



Association of National Stakeholders in Traffic Safety Education (ANSTSE)

Model Instructor Training Curriculum

 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

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Presentation Topics

- ▶ 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
- ▶ Stages for Instructor Preparation Program
- ▶ Model Training Curriculum

Association of National Stakeholders in Traffic Safety Education

ANSTSE

- ▶ Origin
- ▶ Volunteer organization
- ▶ Premise and goal



ANSTSE Members



AAA



AAA
Foundation for
Traffic Safety



American Association of
Motor Vehicle Administrators

American
Association of
Motor Vehicle
Administrators
(AAMVA)



ADED

The Association for Driver
Rehabilitation Specialists

The Association
for Driver
Rehabilitation
Specialist
(ADED)



American Driver and Traffic Safety
Education Association

American
Driver and
Traffic Safety
Education
Association
(ADTSEA)



Driver Education
and Training
Administrators
(DETA)



Driving
School
Association of
the Americas
(DSAA)



Governors
Highway
Safety
Association
(GHSA)



Transportation
Research Board
(TRB)

Slide 4

Novice Teen Driver Education and Training Administrative Standards

- ▶ 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

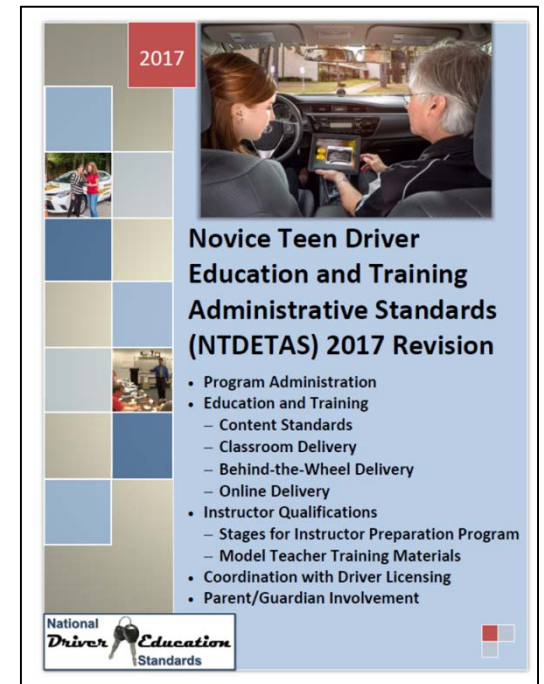
Novice Teen Driver Education and Training Administrative Standards

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

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



D. Instructor Qualification Standards

- ▶ 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

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

Instructor Training Project

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

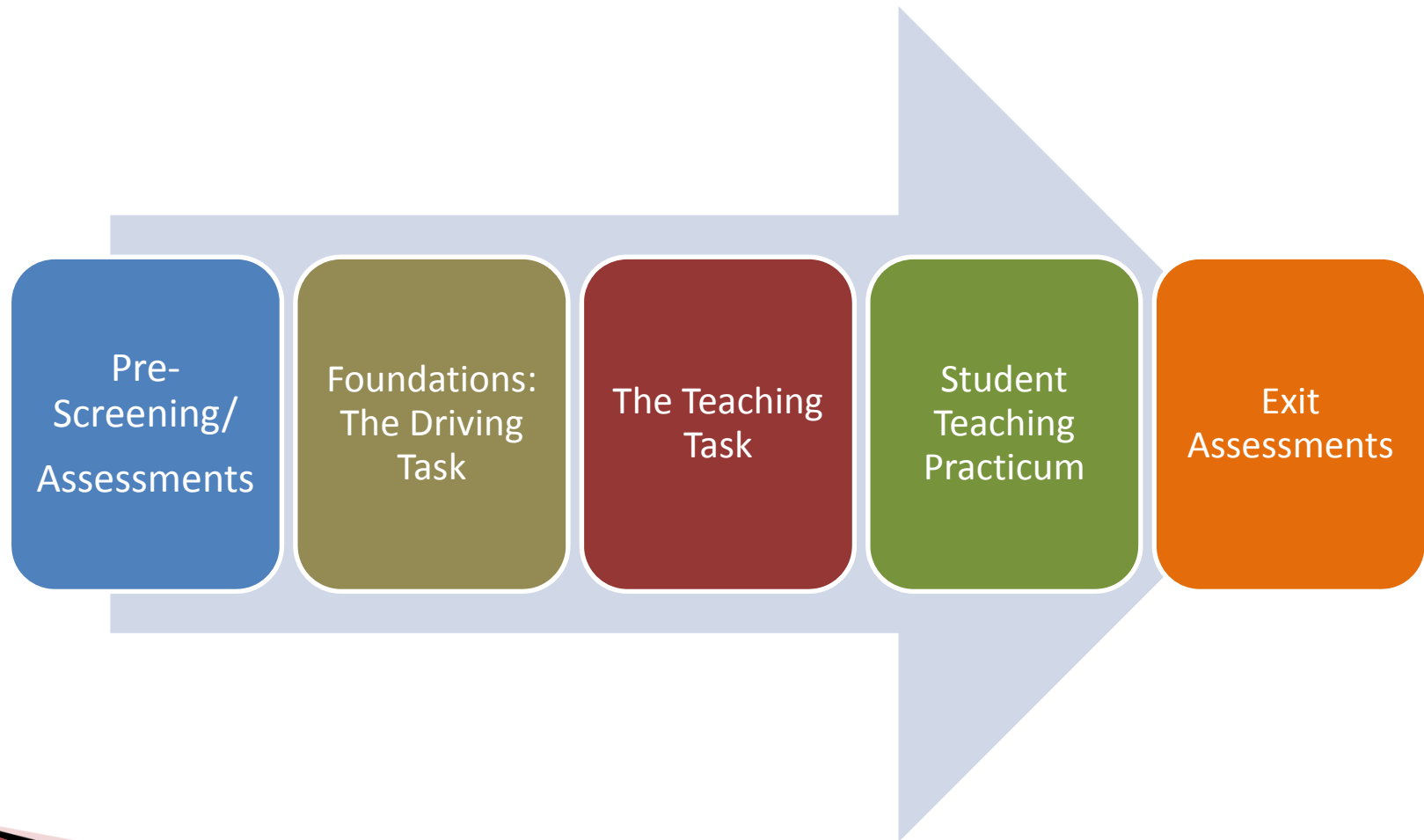
Instructor Training Project

- ▶ Developed as an alternative to university based programs.
- ▶ Will assist all State DE programs to offer quality instructor training.

Instructor Training Project

- ▶ 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



Stage I: Pre-Screening/Assessments

- ▶ Conducted to determine if the instructor candidate has a minimum level of knowledge and skills to enter the instructor preparation program.
- ▶ Consists of an entry-driving assessment and entry-knowledge assessment.

Stage II: Foundations of Novice Driver Education: The Driving Task

- ▶ The State or program shall deliver the state approved driver education curricula in a formalized foundation class.
- ▶ Established by the State or program.
- ▶ Covering the entire driver education program classroom and BTW course content with instructor candidates.

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.

Stage IV: Student Teaching Practicum

- ▶ Student teaching or teaching with an experienced mentor.
- ▶ Conducting an evaluation of the instructor candidate in real-world classroom and BTW instruction.

Stage V: Exit Assessments

- ▶ Conducted upon successful completion of all stages to determine if the instructor candidate has the required level of knowledge and skills to teach the state approved driver education curricula.
- ▶ The exit assessments include in-vehicle and knowledge assessments.

Stages for Instructor Preparation Program

- ▶ 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.

Estimated Instructional Time

Stage	Hours
Stage I: Entry Assessments	Time determined by the State/Program
Stage II: Foundations of Novice DE	35 hours (inclusive of 6 BTW hours)
Stage III: The Teaching Task	70 hours
Part I Fundamental Concepts	14 hours (2 days)
Part II Classroom T&L Theory	21 hours (3 days)
Part III BTW T&L Theory	35 hours (5 days)
Stage IV: Student Practicum	Time determined by the State/Program
Stage V: Exit Assessments	Time determined by the State/Program
Certification Level	Hours
Full Certification – Both Classroom and BTW Instructor	105 hours (15 days) + entry and exit assessments and student practicum
BTW Instructor Only	84 hours (12 days) + entry and exit assessments and student practicum
Classroom Instructor Only	70 hours (10 days) + entry and exit assessments and student practicum

Benefits of the Model Training Curriculum

- ▶ Will assist all state programs to offer quality driver education instructor training.
- ▶ Providing commercial, public and private schools with a powerful new resource for training driver education instructors.



Pilot Studies

- ▶ The curriculum and stages were pilot tested in three states.
- ▶ North Carolina
- ▶ Michigan
- ▶ Oregon
- ▶ To demonstrate the materials would efficiently train new driver education instructors.
- ▶ Instructors felt the students had significant improvements in their ability to teach classroom and BTW.

Stage 3: The Teaching Task

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 3: The Teaching Task



- ▶ Train instructors on teaching and learning theories for classroom and behind-the-wheel instructional methodology.
- ▶ Recommended that instructor candidates complete all 3 parts.
- ▶ However, instructors can be trained to conduct classroom (Parts I&II only) or BTW (Parts I&III only).

Stage 3: The Teaching Task

- ▶ Includes Instructor's Guide and Participant Workbook:
 - Lesson Plans with classroom and BTW activities
 - Slides
 - Videos for BTW part
 - Quizzes/Answer Sheets
 - Knowledge Tests/Answer Sheets

<p>Instructor Notes ✍</p> <p>Activity Activity #4: The Four-Step Teaching and Learning Process</p> <p>Show Slide 4-38</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">1. To get the learners ready to learn.2. "What should I learn?"3. Use business examples (on-the-job), relate to real world, related to prior learning, ask learners to share other examples.4. To evaluate learners' comprehension of the subject matter being taught. Helps learners determine how they are doing.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. <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>Section 8: Guidelines for Summarizing the Lesson</p> <p>Activity Activity #4: The Four-Step Teaching and Learning Process</p> <p>Write in the correct answer for each question.</p> <ol style="list-style-type: none">1. The purpose of the motivation step: _____2. The learner's perspective during the presentation phase is: _____3. What is one way you can teach content using examples? _____4. What is the purpose of evaluating the learner? _____5. What is the purpose of summarizing the lesson? _____ <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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Stage 3: The Teaching Task

<p>Instructor Notes </p> <hr/> <p>Activity Activity #4: The Four-Step Teaching and Learning Process</p> <p>Show Slide 4-38</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">1. To get the learners ready to learn.2. "What should I learn?"3. Use business examples (on-the-job), relate to real world, related to prior learning, ask learners to share other examples.4. To evaluate learners' comprehension of the subject matter being taught. Helps learners determine how they are doing.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. <hr/> <p>Section Summary Give a brief summary of Section 8. Ask a few short questions before proceeding onto the Module Summary.</p> <p> 2 min 11 min Elapsed Time</p> <hr/> <p>Fundamental Concepts of Teaching and Learning Instructor's Guide 4 - 17</p>	<p>Section 8: Guidelines for Summarizing the Lesson</p> <hr/> <p>Activity Activity #4: The Four-Step Teaching and Learning Process</p> <p>Write in the correct answer for each question.</p> <ol style="list-style-type: none">1. The purpose of the motivation step: _____ _____2. The learner's perspective during the presentation phase is: _____ _____3. What is one way you can teach content using examples? _____ _____4. What is the purpose of evaluating the learner? _____ _____5. What is the purpose of summarizing the lesson? _____ _____ <hr/> <p>Section 8 Summary Section 8 covered how to summarize the lesson.</p> <hr/> <p>4 - 17 Fundamental Concepts of Teaching and Learning Participant Workbook</p>
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Part III BTW Activity

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

Part III BTW Activity

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

Instructor Candidates

- ▶ Instructor candidates should have a strong understanding of:
 - state law
 - the driver education curriculum they will be teaching
 - Exceptional driving ability demonstrated

Master Instructors

- ▶ Should be taught by a qualified master instructor who has received training on how to utilize these materials.
- ▶ States/programs may duplicate the materials for use and distribution to participants.
- ▶ State-specific and program-specific content may be added.

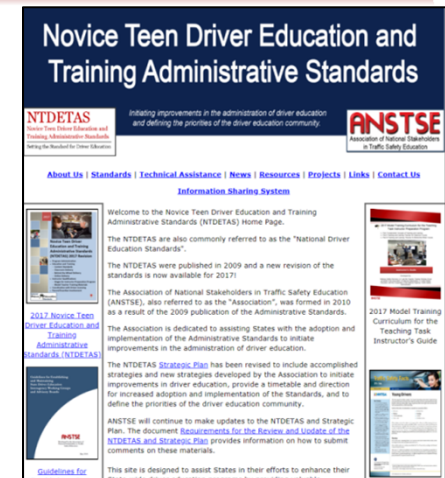
State Specific Information

- ▶ To enhance the quality and effectiveness of training throughout a State's instructor training program.
- ▶ Not designed to accomplish all of the training and information a State may wish to provide.
- ▶ Should be supplemented by State material and information.

Free Download of Instructor Curriculum

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?

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

Advancing Quality in Driver Education!

