



# A Peek at the ANSTSE Teaching and Learning Theories for BTW Course and How to Integrate with Virtual/Online Learning

 2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program

- Part I Fundamental Concepts of Teaching and Learning
- Part II Teaching and Learning Theories for Classroom Course
- Part III Teaching and Learning Theories for Behind-the-Wheel Course



**Instructor's Guide**

Developed By:  
Highway Safety Services, LLC and the Teacher Training Working Group  
on behalf of the Association of National Stakeholders in Traffic Safety  
Education with the Cooperation of the National Highway Traffic Safety  
Administration

**ANSTSE**

Presented By:

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**ANSTSE**



# Presentation Topics

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- ▶ Association of National Stakeholders in Traffic Safety Education (ANSTSE)
- ▶ Novice Teen Driver Education and Training Administrative Standards (NTDETAS) 2017 Revisions – Instructor Qualification Standards
- ▶ Instructor Training Project
- ▶ Stage 3: The Teaching Task
- ▶ BTW Model Training Curriculum
- ▶ Integration with Online
- ▶ WOU Virtual Training

# ANSTSE Members

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the Americas  
(DSAA)



Governors  
Highway  
Safety  
Association  
(GHSA)



Transportation  
Research Board  
(TRB)

# Novice Teen Driver Education and Training Administrative Standards

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- ▶ Revised and published in February 2017
- ▶ Ultimate Goal: Ensure that driver education and training is:
  - High quality
  - Consistent
- ▶ Administering education standards and policies are a State's right
- ▶ To serve as an anchor for State policies on driver education and training

# Novice Teen Driver Education and Training Administrative Standards

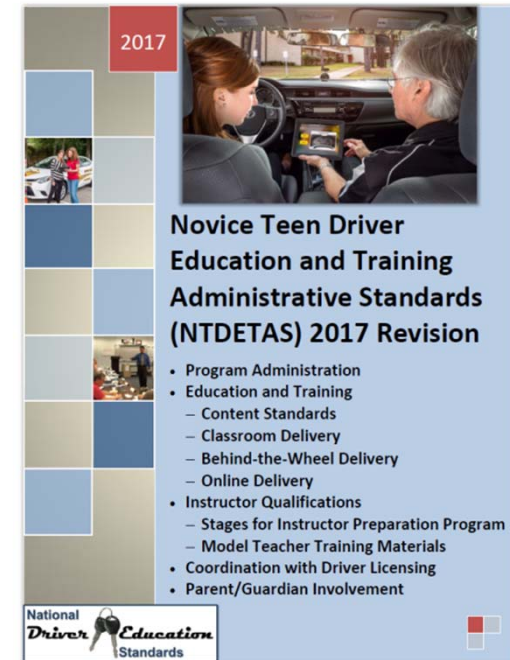
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1. Program Administration
2. Education and Training  
(including online delivery)
3. Instructor Qualifications  
(program & materials)
4. Parental Involvement
5. Coordination with Driver Licensing

# Novice Teen Driver Education and Training Administrative Standards

A few highlights of the revisions include:

- A. Content Standards (ADTSEA & DSAA)
- B. Delivery Standards
- C. Online Delivery Standards
- D. Instructor Qualification Standards



# D. Instructor Qualification Standards

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- ▶ Proper instructor training is paramount
- ▶ Teaching theory and practice – the focal point
- ▶ Ample time for training



# D. Instructor Qualification Standards

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- ▶ Prerequisites and entry-level assessments
- ▶ Training of instructors:
  - course detailing information from State approved driver education curricula
  - course in teaching and learning theories
  - deliver practice teaching assignments



# D. Instructor Qualification Standards

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- ▶ Having candidates teach with an experienced mentor or complete a student teaching practicum
- ▶ Pass exit assessments
- ▶ Require ongoing training and recertification

# Instructor Training Attachments

- ▶ Attachment C – ANSTSE Stages for Driver Education Instructor Preparation Program
  
- ▶ Attachment D – ANSTSE Table of Contents of the Model Training Materials for the Teaching Task

*Attachment C – Stages for Driver Education Instructor Preparation Program*

(for all phases of instructor training)

**Introduction**

This document, which was developed by the Association of National Stakeholders in Traffic Safety Education (ANSTSE) – Teacher Training Working Group (TTWG) outlines the stages essential for States and/or programs to successfully train driver education instructors to deliver all segments of the driver education program that meet the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Each Stage is a critical component within the “System.” Altering or omitting a Stage within the “System” will drastically affect the quality of driver education instructors trained. Many of the Stages require course development by the State or program. ANSTSE has developed training resources to assist in conducting Stage III: The Teaching Task (see Attachment D). See NTDETAS Section 3 Instructor Qualifications for specific Instructor Qualification Standards.

**Required Stages for Qualifications**

Classroom Only Instructors	BTW Only Instructors
i. Stage I	i. Stage I
ii. Stage II	ii. Stage II
iii. Stage III Parts I and II	iii. Stage III Parts I and III
iv. Stage IV (optional but recommended)	iv. Stage IV (optional but recommended)
v. Stage V	v. Stage V
<b>Both Classroom and BTW Instructor</b>	
All Stages are required except for Stage IV which is optional but recommended.	

The Five-Stages for training driver education instructors are:

- I. **Pre-Screening and Entry Assessments**  
 Purpose: Conducted to determine if the instructor candidate has a minimum level of knowledge and skills to enter the Instructor Preparation Program. The Entry Assessments are a prerequisite to Stage II: Foundations of Novice Driver Education (The Driving Task) (the entry assessments may be conducted following Stage II).

# Instructor Training Project

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- ▶ System to train instructors nationwide.
- ▶ Model instructor training materials for the Teaching Task.
- ▶ Recommendations for the certification of instructors.

# Instructor Training Project

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- ▶ Developed as an alternative to university based programs. Universities are also encouraged to use.
- ▶ Will assist all State DE programs and providers to offer quality instructor training.

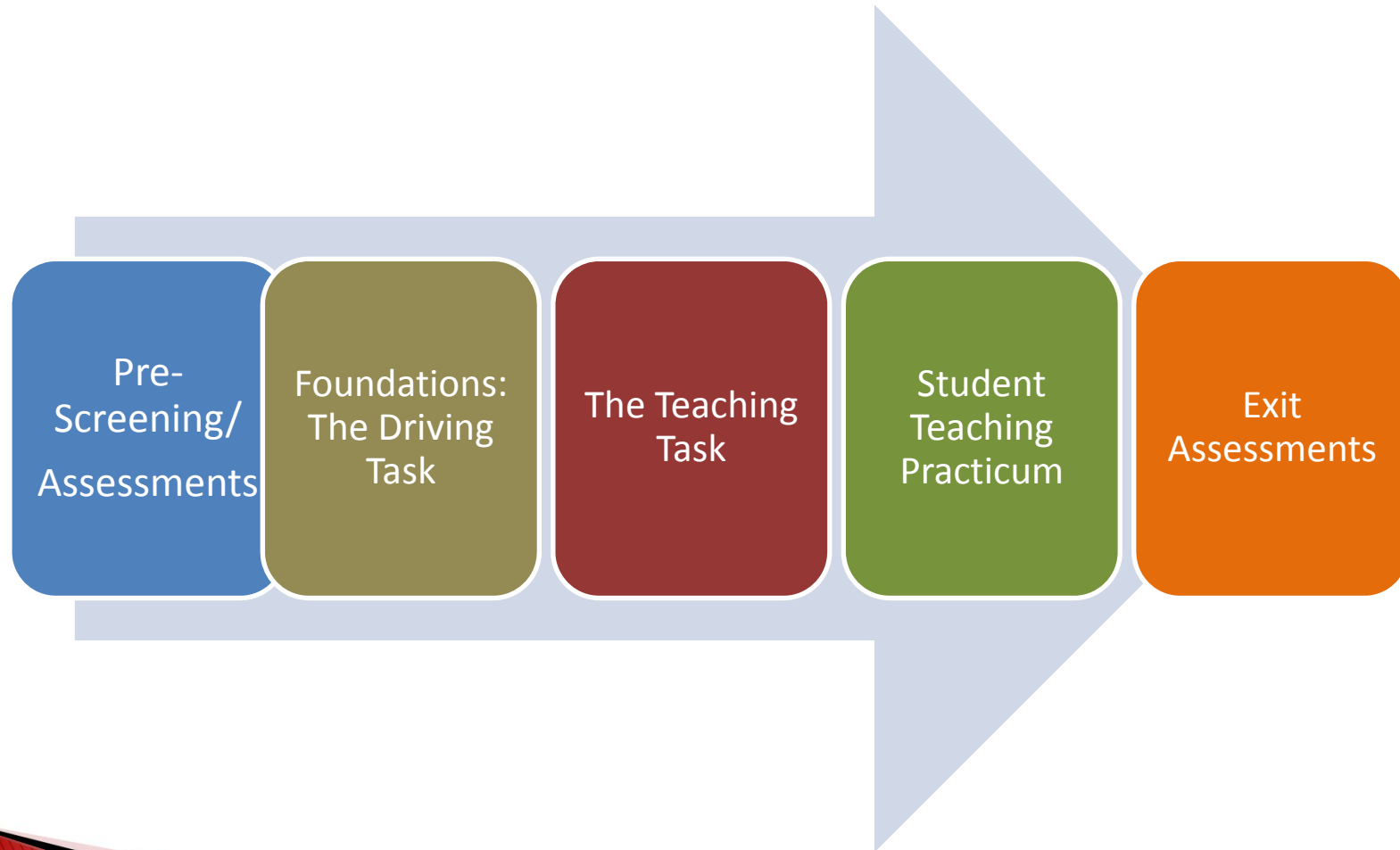
# Instructor Training Project

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- ▶ Developed by ANSTSE and an expert working group.
  - Allen Robinson, PA
  - Robin Bordner, MI
  - Rich Hanson, OR
  - Dale Ritzel, IL
  - Frank Gruber, IL
  - Sharon Fife, OH
  - Denis MacNeil, Canada
  - John Svennson, Canada
  - Brett Robinson, HSS & ANSTSE Secretariat

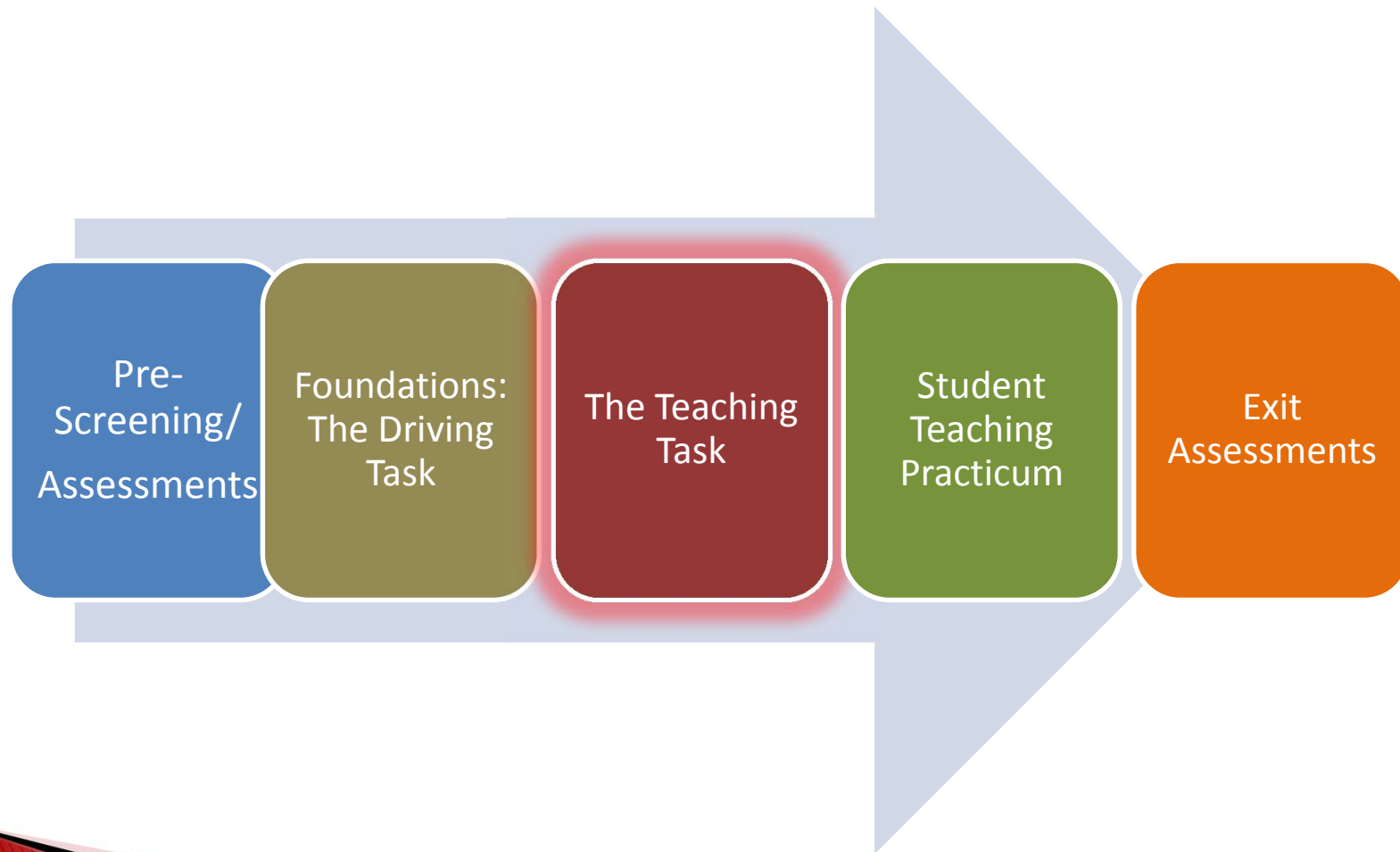
# Stages for Instructor Preparation Program

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# Stages for Instructor Preparation Program

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# Stage 3: The Teaching Task

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Model curriculum consists of:

- ▶ Part I: Fundamental Concepts of Teaching and Learning
- ▶ Part II: Classroom Teaching and Learning Theories
- ▶ Part III: BTW Teaching and Learning Theories



## Stage III: The Teaching Task

- ▶ Designed to provide the necessary knowledge and skills for delivering classroom and BTW instruction.
- ▶ Instructor candidates must be able to effectively deliver the course content covered in Stage II The Driving Task.
- ▶ The state or program is encouraged to utilize the model training materials.

# Part III: BTW Teaching & Learning Theories

- ▶ Includes Instructor's Guide and Participant Workbook:
  - Lesson Plans with classroom and BTW activities
  - Slides
  - Videos
  - Quizzes
  - Knowledge Test

<p><b>Instructor Notes</b></p> <p>Activity    <b>Activity #4: The Four-Step Teaching and Learning Process</b></p> <p>Show       <b>Slide 4-38</b></p> <p>Have instructor candidates write in the correct answer for each question.</p> <p>After instructor candidates have completed the activity, discuss the answers and explain any questions.</p> <p>Answer Key</p> <ol style="list-style-type: none"><li>1. To get the learners ready to learn.</li><li>2. "What should I learn?"</li><li>3. Use business examples (on-the-job), relate to real world, related to prior learning, ask learners to share other examples.</li><li>4. To evaluate learners' comprehension of the subject matter being taught. Helps learners determine how they are doing.</li><li>5. Brings closure to the lesson, lets the learner know what they should have learned, and allows for transition into the next unit of instruction.</li></ol> <p>Section Summary    Give a brief summary of Section 8. Ask a few short questions before proceeding onto the Module Summary.</p> <p>Fundamental Concepts of Teaching and Learning Instructor's Guide 4 - 17</p>	<p><b>Section 8: Guidelines for Summarizing the Lesson</b></p> <p>Activity    <b>Activity #4: The Four-Step Teaching and Learning Process</b></p> <p>Write in the correct answer for each question.</p> <ol style="list-style-type: none"><li>1. The purpose of the motivation step: _____</li><li>2. The learner's perspective during the presentation phase is: _____</li><li>3. What is one way you can teach content using examples? _____</li><li>4. What is the purpose of evaluating the learner? _____</li><li>5. What is the purpose of summarizing the lesson? _____</li></ol> <p>Section 8 Summary    Section 8 covered how to summarize the lesson.</p> <p>4 - 17 Fundamental Concepts of Teaching and Learning Participant Workbook</p>
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# Part III Modules

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1. Lesson Plans for In-Vehicle Instruction
2. Managing the Mobile Classroom
3. In-Vehicle Teaching Techniques (Coaching and Correcting)
4. Driver Evaluation
5. Command and Control of the Mobile Classroom
6. Putting it All Together and Practice Teaching

# Part III Modules

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7. Peer Teaching Driving Route Demonstrations
8. Coordination Between Behind-the-Wheel Instruction and Classroom
9. On-board Technologies
10. BTW Teaching and Learning Theories Course Wrap-Up
11. BTW Teaching and Learning Theory Knowledge Test
12. Optional Content: Simulators and Driving Ranges

# What is Included?

- ▶ **Classroom**
  - Slides
  - Videos
  - Activities
- ▶ **BTW Lab Activity**
  - BTW Activity sheet
  - Checklist
  - Peer teaching assignments



# Classroom Slides

## Off-Street Tasks that Can be Performed

Slide 1-19

- ▶ Ignition procedures.
- ▶ Preparing to move.
- ▶ Stopping procedures.
- ▶ Tracking forward and backwards.
- ▶ Lane change procedures.
- ▶ Left and right turn procedures.
- ▶ Three-point turnabouts.
- ▶ Angle and perpendicular parking.
- ▶ Parallel parking.
- ▶ Responding to driver errors and vehicle failures.



Module 1

PW page 1-6



 BTW Activity

Slide 1-58

## Behind-the-Wheel Activity

Take page 1-17 with you to the vehicle when conducting the behind-the-wheel activity.

Module 1

PW page 1-17



Slide 22



# Classroom Videos

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- ▶ Approaching the Vehicle
- ▶ LSMILE
- ▶ Low Speed/Light Traffic
- ▶ Moderate Speed/Light Traffic
- ▶ Moderate Speed/Dense Traffic
- ▶ High Speed / Moderate Traffic
- ▶ Night Time Driving
- ▶ Lesson Introduction
- ▶ Giving Directions
- ▶ Commentary Teaching
- ▶ Commentary Driving
- ▶ Commentary Observer
- ▶ Coaching and Correcting
- ▶ Questions and Positive Reinforcement
- ▶ Lesson Debrief
- ▶ Taking Control

# Classroom Activities



Learning Activity

Slide 3-28

## Activity #2: Commentary Teaching

Describe the steps for the maneuver and practice commentary teaching using the pictures on the next slides.

Module 3

PW page 3-9



Slide 3-31



Module 3



Slide 24





# BTW Activity Sheet for Instructor

## Instructor Notes

**Introduce** Section 6: Behind-the-Wheel Activity

**Note:** Take this section with you to the vehicle.



Section Time

**Show** Slides 2-62 through 2-66

**Purpose** The purpose of this BTW activity is to manage the mobile classroom and give directions.

**Objectives** By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.

**BTW Activity** The following activities should be completed:

- Using an on-street route and lesson plans developed by the instructor have the IC's practice:
  - driving the route;
  - managing the mobile classroom and
  - giving directions for the route.

**Checklist for completion:**

- Performs pre-drive procedures.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Manage multiple tasks in the vehicle.
- Manage distractions in the back seat.
- Use instructor rearview and eye check mirrors.
- Rotates drivers in a safe place and at the correct time.
- If applicable, engages back seat observers.

**Section Summary** Give a brief summary of Section 6. Ask a few short questions before proceeding onto the Module Summary.

- Purpose
- Objectives
- Activities to complete
- Checklist for completion

# BTW Activity Sheet for Student

## Section 6: Behind-the-Wheel Activity

Introduction	Section 6 will allow you to work with your instructor in the vehicle to practice driving the route and giving directions.
Note:	Take this section with you to the vehicle.
Purpose	The purpose of the BTW activity is to manage the mobile classroom and give directions.
Objectives	By the end of this activity, you will be able to: <ul style="list-style-type: none"><li>• Conduct the vehicle and occupant safety checks.</li><li>• Give directions that are understandable.</li><li>• Demonstrate how to utilize instructor mirrors.</li><li>• Demonstrate how to manage multiple tasks and distractions.</li><li>• Demonstrate how to change drivers on street.</li><li>• Demonstrate how to engage observers.</li></ul>
BTW Activity	The following activities should be completed: <ul style="list-style-type: none"><li>• Using an on-street route and lesson plans developed by the instructor you will practice:<ul style="list-style-type: none"><li><input type="checkbox"/> driving the route;</li><li><input type="checkbox"/> managing the mobile classroom and</li><li><input type="checkbox"/> giving directions for the route.</li></ul></li></ul> <p>Checklist for completion:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Perform pre-drive procedures.</li><li><input type="checkbox"/> Use correct terminology.</li><li><input type="checkbox"/> Give directions clear and concise.</li><li><input type="checkbox"/> Give direction in a timely manner.</li><li><input type="checkbox"/> Manage multiple tasks in the vehicle.</li><li><input type="checkbox"/> Manage distractions in the back seat.</li><li><input type="checkbox"/> Use instructor rearview and eye check mirrors.</li><li><input type="checkbox"/> Rotate drivers in a safe place and at the correct time.</li><li><input type="checkbox"/> If applicable, engage back seat observer.</li></ul>
Materials Needed	<ul style="list-style-type: none"><li>▪ Clipboard</li><li>▪ Pens / pencils</li><li>▪ Sample driving route(s)</li><li>▪ Sample lesson plan(s)</li><li>▪ This page</li></ul>
Section 6 Summary	This section provided the opportunity to demonstrate how to drive the route, manage the mobile classroom and give directions for the route.

- Purpose
- Objectives
- Activities to complete
- Checklist for completion
- Materials needed

# Sample BTW Activity Checklist

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- ▶ Perform pre-drive procedures.
- ▶ Use correct terminology.
- ▶ Give directions clear and concise.
- ▶ Gives direction in a timely manner.
- ▶ Manage multiple tasks in the vehicle.
- ▶ Manage distractions in the back seat.
- ▶ Use instructor rearview and eye check mirrors.
- ▶ Rotate drivers in a safe place and at the correct time.
- ▶ If applicable, engage back seat observer.


# Peer Teaching Assignments

1. Trainer models the BTW instruction for instructor candidates
2. Instructor candidate teaches to instructor and peers a BTW lesson

Slide 6-10

## The 20–30 Minute Peer Teaching Assignments

- ▶ Assigned driving route(s) to teach
- ▶ Develop lesson plans and routes for each of the five driving environments
- ▶ Evaluated on at least two of the five driving environments
- ▶ May be performed in a group
- ▶ 20 – 30 minutes



Module 6

PW page 6-4

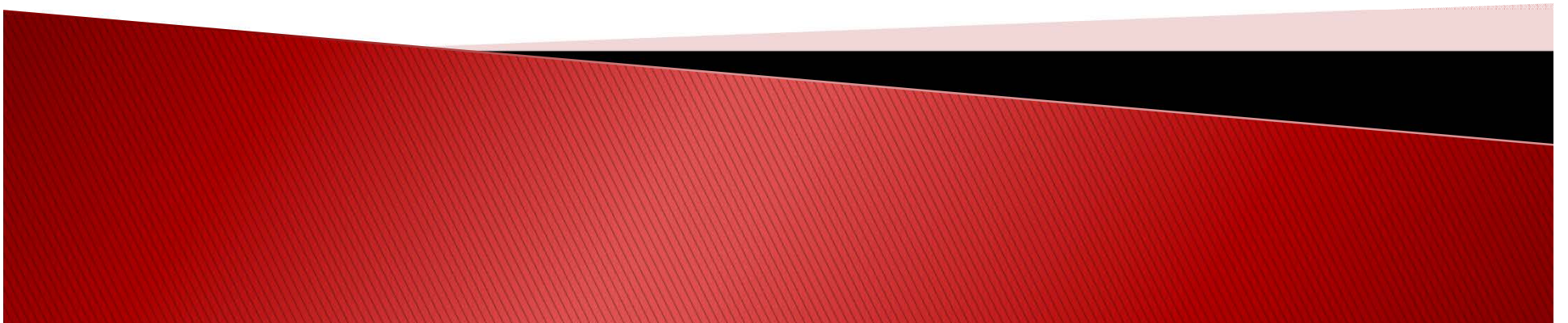
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# Hours for Classroom and BTW

<b>Module</b>	<b>Classroom Hours</b>	<b>BTW Hours</b>	<b>Total</b>
<b>Orientation</b>	0.5	0	0.5
<b>Module 1: LP for In-Car</b>	2	3	5
<b>Module 2: Managing the Mobile Classroom</b>	2	2	4
<b>Module 3: In-Vehicle Teaching Techniques</b>	3	0	3
<b>Module 4: Driver Evaluation</b>	2.5	1.75	4.25
<b>Module 5: Command and Control of the Mobile Classroom</b>	1	1.5	2.5
<b>Module 6: Putting it All Together &amp; Practice Teaching</b>	1	5.75	6.75
<b>Module 7: Peer Teaching Driving Route Demonstrations</b>	0.5	5	5.5
<b>Module 8: Coordination Between Behind-the-Wheel Instruction and Classroom</b>	1	0	1
<b>Module 9: On-Board Technologies</b>	1	0	1
<b>Module 10: BTW Wrap-Up</b>	0.5	0	0.5
<b>Module 11: BTW K-Test</b>	1	0	1
<b>Total</b>	<b>16</b>	<b>19</b>	<b>35</b>

# Online Teacher Training

A Tale of Two States



# Why Online Teacher Training?

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- ▶ Increase Access
- ▶ Minimize Preparation Time

ONLINE  
TRAINING



# Purpose

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- ▶ History of DE In Oregon
- ▶ Administrative Rules and Regulations
- ▶ To Teach The Driving Task – Playbook
- ▶ To Introduce Pedagogy For Next Class (Fundamentals of Classroom)



# Strategy

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- ▶ Online – Asynchronous
- ▶ Orientation Day (After the Second Iteration Was Created)
- ▶ End of Course Off Street Evaluation



# Problems–Design

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- ▶ Rushed to Create an Online Class
- ▶ Was Content Heavy
- ▶ Had Multiple Quizzes and Roadblocks to Advance Through the Course
- ▶ Too Much for So Short a Time



# Problems – Trainers

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- ▶ Taught by Trainers Who Were Not Familiar With The Online Teaching Environment
- ▶ Were Not Satisfied with Outcomes and How Instructors Were Lacking Some Key Knowledge and Concepts
- ▶ Calls for Abandoning the Strategy Were Loud and Persistent

# Problems – Instructors

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- ▶ Not Familiar with the Technology
- ▶ Unsure How to Proceed Through the Class
- ▶ Became Unmotivated and Discontinued Working in the Class
- ▶ High Dropout Rate

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# Program Discontinued in Favor of Traditional Face-to-Face



# Vermont Considerations

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- ▶ Traditional way of preparing classes was discontinued (Dropped by the AOE)
- ▶ Teachers still needed to be prepared (Enter HEC)
- ▶ No one in Vermont had the credentials to teach classes

# Design Strategy

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- ▶ Designed on the fly the first year
- ▶ Created three classes
  - DE I
  - In-Vehicle Teaching Techniques
  - Extraordinary Zone Control

# Design Strategy–Asynchronous

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- ▶ Online Captivate presentations
- ▶ Videos
- ▶ Discussion Questions
- ▶ Assignments



# Design Strategy – Synchronous

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- ▶ Weekly and twice weekly webinars (recorded)
- ▶ Application of Zone Control Principles—Off-street
- ▶ Evaluation of Driving Skills
- ▶ Skid Monster
- ▶ In-Vehicle practice teaching

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# What's Next?

Slide 42



# Integration with Online

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- ▶ Possible integration of classroom and online training to augment classroom theory (blended or hybrid) with the BTW portion in person.
- ▶ Possible online virtual training to replace classroom theory with the BTW in person.
- ▶ Online or virtual training cannot replace the hands-on or laboratory application and evaluation portion of BTW teacher training program.

# Integration with Online

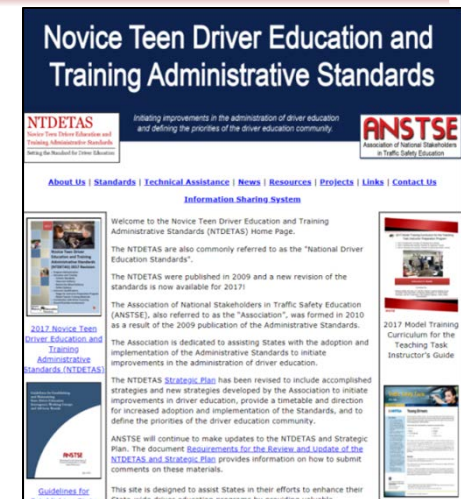
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- ▶ Program need to devote nineteen hours of in-person laboratory training, or
- ▶ One-on-one mentorship programs with a qualified trainer may be established.
- ▶ Critical element of the teacher training program to qualify for BTW instruction.

# Free Download of Instructor Curriculum

[www.anstse.info](http://www.anstse.info)

- ▶ PDF's of Instructor Guide and Participant Workbook
- ▶ Microsoft Word lesson plan and quiz files
- ▶ Microsoft PowerPoint slide files with embedded videos
- ▶ Video files
- ▶ Answer keys available upon request



# Contact

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# Questions?

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Thank you for your support and interest in Driver Education and Training!

Advancing Quality in Driver Education!

