Students Being Supervised?



Your Potential Legal Liability (cont.)

- Failure to administer safety tests and to **retain satisfactorily passed tests** (**DOCUMENT**)
- Permitting students to use machinery without the standard safety equipment, such as guards, or personal protective devices such as safety glasses, goggles, gloves, welding helmets, etc.
- When conducting night or weekend training, instructors and program participants shall follow established safety regulations.
- **The one single factor that cannot be overlooked or under stressed in teaching practical education is the emphasis on safety.**



Job Safety Analysis

*Review the **steps or procedures** for completing the tasks within your curriculum.*

*Identify and record the **critical steps** within the tasks that may be hazardous to student health or safety.*

Recommend action or procedure that will eliminate or reduce the hazard.

JOB HAZARD ANALYSIS FORM

Job or Task being evaluated: _____

Date of evaluation: _____ Page # _____ of _____

JHA Team participants: _____

| Steps | Potential Existing Hazards | Corrective Action Recommendation |
|-------|----------------------------|----------------------------------|
| | | |
| | | |
| | | |

Job Safety Analysis (Example)

Program: Automotive Technology
 Course: Brake Systems
 Task: Remove, clean, inspect, and measure brake drums

| #1 Critical Steps | #2 Hazards | #3 Recommendations |
|-------------------|---|---|
| Lift auto | Auto falling off lift | Double check lift points, dead-mans lock |
| Remove wheel | Impact gun Lifting of wheel | Sockets are on properly, Save lifting procedure |
| Disassemble brake | Springs coming loose Possible asbestos Brake dust | Proper tool for removal Vacuum system Dust mask |

ALWAYS WEAR EYE PROTECTION IN SHOP (Be the example always)

Safety Instructions & Training

- The most important responsibility of a teacher is to provide students with a safe working environment.
- Teacher must understand thoroughly how to safely operate and maintain all tools, machines, and equipment in his/her program and know the proper use, care, and fitting of personal protective devices.
- Each teacher is responsible for the development of written safety programs and tests.
- Written safety programs and training must be kept current with state and federal regulatory agencies standards and with OSTE Policy and Procedures. (See Section 11-Safety in OSTE Policy and Procedures Manual)

Safety Instructions & Training (cont.)

Other training responsibilities of teacher may include some of the following examples.

- Asbestos Training (if applicable)
- Bloodborne Pathogens
- Emergency Actions Plans - (fires, storms, accidents, lockdown etc.)
- Fire Extinguisher Training
- Forklift Operator Training
- First Aid Training
- Hazardous Communications (MSDS)
- Lockout Tag-out Procedures
- Respirator Training
- Other Training as identified



Safety Inspections & Follow-up

- Monthly Safety Inspection - (teacher and three students)
- Semi-annual Safety Inspection - (ATC Safety Committee - teacher, principal, and others - June 1 and November 1)
- Semi-annual Safety Inspection - (Safety Compliance Inspector from Frankfort—may be unannounced)

Why so many inspections?

We are responsible for identifying, recording and eliminating safety and health hazards.

Be Ready for the Inspector!

Read the Cal/OSHA Inspection Fact Sheet (PDF) to learn how to be ready for an inspection at any time.

Safety Inspections & Follow-up (cont.)

Safety Inspections by Compliance Inspector

If "other-than-serious" conditions are identified, the Compliance Inspector will document conditions and assign dates for completion of corrective actions.

If "serious" conditions are identified, the Compliance Inspector will document conditions and is authorized to take appropriate actions until unsafe conditions are corrected. *This may include locking-out any machines and equipment deemed necessary for the safety of staff and students.*

Unsafe conditions will be corrected and the principal will send a report to the Safety Director in Frankfort describing corrective actions.



Safety Inspections & Follow-up (cont.)

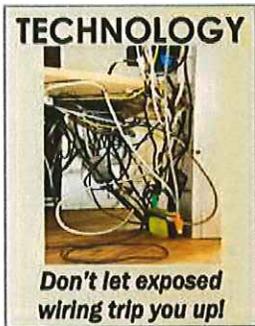
How often should you inspect?

CONTINUALLY! Always be alert to potential hazards

Safety should be your first priority and a-way-of-life—not just monthly or semi-annual inspections.

Don't wait for the Compliance Inspector to identify problems and don't wait for someone to be injured or become sick before taking corrective actions.

Always inspect accidents and near misses—reflect on what can be done to correct and protect!







Hole in Guard



Open Electrical Box



Idler Needs Guarding



Safety Hook Broken



Broken or Missing Bulb



Bad Electric Cord



Area Needs Cleaning



Unmarked Container

Accident and Near Miss Investigations

Why investigate accidents and near misses?

- **Primary Reason:** Develop the understanding that almost all accidents are preventable.
- **Primary Goal:** Determine the cause(s) to prevent similar accidents from occurring.

Accident and Near Miss Investigations (con't)

There are two key definitions for establishing accident causes.

- **Direct Cause:** Obvious condition(s) that cause the accident or near miss to happen.
- **Root Cause:** Underlying circumstances that also have a direct impact on why an accident happened.

Accident and Near Miss Investigations (con't)

The Direct Cause of an accident is usually obvious but you should always attempt to discover the Root Cause. This can usually be accomplished by utilizing a method called the "Why Tree Analysis". Prompt investigators to employ deductive reasoning. Starting with a general premise (Direct Cause), the Root Cause is sought by asking "why" to each element until the Root Cause of the incident is reasonably determined and corrected.



Accident and Near Miss Investigations (con't)

Scenario:

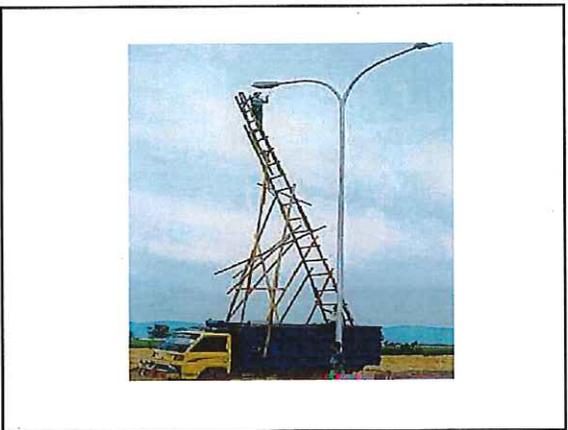
Student slipped on oily substance (Direct Cause) sustaining a fractured skull.

Example of Why Tree Analysis:

- WHY - oily substance on floor (Direct Cause)
- WHY - machine leaking oil
- WHY - instructor not notified of leak
- WHY - lack of inspection and reporting by student(s)
- WHY - not properly trained / lack of a good Preventive Maintenance Program (Root Cause)



This procedure is for > **FACT FINDING, NOT FAULT FINDING.**
It is for identifying and correcting unsafe conditions.





Reports and Records Keeping

Safety reporting and records keeping are important.



- Maintenance of Equipment
- MSDS
- Eye Wash Stations
- And More

Refer to **OCTE Policy and Procedure Manual, Section 11 - Safety**...be sure you are complying with all the safety reporting and records keeping requirements.

Top 10 Safety Violations in ATCs

- 1) Compressed gas and oxygen tanks not secured and/or stored properly
- 2) Eyewash stations not maintained as required and log not up to date (weekly)
- 3) PPE not used as required (i.e. eye protection, welding gloves, respirators, etc.)
- 4) Fire extinguishers not wall mounted properly and inspected on schedule (monthly)
- 5) Emergency exit lights not working properly
- 6) Equipment not mounted to floor (i.e. pedestal grinders, etc.)
- 7) Guards and tool rests not properly adjusted or missing
- 8) Lockout tagout program not utilized as required
- 9) Electrical receptacles and switches missing covers, GFCI not used
- 10) **HOUSEKEEPING - HOUSEKEEPING - HOUSEKEEPING**

Office of Career & Technical Education
Top 3 Programs with % of Injuries

| <u>PROGRAM AREA</u> | <u>% of Injuries</u> |
|---------------------|----------------------|
| Welding | 32% of all injuries |
| Carpentry | 21% of all injuries |
| Automotive Tech | 16% of all injuries |

KY OSH STANDARDS

Kentucky OSHA materials

- <http://labor.ky.gov/dons/oshp/Pages/Occupational-Safety-and-Health-Program.aspx>
- Mandatory posters
- Free Training

Kentucky Department of Labor
KY OSH Division of Education and Training
 502 564 3070 www.labor.ky.gov/osh/

EKU or other local universities offer OSH training

SAFETY POSTERS

ERGONOMICS

- Keep load close to body
- Maintain natural S Curve in spine
- Use legs and thighs
- Do not twist your body
- Get help to lift heavy objects

Ergonomic Solutions help you to work safely

- Shoulder as close to the screen as possible
- Elbow at a right angle to the desk
- Wrist straight and supported
- Lower back at a right angle to the floor
- Feet flat on the floor
- Head and neck at a right angle to the screen
- Use a chair with adjustable height and backrest
- Adjust chair height so feet are flat on the floor and knees are at a right angle to the floor
- Adjust chair depth so there is a gap between the back of the chair and the back of the knees
- Adjust chair armrests so they are at elbow level
- Adjust monitor height so the top of the screen is at eye level
- Adjust monitor distance so the screen is about an arm's length away
- Adjust monitor tilt so the screen is slightly behind the vertical
- Adjust keyboard height so the keyboard is at elbow level
- Adjust keyboard distance so the keyboard is directly in front of the user
- Adjust mouse height so the mouse is at elbow level
- Adjust mouse distance so the mouse is directly in front of the user



WHY SAFETY MUST BE NUMBER ONE PRIORITY

- According to the National Institute of Occupational Safety, youth workers have the highest rates of work-related deaths, injuries and illnesses of any other age category. (double and in some cases triple the rate)
- Every year about 230,000 youth workers are injured on the job and 77,000 of them require hospital or emergency room treatment.
- **Every five days one young person is killed at work.**

Summary

- You are **Responsible** for Safety
- You are **Accountable** for Safety
- You are potentially **Liable** for Safety
- Instruct, Inspect, and Enforce Safety Policy and Procedures---and **LEAD BY EXAMPLE**
- Investigate Accidents and Near Misses
- Protect Your Students—Protect Yourself
- **DOCUMENT - DOCUMENT - DOCUMENT**
- **Cover Yourself** (Honestly and Legally)

REVIEW

- Safety should be taught as an integral part of instruction throughout the entire course.
- The most important action an effective teacher takes at the beginning of the year is creating a positive learning climate.
- The most important responsibility of a teacher is to provide students with a safe working environment.
- The one single factor that cannot be overlooked or under stressed in teaching practical education is the emphasis on safety.

Lead By Example