

2017



Novice Teen Driver Education and Training Administrative Standards (NTDEETAS) 2017 Revision

- Program Administration
- Education and Training
 - Content Standards
 - Classroom Delivery
 - Behind-the-Wheel Delivery
 - Online Delivery
- Instructor Qualifications
 - Stages for Instructor Preparation Program
 - Model Teacher Training Materials
- Coordination with Driver Licensing
- Parent/Guardian Involvement



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Executive Summary

Crashes continue to be the leading cause of death among American teens, accounting for more than one-third of all deaths of 15 to 20-year-olds. Novice teen drivers are over-represented in U.S. crash statistics since tracking began and this trend continues to this day. The impacts of these senseless tragedies on families and society are immeasurable.

Traditional driver education programs, developed in the 1930's are dated and need to be revisited. Safety experts have questioned the instructional time of 30 hours of classroom, 6 hours of behind-the-wheel and 6 hours of observation for novice teen driver education. Additionally, the content and methods of delivery for driver education have also been questioned. An effort was initiated to update and produce a new national standard for driver education.

To address the issue, this document provides a guide for all novice driver education programs in States striving to provide quality, consistent driver education.

The Novice Teen Driver Education and Training Administrative Standards (NTDETAS) were published in 2009 and revised in 2017 to incorporate classroom and behind-the-wheel delivery standards, online delivery standards, instructor training standards and instructor training resource materials, as well as a revision to the entire NTDETAS.

The revised NTDETAS provides enhanced standards within five (5) key areas:

- Section 1. Program Administration
- Section 2. Education / Training
 - a. Content Standards
 - b. Classroom Delivery Standards
 - c. Behind-the-Wheel Delivery Standards
 - d. Online Delivery Standards
- Section 3. Instructor Qualifications
 - a. Stages for Instructor Preparation Program
 - b. Model Instructor Training Materials
- Section 4. Coordination with Driver Licensing
- Section 5. Parent/Guardian Involvement

The standards also include a number of attachments, including Content Standards (Attachments A-B), Stages for an Instructor Preparation Program, Table of Contents of the Model Training Materials for the Teaching Task (Attachments C-D), Graduated Driver Licensing (GDL) System Model (Attachment E) and The National Highway Traffic Safety Administration's (NHTSA's) Highway Safety Program Guideline No. 4 – Driver Education (Attachment F).

States are encouraged to adopt and implement the standards contained in the NTDETAS to assist in their efforts to reduce teen driver crashes and fatalities.

The NTDETAS are recommended and intended to be accepted as the minimum standard for “novice driver education programs” within the United States. These are all minimum requirements that State's should strive to achieve. It is understood that not all States can implement all of the

standards at once, but that States should develop a plan to implement these standards incrementally. Each State should strive to improve their driver education program by implementing the NTDETAS standards identified in this document.

For the most current version of the NTDETAS, supporting documents, model instructor training materials for the teaching task, and additional resources visit www.anstse.info.

Introduction

A driver's license represents considerable freedom to a young person. Parents, too, may eagerly look forward to the additional help that a teen driver provides to an American household. In addition, mobility is an important factor for today's teens as well as a key factor in the economic and social growth of our country. Teens view this mobility as evidence of becoming adults. Unfortunately, these freedoms and conveniences come at a high price, which continues to be paid via traffic-related fatalities, life-altering injuries, and economic costs. Crashes continue to be the leading cause of death among American teens, accounting for more than one-third of all deaths of 15 to 20-year-olds. The crash rate is greatest among 16-year-olds, who have the most limited driving experience and an immaturity that often results in risk-taking behind the wheel.¹ Novice teen drivers are over-represented in U.S. crash statistics since tracking began and this trend continues to this day. The impacts of these senseless tragedies on families and society are immeasurable.

Driver education and training provides new drivers with the information, skills and attitudes designed to produce safer drivers who are less likely to be involved in crashes. It is most often available to young people through either public secondary schools and/or commercial driving schools that are privately owned and operated. Although regulations pertaining to the delivery of driver education programs exist in most jurisdictions in the United States, the content and scope of regulations that govern the administration and delivery of these education programs may vary substantially.

Traditional driver education programs, developed in the 1930's are dated and need to be revisited. Safety experts have questioned the instructional time of 30 hours of classroom, 6 hours of behind-the-wheel and 6 hours of observation for novice teen driver education. Additionally, the content and methods of delivery for driver education have also been questioned. An effort was initiated to update and produce a new national standard.

To address the issue, this document provides a guide for all novice driver education programs in States striving to provide quality, consistent driver education.

The Novice Teen Driver Education and Training Administrative Standards (NTDETAS) set forth in this document serve to guide all novice teen driver education and training programs in States striving to provide quality, consistent driver education and training, thus also meeting the NHTSA

¹ NHTSA & the Insurance Institute for Highway Safety. (2006, September). Beginning Teenage Drivers. Report No. DOT HS 810 651. Washington, DC: National Highway Traffic Safety Administration.
www.nhtsa.gov/DOT/NHTSA/Traffic%20Injury%20Control/Teen%20Driver/files/BegTeenDrivers810651.pdf

Uniform Guidelines for State Highway Safety Programs Guideline No. 4 – Driver Education, Attachment F.

While noting that administering education standards and policies are a State’s right, these standards were created to serve as the foundation for State policies on driver education and training with the following understandings:

- The goals of driver education and training are to provide knowledge, develop skills, and influence the attitudes and behaviors of novice drivers.
- The overall objective is to train novice drivers to perform as safe and competent drivers, thereby minimizing their risk, contributing to the reduction of crashes, fatalities, and injuries.
- Driver education and training should be an integral component of a comprehensive Graduated Driver Licensing (GDL) system.
- Driver development should be a lifelong learning process.
- Driver education and training should be a phased educational process.
- Driver education and training standards help an organization be successful in administering and/or providing quality and uniform driver education and training, consistent with the latest advances in methodology, subject matter, and technology.
- Any standard promulgated for driver education and training must be supported with a communication strategy for all stakeholders.

Background

While the value of novice teen driver education and training has long been a subject of debate among researchers,² educators, and others in the transportation and traffic safety community, it continues to be the primary introduction to the driving task for American teens. McKnight³ (1985) writes, “...it is clearly something of a distortion to attribute accidents to driver education just because it leads to driving. Any group of people that drives will have accidents. By agreeing to license them, society accepts that risk. Driver education is simply a means of achieving a socially accepted goal.” Enhancing consistency and providing guidance to States seeking to improve the novice teen driver education and training experience was the goal of the Working Group as it convened to craft the original Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

The implementation of the resulting standards is a first step and is intended to assist driver education and training professionals in providing the framework to teach novice teen drivers the

² Mayhew, D. R., & Simpson, H. M. (1996) *Effectiveness and role of driver education and training in a graduated licensing system*. Ottawa: Traffic Injury Research Foundation. Available at: <http://www.drivers.com/article/305/>. See also: Mayhew, D. R., Simpson, H. M., Williams, A. F., & Ferguson, S. A. (1998). Effectiveness and role of driver education and training in a graduated licensing system. *Journal of Public Health Policy* 19, 51-67.

³ McKnight, A. J. (1985). Driver education - when? In *Young driver accidents: In search of solutions, Proceedings of an International Symposium*, D.R. Mayhew, H. M. Simpson, & A. C. Donelson (Eds.), 109-115. Ottawa: Traffic Injury Research Foundation of Canada. Cited in Mayhew & Simpson, 1996.

skills and transfer the knowledge necessary to perform as safe and competent drivers, thereby contributing to the reduction of crashes, fatalities, and injuries.

The initial Working Group deliberated, considered the current evidence, and reached consensus on the NTDETAS originally published in 2009. It reflected the collective knowledge and experience of both research and practice in driver education and training at that time. The NTDEAS represented a collaborative process by public, private professional, parental, government, nonprofit, and research organizations to identify and develop standards for an ideal State driver education and training program. The revised standards continue to represent a **starting point**, and the Working Group recognized that in some standards areas there is insufficient research and data to determine the ideal standard. In these instances, the standards represent the highest level of expert design upon which the Working Group could agree.

History

The original standards were developed in 2009 by a Working Group consisting of representatives from the driver education professional community with assistance from the National Highway Traffic Safety Administration (NHTSA) to define the future of driver education and assist in improving the delivery of driver education programs nationally. Additionally, the Working Group sought feedback and input from the larger driver education community and conducted a conference in Phoenix, Arizona. The comments from conference attendees were considered by the Working Group and were included where appropriate.

The approach to developing these standards was as follows:

- Identify differences in the approaches currently used by States and other programs to determine what modifications are needed to ensure uniformity and acceptance by public and private driver education and training programs.
- Assemble a Working Group consisting of program administrators and driver education and training specialists, both public and private, as well as other stakeholders, to develop draft standards, guidelines, monitoring and evaluation approaches, and oversight techniques.
- Devise standards and guidelines for overseeing public and private driver education and training programs to ensure program quality upon delivery, including monitoring and evaluation recommendations.
- Present the Working Group material at a national conference on driver education and training attended by key driver education and training providers from State government driver education and training administrators and private entities. Ensure conference attendees have the opportunity to comment and provide feedback on the draft standards; discuss implementation strategy development; and recommend mechanisms for update, change, and follow-through on the maintenance of the standards.

The NTDETAS was the first step in developing and implementing a comprehensive national driver education program effort.

In 2010, an association of major stakeholders was created to maintain and, when necessary, upgrade the Standards and to provide oversight in implementation activities. This volunteer group of stakeholders, consisting of the:

- AAA,
- AAA Foundation for Traffic Safety (AAAFTS),
- American Association of Motor Vehicle Administrators (AAMVA),
- 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), and
- Transportation Research Board (TRB),

was titled the “Association of National Stakeholders in Traffic Safety Education” (ANSTSE), referred to as the “Association.”

- The Association developed a maintenance system for keeping the Standards up-to-date and a Strategic Plan for implementation of the Standards in the States. Initiated in 2012, revisions were made to the original Administrative Standards to reflect changes in driver education.
- In 2012, the Association began the development of standards for the delivery of driver education and training. These delivery standards can be found in Section 2: Education and Training of this national standards document.
- In 2013, the Association, with the assistance of a contractor, Highway Safety Services, LLC (HSS) and subcontractor, the Traffic Injury Research Foundation (TIRF) began development of online delivery standards. These online delivery standards can be found in Section 2: Education and Training of this national standards document. States do not have to allow the utilization of online driver education, but if they choose to do so, these are the standards that should be followed.
- In 2013, the Association, with the assistance of an expert working group (the Teacher Training Working Group) began development of additional instructor training standards and model training materials. These instructor training standards and a description of the materials can be found in Section 3: Instructor Qualifications and Attachments C-D of this national standards document.
- In 2017, the Association finalized revisions to the original Administrative Standards into this current document, to incorporate classroom and behind-the-wheel delivery standards, online delivery standards, instructor training standards and model training materials, as well as a revision to the entire NTDETAS.

The revised NTDETAS provides standards within five (5) key areas, with the new standards incorporated:

- Section 1. Program Administration
- Section 2. Education / Training
 - a. Content Standards
 - b. Classroom Delivery Standards
 - c. Behind-the-Wheel Delivery Standards
 - d. Online Delivery Standards
- Section 3. Instructor Qualifications
 - a. Stages for Instructor Preparation Program
 - b. Model Instructor Training Materials
- Section 4. Coordination with Driver Licensing
- Section 5. Parent/Guardian Involvement

The revised standards also include a number of attachments relating to Content Standards (Attachments A-B), teacher training (Attachments C-D), Graduated Driver Licensing (GDL) (Attachment E) and NHTSA’s Highway Safety Program Guideline No. 4 – Driver Education (Attachment F).

Much like the initiation and evolution of best Graduated Driver Licensing (GDL) practices, these driver education and training standards must be accompanied by a commitment for ongoing funding and research to test, refine, and redefine the best practices for the ideal State driver education and training program.

ANSTSE meets at least once a year to review the status of the NTDETAS as established in the *“Requirements for the Review and Update of the Novice Teen Driver Education and Training Administrative Standards and the Strategic Plan”* document. This document outlines the requirements for regularly scheduled meetings and the process for submitting recommendations for the review and update of the NTDETAS.

ANSTSE Technical Assistance and NHTSA State Driver Education Assessments / Peer Reviews

ANSTSE technical assistance is available, **at no cost to the State**, for any State wanting to adopt and implement any component of the NTDETAS. ANSTSE technical assistance may be conducted in conjunction with a NHTSA State Driver Education Assessment / Peer Review. The technical assistance can provide a preliminary analysis of the States driver education program. Then the State may utilize highway safety funds, or other funds, to conduct a NHTSA State Driver Education Assessment / Peer Review based on the recommendations in the NTDETAS. The NTDETAS are also used to assess a State’s driver education program during a NHTSA State Driver Education Assessment / Peer Review.

ANSTSE technical assistance and the NHTSA State Driver Education Assessments / Peer Reviews offer States tools to use over time to review their driver education programs, note the program’s strengths and accomplishments, and note where improvements can be made.

Following a NHTSA State Driver Education Assessment / Peer Review, ANSTSE can provide post analysis technical assistance to assist with implementing the recommendations given in the NHTSA State Driver Education Assessment / Peer Review. Technical assistance will be provided either offsite or onsite. For more information visit www.anstse.info.

What Are Standards?

In general, a “Standard” is a written definition, program description, limit or rule, approved and monitored for compliance by an authoritative agency, professional or recognized body (e.g., ANSTSE) as a minimum acceptable benchmark.

Standards are an acknowledged measure of comparison for quantitative or qualitative value and something, such as a practice or a product that is widely recognized or employed, especially because of its excellence.

Standards may be classified as (1) mandatory and enforced by law or (2) voluntary and placed in public domain to encourage their widespread use.

In essence, a standard is an agreed upon way of doing something. Standards are the distilled wisdom of individuals with expertise in their subject matter (e.g., ANSTSE Members) and who know the needs of the organizations they represent and/or evaluate.

Specific, strong, and measurable driver education standards are a tool to ensure students receive the level of information and experience necessary to properly prepare them for real world driving situations. In addition to providing that foundation, the NTDETAS allow programs greater flexibility in course development and delivery and facilitates growth and improvement in their education system.

Establishing the baseline for novice driver education and training conducted in the United States allows organizations to tailor their program to excel in producing safer novice drivers.

The NTDETAS are voluntary and consensus based standards that are available for use by any person or organization, private or government. They may become mandatory as a result of its use, reference or adoption by a regulatory authority (e.g., a State).

Administrative Standards

These Standards identify the “**Who**,” “**What**,” “**Where**” and “**When**” for the administration of a State’s driver education program. For example: “**Who**” is responsible; “**What**” procedures to follow; “**Where**” to submit information/data; “**When**” courses may be held or “**When**” to submit course completion information. Administrative Standards address key requirements for the administration of driver education.

Content Standards

These Standards contain “**What**” content the driver education course should cover and “**What**” knowledge and skills development is expected. The content identifies “**What**” critical knowledge and skills are taught in driver education courses to improve the overall quality of instructional content which benefits the novice learning driver.

Delivery Standards

Standards for “**How**” driver education is delivered are also critical to the new driver’s success. They establish criteria for “**How**” driver education is taught. Delivery standards establish the process for “**How**” driver education is delivered in an effort to improve the overall quality of instructional delivery methods, in turn, benefitting the novice learning driver. These standards address the delivery methods for classroom, behind-the-wheel and online instruction.

Instructor Standards

Standards for “**Who**” delivers driver education is critical to the driver education program and the success of the novice driver. They establish criteria for “**What**” the instructor candidates should be taught, the qualifications of an instructor candidate and “**How**” the instructor candidates should teach.

How to Use This Document

For the most current version of the NTDETAS, supporting documents, instructor training materials and additional resources visit www.anstse.info.

The NTDETAS are composed of both “**Normative**” or mandatory and “**Informative**” or optional components. To be considered in compliance with the NTDETAS, a State **must** meet all “**Normative**” components in full. Components of the Standards that are “**Informative**” and that support the larger overall Standard **should** be met, if possible, to fully improve the State’s overall driver education program.

Standards that are “**Normative**,” or mandatory utilize descriptors such as “shall,” “must” or “will.” These standards are in bold font in this document. To be in compliance the State must meet these Standards in full.

Standards that are “**Informative**” or optional utilize descriptors such as “should” or “may.” These standards are in regular font in this document. They generally support an overall larger standard and assist the State in meeting the standard, and should be met if possible.

The two primary descriptors for standards in this document are:

- “**shall**” (the State must meet to be considered in compliance); and
- “**should**” (the State should strive to meet this standard or portion of a standard).

This document provides five key areas of standards:

1.0 Program Administration

All entities delivering driver education should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources. Most States may have a multitude of public and private novice driver education programs. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State. This section provides standards for the administration, oversight, record keeping, program evaluation, data collection and communication of driver education.

2.0 Education/Training

High quality program content is an essential element for improved driver education. However, improved content alone will not change the behaviors necessary for novice drivers. The delivery of this program must be enhanced. Increased time in classroom and behind-the-wheel instruction is the first step in providing more experience for novice drivers. The second step is to schedule the learning experiences so that driver education students have an appropriate timeframe to learn and practice the behaviors necessary for driving a motor vehicle safely. This section provides standards for the curricula, instructional time, student evaluation and delivery methods. Standards for online delivery have been developed as well, including instructional design, structural design, evaluation/testing/ assessment, technological design and capabilities, and legal requirements.

There are two attachments related to this section:

- Attachment A – ADTSEA Curriculum Standards
- Attachment B – DSAA Curriculum Standards

3.0 Instructor Qualifications

Proper training of driver education instructors is paramount to the success of every State's driver education program. Content relating to teaching theory and how to teach driver education must be the focal point of the driver education teacher preparation program and ample time must be devoted and required for successful completion. This section outlines the minimum standards for instructor training and qualifications for the training of novice drivers, including prerequisites, course content from State approved driver education curricula, the teaching task, a student teaching practicum, exit assessments and ongoing training and recertification.

There are two attachments related to this section:

- Attachment C – ANSTSE Stages for Driver Education Instructor Preparation Program,
- Attachment D – ANSTSE Table of Contents of the Model Training Materials for Driver Education Instructors, which corresponds to the modules in the model training materials. (available for free download at www.anstse.info).

4.0 Coordination with Driver Licensing

Novice driver education is a key element in driver licensing. Driver education and driver licensing must be coordinated within the State. Graduated Driver Licensing (GDL) has been proven to be a successful countermeasure in reducing teen driver crashes and fatalities. Driver education must be an integral component within a State's GDL Program, as identified in the National Highway Traffic Safety Administration's (NHTSA's) model for GDL. The agencies responsible for driver education and driver licensing must coordinate their efforts to have a positive impact on GDL, parent involvement and driver education. Enforcement of GDL laws must be coordinated between the driver license agency, courts and law enforcement.

GDL is a comprehensive system that is most effective when all components of GDL are incorporated. More comprehensive GDL programs have a greater safety benefit. States are encouraged to implement a comprehensive GDL program that incorporates all components as identified in NHTSA's GDL model. This section provides standards for communication between the state driver education agency and the driver license authority; the GDL system; coordination and education with courts and law enforcement; requirements for the knowledge and skills tests.

There is one attachment related to this section:

- Attachment E – NHTSA Graduated Driver Licensing System Model

5.0 Parent/Guardian Involvement

Parents/guardians play a vital role that should support and enhance driver education in the novice's learning to drive experience. The parent/guardian is responsible for providing driving practice, regulating the novice's driving exposure, being prepared to play their role and assisting the novice in the learning to drive experience. Parent/guardian involvement is an integral component within the State's Graduated Driver Licensing (GDL) Program and must be coordinated between the State agencies responsible for driver education and driver licensing. This section provides standards for supervised driving practice, a parent seminar, parent progress reports and parent resources.

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John Harvey “Harv” labored mightily for more than 40 years in numerous States and at the national level to make young drivers safe, as he did as the Driver Education Program Manager in Oregon.

David Huff, Montana’s Traffic Education Director from 1998-2011, forged strong partnerships with diverse groups and worked to improve and support driver education as the foundation of a systems approach to traffic safety through collaboration, research, and developing state and national standards.

1.0 Program Administration

All entities delivering driver education should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources. Most States may have a multitude of public and private novice driver education programs. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State. This section provides standards for the administration, oversight, record keeping, program evaluation, data collection and communication of driver education.

1.1. Management, Leadership, and Administration
1.1.1 States shall have a single agency, or coordinated agencies to regulate, administer and oversee all novice driver education programs. The agency or agencies shall:
a) have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these and State standards;
b) establish and maintain an advisory board of all stakeholders to provide input to the State agency/agencies;
c) undertake all other administrative actions that make available quality driver education programs;
d) develop and execute communication strategies to inform parents and the public about driver education issues and driving laws; and
e) communicate to entities in a timely fashion about changes to laws, regulations, procedures and other matters relevant to driver education.
1.1.2 States shall have a full-time, funded State administrator for driver education. The administrator:
a) shall be qualified to manage and oversee all aspects of the State’s functions in driver education, and be familiar with the delivery of driver education;
b) shall be an employee of the agency that has oversight of driver education; and
c) should meet or exceed the qualifications and training required by the State for a novice driver education instructor and/or school owner or possesses equivalent experience or qualifications.
1.1.3 States shall provide funding to the responsible agency/agencies for driver education.
1.1.4 States shall ensure all driver education providers meet applicable federal and state laws and rules.

1.2 Application, Oversight and Recordkeeping

1.2.1 States shall have an application and review process for providers. The process:

- a) shall ensure that only driver education programs that conform to applicable state and national standards are approved;**

NOTE: “programs” refers to a provider’s total scope of operations, not just the curriculum used by its instructors.

- b) shall ensure that driver education programs are culturally competent by reflecting multicultural education principles;**
NOTE: see definitions of culturally competent and multicultural education principles in Definitions of Key Terms.

- c) shall administer applications for certification and recertification of driver education instructors, including owner/operators of public and private providers (see Section 3.0 Instructor Qualifications); and**

- d) should list on the appropriate public State website all approved driver education providers.**

1.2.2 States shall assess and ensure provider compliance. The State shall:

- a) establish and maintain a conflict resolution system for disputes between the State agency and driver education providers;**

- b) provide remediation opportunities to driver education programs when sanctions are issued;**

- c) impose financial and/or administrative sanctions for non-compliance with the State requirements; and**

- d) deny or revoke approval of driver education programs that do not conform to applicable state and national standards.**

1.2.3 States shall have standardized monitoring, evaluation/auditing, and oversight procedures to ensure compliance with these and State standards. The procedures shall include at a minimum:

- a) a process for providers to undergo review, by the regulating State authority;**

- b) the right to inspect premises and training records maintained in connection with courses conducted under the program, to interview instructors and students, to inspect vehicles and to inspect classroom and/or behind-the-wheel instruction; and**

- c) verification that all providers continue to meet State requirements.**

1.2.4 States shall ensure driver education providers have an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.

1.2.5 States shall require driver education providers to maintain program and course records, as established by the State, at a minimum, consisting of:

- instructor information;
- insurance records;
- an individual record for each student including the registration form, attendance, performance results;
- and course completion certificates.

1.2.6 States shall require providers to follow state and/or federal legal requirements for the transmission of personal and/or confidential information electronically or in hard copy format.

1.2.7 States shall require that both successful and unsuccessful completion of the course and other results of learners are recorded and kept in a secure file/location as required by the state regulating authority.

1.2.8 States shall require providers to obtain parental/guardian authorization for minors to participate in the course, in order to verify that the learner has not secured driver education without parental consent.

1.3 Program Evaluation and Data Collection

1.3.1 States shall require driver education providers to collect and report student identification, performance and other data to the designated State agency so that evaluations of the State's driver education program can be conducted and made available to the public.

1.3.2 States shall ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable state and federal regulations.

1.3.3 States shall develop and execute a comprehensive evaluation program to measure progress toward the established goals and objectives of the driver education program and optimize the allocation of resources.

1.3.4 States shall track data and utilize the data for the improvement of their driver education program.

1.3.5 States shall require the responsible agency for driver education to maintain data elements (e.g. driver license number) on students that can be linked to driver record data.

1.4 Communication Program

1.4.1 States shall develop and implement communication strategies directed at supporting policy and program elements. The State Highway Safety Office, in collaboration and cooperation with driver education and training, driver licensing, and highway safety partners, should consider a statewide communications plan and campaign that:

- **Informs the public and parents/guardians about State GDL laws including, but not limited to: the role of supervised driving, underage drinking, and zero tolerance laws;**
- **Identifies the at-risk target population;**
- **Provides materials that are culturally competent and reflect multicultural education principles;**
- **Informs the public on the role of parental monitoring/involvement; and**
- **Informs the public about state guidelines and regulation of driver education.**

NOTE: see definitions of culturally competent and multicultural education principles in Definitions of Key Terms.

2.0 Education/Training

High-quality program content is an essential element for improved driver education. However, improved content alone will not change the behaviors necessary for novice drivers. The delivery of driver education must also be enhanced. Increased time in classroom and behind-the-wheel instruction is the first step in providing more experience for novice drivers. The second step is to schedule the learning experiences so that novice drivers have an appropriate time frame to learn and practice the behaviors necessary for driving a motor vehicle safely. This section provides standards for the curricula, instructional time, student evaluation and delivery methods. Standards for online delivery have been developed as well, including instructional design, structural design, evaluation/testing/ assessment, technological design and capabilities, and legal requirements.

There are two attachments related to this section:

- Attachment A – ADTSEA Curriculum Standards
- Attachment B – DSAA Curriculum Standards

2.1 Driver Education Curricula

2.1.1 States shall have driver education that meets or exceeds current nationally recognized content standards such as those provided by ADTSEA and DSAA – Attachments A and B. Each State retains authority in determining which curricula meet its state standards.

2.1.2 States shall require driver education providers to use formalized written curricula. The curricula shall:

a) include written lesson plans for classroom, behind-the-wheel, observation time, simulation and driving ranges that include goals, objectives and outcomes for learning.

b) use a variety of multimedia in various combinations to deliver the curriculum. These may include, but are not limited to, videos, written materials, activities, testing, animation, interactive media, and simulations.

c) use active learning and incorporate higher-order/critical thinking skills.

d) provide learners with the opportunity to reflect upon what they have learned as a means to improve retention of concepts.

e) be culturally competent and accommodates the multicultural educational needs of learners.

NOTE: see definitions of culturally competent and multicultural education principles in Definitions of Key Terms.

2.1.3 States shall require core driver instructional hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination.

- a) **States shall require increased minimum instruction hours consisting of:**
- **45 hours of classroom/theory;**
 - **10 hours of behind-the-wheel instruction; and**
 - **10 hours of additional flexible, verifiable instruction, consisting of any of the following, as defined in these standards:**
 - **Observation**
 - **Behind-the-wheel**
 - **Range**
 - **Simulation**
 - **Classroom (face-to-face or online)**
 - **Computer-based independent student learning**

NOTE: Flexibility in the delivery of the required instructional hours is described in Standards 2.3.5, 2.3.6 and 2.4.

NOTE: Use of substitution hours within classroom and behind-the-wheel (BTW) does not reduce the amount of instructional time required for the 10 Hours of Additional Flexible, Verifiable Instruction.

- b) **States shall require instructional hours to be delivered across multiple learning stages (e.g. Segment I and Segment II as defined in NHTSA's GDL Model).**

NOTE: Flexibility in the delivery of the required instructional hours is described in Standards 2.3.5, 2.3.6 and 2.4.

2.1.4 States shall ensure that the instruction of novice drivers is completed using concurrent and integrated classroom and behind-the-wheel time where the bulk of the classroom instruction occurs close in time to the in-vehicle instruction to ensure the maximum transfer of skills. States should establish requirements for driver education which:

- a) requires full attendance and successful completion of classroom and behind-the-wheel .
- b) ensures classroom instruction is spread out over a period of time (distributive learning) and is not completed in fewer than 30 days.
- c) consists of classroom instruction periods that should not exceed 120 minutes per day.
- d) consists of behind-the-wheel instruction that:
- has not more than 3 students in the vehicle.
 - ensures that each student drives no more than 90 minutes per day.
 - is integrated with laboratory driving simulation and/or driving range instruction, if applicable.
 - may be in addition to classroom instruction provided per day.

2.1.5 States shall require each student to receive or obtain an approved driver education textbook or educational materials of equal scope (hardcopy or electronic).

NOTE: A state driving manual or handbook is not considered a textbook nor is equal in scope and educational value, but serves as an excellent supplementary resource tool for instruction related to state licensing requirements.

2.1.6 States shall require successful completion of an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to complete the driver education program.

2.1.7 States shall require a course provider to conduct valid post-course evaluations of driver education programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program.

NOTE: A resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety “Evaluating Driver Education Programs: Comprehensive Guidelines.”¹

2.2 Student Evaluation

2.2.1 States shall ensure that providers and instructors deliver timely and ongoing feedback to students on their progress made in classroom, behind-the-wheel, and any other laboratory phases including remedial instruction during the driver education course. The evaluation and assessment of each student is critical to the learner’s success, assists the instructor in monitoring their progress and shall be:

- a) consistent with the concepts, lessons, and course objectives. The methods for evaluation shall be clearly stated in the course.**
- b) conducted on an ongoing and varied basis following the teaching of major concepts and at the end of the unit or driving session.**
- c) constructive, informative, and frequently provided.**
- d) graded and tracked by the program and/or the instructor.**

2.2.2 States shall require on-going classroom and behind-the-wheel evaluations, at a minimum, through:

- evaluation of homework assignments,**
- worksheets,**
- reports,**
- verbal feedback,**
- role-playing activities or demonstrations,**
- or end-of-unit tests.**

NOTE: Record keeping is essential to continuous progress reports.

¹ Clinton, K., & Lonero, L. (2006, October). Evaluating Driver Education Programs: Comprehensive Guidelines Washington, DC: AAA Foundation for Traffic Safety.

2.3 Delivery Methods

2.3.1 States shall limit the number of students per class based on state student/teacher ratios for the classroom phase of driver education.

2.3.2 States shall require providers to make available seating and writing space for each student.

2.3.3 States shall stipulate that an instructor can only teach one classroom at a time.

2.3.4 States shall require training vehicles for driver education behind-the-wheel and driving range instruction to meet state standards for the safety of students and instructors, that:

a) shall be in safe mechanical condition and equipped with:

- **dual-control brakes**
- **instructor eye-check and rear-view mirrors**
- **signage visible from all sides of the vehicle, to provide a means for other roadway users to understand that instruction is taking place and provides a possible warning of unexpected maneuvers by the driver; and**
- **meets all Federal Motor Vehicle Safety Standards (FMVSS) applicable to the vehicles used; and in accordance with the requirements of the State.**

b) shall not allow the driver education vehicle to be operated by a student without instructor supervision.

c) should be inspected at least annually by a state-approved inspection facility or qualified mechanic and meet all other state vehicle requirements.

d) should require all providers to keep a log on each training vehicle, covering issues such as safety and maintenance.

e) should require additional equipment for behind-the-wheel and driving range instruction such as:

- Cell phone
- First-aid/body fluid kit
- Fire extinguisher (at least UL rated 5-B:C)
- Safety kit
- Reflective devices
- Flashlight
- Crash reporting kit
- Brake and accelerator pedal extensions, if required
- Appropriate seat cushion(s), if required

2.3.5 States shall establish, if applicable, requirements for maximum substitution hours of simulation or driving range instruction for behind-the-wheel instruction. For courses with ten (10) hours or more of behind-the-wheel instruction, no more than two (2) hours of any combination may be substituted. States shall establish requirements:

a) for driving simulation, if permitted, that:

- requires an instructor be trained in the use of simulation to teach the instruction.
- supports the classroom and behind-the-wheel content and follows an approved curriculum.

b) for driving ranges, if permitted that:

- requires an instructor be trained in the use of the driving range to teach the instruction.
- requires driving range instruction support the classroom and behind-the-wheel content and follow an approved curriculum.

NOTE: Courses with less than ten (10) hours of behind-the-wheel instruction may not substitute simulation or driving range instruction for behind-the-wheel instruction, if permitted.

NOTE: Observation time should align with behind-the-wheel instruction time if substitution of driving range and simulation is permitted.

2.3.6 States shall establish, if applicable, requirements for maximum substitution hours of computer-based independent student learning for classroom instruction. For courses with forty-five (45) hours or more of classroom instruction, no more than ten (10) hours may be substituted. States shall establish requirements that:

a) requires an instructor be trained in the proper use of driver education computer-based independent student learning systems or is assisted by a person trained in the use of computers and computer programs.

b) stipulates computer-based independent student learning:

- be approved by the state, proceeds from simple to complex and supports the goals and objectives of the driver education program.
- not be counted towards behind-the-wheel driver education.
- be user-friendly and accessible to all students.
- includes consequences for making incorrect skill, knowledge or attitudinal decisions or actions.
- provides remedial practice.

c) ensures computer-based independent student learning is classified as classroom instruction and should not exceed the 120 minute per day maximum.

NOTE: Courses with less than forty-five (45) hours of classroom instruction may not substitute computer-based independent student learning for classroom instruction, if permitted.

NOTE: Each State shall recognize that computer-based independent student learning may only supplement the core classroom or online minimum standards, if permitted.

2.4 Online Delivery Methods

2.4.1 States shall establish requirements for the instructional design of online delivery of driver education, if permitted, that establishes how to organize, standardize, communicate and examine the instructional content/curriculum. At a minimum:

NOTE: In addition to these standards, State's shall establish requirements for content standards as identified in Section 2.1.

a) **An online course syllabus is provided that clearly states the learning objectives, expectations of learners, grading policy, privacy and legal policies, and also includes contact information for the online course provider, online instructor, and technical troubleshooting.**

- **Contact information includes hours of availability and expected response time.**
- **Contact information for online instructors and the online instructor's hours of availability are clearly posted on the course website.**

b) **Course timeline, important dates, and deadlines are clearly described in the syllabus and on the website.**

c) **The syllabus and curriculum both outline any required parent participation and monitoring.**

d) **For parent-taught driver education, the course curriculum has a specific component requiring regular parent participation, in addition to conducting the behind-the-wheel portion of the course.**

e) **The course is organized into units and lessons, each of which follows a knowledge map and, where appropriate, builds upon previous units and/or concepts.**

f) **The curriculum must be up-to-date, accurate, and meet state-specified driver education content standards as described in Section 2.1.1.**

g) **The curriculum uses active learning and incorporates higher-order/critical thinking skills.**

h) **The instructional design provides the learner an opportunity to reflect upon what they have learned as a means to improve retention of concepts.**

i) **The curriculum is culturally competent and accommodates the multicultural educational needs of learners.**

NOTE: see definitions of culturally competent and multicultural education principles in Definitions of Key Terms.

j) **Content uses appropriate readability levels and language use for learners.**

k) **All content and learning materials respect copyright laws.**

<p>l) There is no commercial marketing or advertising within the actual course content and lessons other than the course provider’s labeling/branding.</p>
<p>m) A glossary of driver education and any other relevant terms is provided on the site.</p>
<p>n) Resources and materials that are supplemental to the course are clearly indicated as such and are supplied through links, downloadable documents, software, an online resource center, or other means that are easily accessible to the learner.</p>
<p>o) Courses are facilitated by state-approved online instructors who meet Section 3.0 of these Standards as well as the re-certification/re-approval process as outlined in Standard 3.5 of these Novice Teen Driver Education and Training Administrative Standards.</p>
<p>p) Online instructors facilitate the course using one of two models.</p> <ul style="list-style-type: none"> • Instructor-led: the online instructor leads the course through face-to-face or synchronous methods, interacts with learners regularly, actively monitors learner progress, and reviews assignments or tests as necessary. • Instructor-monitored/supported: an online instructor monitors the online course, monitors each learner’s progress, reviews and assesses learner submissions as required, and answers questions or concerns in a reasonable and timely manner.
<p>q) In addition to the basic instructor training program, online instructors who facilitate and personnel who manage the online driver education system are trained in the effective use of online-based driver education learning systems and methodologies by means of state-approved training.</p>
<p>2.4.2 States shall establish requirements for the structural design of online delivery of driver education, if permitted, that describes how the course will be implemented in order to meet the learning and course requirements. At a minimum:</p>
<p>a) The online course uses a variety of multimedia in various combinations to deliver the curriculum. These may include, but are not limited to, videos, written materials, activities, testing, animation, interactive media, and simulations.</p>
<p>b) The course structure employs one of three models:</p> <ul style="list-style-type: none"> • Hybrid/Blended: the course delivery combines online (virtual) and classroom (face-to-face) instruction and meets the relevant delivery standards for both online and classroom settings. The overall course is instructor-led. • Fully Online, Instructor-Led: the course is delivered online and the majority of learning is synchronous. • Fully Online, Instructor-Monitored/Supported: the course is delivered online and involves asynchronous or synchronous interaction.

c) **In online instructor-led synchronous courses, state standards should inform the maximum number of classes per day and learners per session enrolled in a course at any given time. If the state does not have such standards, the maximum number of classes per day should not exceed five classes per day and 30 learners per course.**

d) **The structure of the course should facilitate learner-learner interaction, which allows learners to benefit from the questions and experiences of others, through either:**

- **synchronous mode(s) (e.g., webcam, Skype, video conference, phone conversations); or,**
- **asynchronous mode(s) (e.g., blogs, emails, forums, message boards, podcasts, etc.).**

e) **The curriculum is designed to provide at least the minimum number of hours of instruction as set in Section 2.1.3 and is of sufficient rigor, depth, and breadth to meet the learning outcomes.**

- **This is exclusive of supplemental material or learner time spent online (i.e., time is measured by the length of time it takes to teach an instructional component, not including extra information, or how long it takes learners to complete the component).**

f) **Online instruction does not exceed time limits as set by Section 2.1.4 of the Standards. The entire online course adheres to the concept of distributive learning, and is completed according to the time requirements set in the Section 2.1.3.**

g) **The online course presents information in various formats, providing supplemental material and resources, and demonstrating instructor capacity to adapt instruction to learner needs.**

h) **Online providers encourage learners to begin behind-the-wheel training, according to State licensing, after beginning the online course or as soon as possible after completing the online course.**

2.4.3 States shall establish requirements for the evaluation/testing/assessment of online delivery of driver education, if permitted, that refers to how and what type of evaluation will be carried out for learners, the course, and online instructors. At a minimum:

a) **Evaluations and assessments of learners are consistent with the concepts, lessons, and course objectives. The methods for evaluation are clearly stated in the course.**

b) **Evaluations and assessments are conducted in a variety of formats (such as quizzes, electronically submitted assignments, questions regarding video segments, responses in blog/online discussions, random questions, or other means).**

<p>c) The course contains a pool of quiz and test questions that are randomly selected and distributed across learners and across individual lessons, in order to prevent learners from copying and/or sharing test information.</p>
<p>d) Evaluation of learners is conducted on an ongoing and varied basis.</p> <ul style="list-style-type: none"> • May occur following the teaching of major concepts; and, • Shall occur at the end of each unit.
<p>e) Feedback on evaluations or assessments is constructive, informative, and frequently provided.</p>
<p>f) Course quizzes, activities, and any other assessment techniques are graded and tracked by the program and/or the online instructor.</p>
<p>g) Learners are able to see their grades as they progress through the course.</p>
<p>h) Where applicable, the learner’s progress and performance are communicated to parents/guardians (e.g., for minors).</p>
<p>i) For the final test, the identity of each learner should be verified as required by the State.</p>
<p>j) The online course provider frequently and in various ways assesses the delivery of the course and the curriculum (i.e., learners are given the opportunity to provide feedback on the course).</p>
<p>2.4.4 States shall establish requirements for the technological design and capabilities of online delivery of driver education, if permitted, that refers to minimum technological tools and/or capabilities required by online driving educators in order to be able to provide online education and requirements needed by learners to take online driver education. At a minimum:</p>
<p>a) The technological requirements such as hardware, web browser, software, internet connection speed, and other required components to take the course are clearly described on the website, prior to the opportunity to purchase the course.</p>
<p>b) The web pages and components are clearly organized. A site map, contact page, and orientation section that explain how to use the course are provided.</p> <ul style="list-style-type: none"> • Contact information for technical support is provided and technical support hours of availability are clearly posted on the website.
<p>c) The course and the website are user-friendly, easy to navigate, and accessible to learners.</p>
<p>d) Courses must require learners to complete all required elements prior to completing the course.</p>

e) **Learner time in the course is tracked by learner activity and work successfully completed on the course and not just the amount of time the learner is “logged in.” Computer system support, downloading videos, and other non-course related support shall not count toward learner time.**

f) **Learners are required to use a username and password to enroll in and to access the course at all times.**

g) **Learners are logged out of the course after a specified amount of inactivity established by the State or the online provider. The learner is required to login again to resume the course.**

h) **The identity of each learner is verified on a random basis throughout the course to ensure the learner who is signed in is the individual completing the course (e.g., the learner is prompted with security questions upon login and at random during the course).**

i) **When learners log back into the course, they are able to resume from their last verified activity.**

2.4.5 States shall establish legal requirements for the delivery of online driver education, if permitted, to ensure that online providers protect learner privacy, verify learner participation and test taking and comply with state/federal requirements for driver education and certification. At a minimum:

a) **The course and the online provider shall be authorized by the state-regulating authority to operate within the State and to provide online driver education instruction for the purpose of meeting state certification requirements.**

- **If the State requires online providers to re-apply for approval to operate, the online provider shall meet the State requirements.**

b) **In states which regulate online driver education providers, the State authorization to operate and the agency issuing the authorization to operate are clearly communicated on the online provider website. Online providers clearly indicate on their website if they are currently approved by the state regulatory agency.**

c) **The State should list on the appropriate public State website all approved providers, as well as those online providers who previously held State approval but which are no longer approved.**

d) **The online provider’s website describes how the course meets state and/or federal accessibility standards (e.g., conforms to US Sections 504 and 508 of the Rehabilitation Act in connection to information technology) to ensure equal access to all users.**

- **The online provider’s website provides alternative options for users with special needs to access web content.**

<p>e) Learner information is kept confidential, protected, and securely stored in all electronic or non-electronic formats. The online provider meets all privacy and confidentiality requirements as set out by state laws, by the Family Educational Rights and Privacy Act (FERPA), and by any other federal laws.</p>
<p>f) Online providers follow state and/or federal legal requirements for the transmission of personal and/or confidential information electronically or in hard copy format.</p>
<p>g) The online provider’s privacy policy is clearly stated on the website.</p>
<p>h) Those individuals who have access to personal identification information (PII) within learner files meet state and/or federal legal requirements for working with youth (e.g. background checks or fingerprinting).</p>
<p>i) Online instructors meet professional and legal requirements as set in Section 3.0 of these Novice Teen Driver Education and Training Administrative Standards and/or by the State.</p>
<p>j) Identification of learners is verified by random checks and as specified by the State throughout the online course and for the final test.</p>
<p>k) Successful or unsuccessful completion of the course and results of learners are recorded and kept in a secure file/location as required by the state regulating authority.</p>
<p>l) Results of performance are reported to learners immediately and, if the course is passed successfully, the certificate of completion is issued as specified by the State.</p>
<p>m) Course completion certificates are issued in a secure manner to the learner and/or the appropriate state authority.</p>
<p>n) All technological hardware and software meets state and/or federal requirements concerning the use of technology for professional or instructional purposes.</p>
<p>o) For minors, parental/guardian authorization to participate in the course is required in order to verify that the learner has not enrolled in driver education without parental consent.</p>

3.0 Instructor Qualifications

Proper training of driver education instructors is paramount to the success of every State’s driver education program. Content relating to teaching theory and how to teach driver education must be the focal point of the driver education instructor preparation program and ample time must be devoted and required for successful completion. This section outlines the minimum standards for instructor training and qualifications for the training of novice drivers, including prerequisites, course content from State approved driver education curricula, the teaching task, a student teaching practicum, exit assessments and ongoing training and recertification.

There are two attachments related to this section:

- Attachment C – ANSTSE Stages for Driver Education Instructor Preparation Program,
- Attachment D – ANSTSE Table of Contents of the Model Training Materials for Driver Education Instructors, which corresponds to the training modules in the model training materials (available for free download at www.anstse.info).

3.1 Prerequisites

3.1.1 States shall require the following prerequisites for instructor candidates receiving training. As recognized or determined by the State, each instructor candidate shall:

- a) possess a valid driver’s license (held for at least 5 consecutive years);**
- b) have an acceptable driving record;**
- c) pass federal and state criminal background checks;**
- d) meet health or physical requirements;**
- e) achieve the minimum academic education requirement (high school graduate); and**
- f) meet the minimum age requirement (at least 21 years of age).**

3.1.2 States shall require instructor candidates to pass entry-level assessments to demonstrate their knowledge, skills, and attitudes for the safe operation of a motor vehicle to gain entry into the driver education instructor preparation program. (See Attachments C through D.) Each instructor candidate must pass a basic:

- a) driver knowledge test including state specific traffic laws; and**
- b) driving skills assessment.**

3.1.3 States should require programs to pre-screen an individual to determine if they are an acceptable candidate to enter the instructor preparation program.

3.2 Training

3.2.1 States shall require instructor candidates to successfully complete a course detailing classroom content, BTW lessons and State specific information from State approved driver education curricula. The instructor candidate shall demonstrate their knowledge of State approved driver education curricula by achieving/ mastering the following competencies. The instructor candidate must:

- a. Demonstrate comprehension of the foundations of novice driver education by:
 - i. applying and/or verbalizing risk management skills to the task of driving either as a driver or passenger;**
 - ii. identifying and demonstrating safe driving techniques; and**
 - iii. demonstrating how to drive in a highly social, strategic, and cooperative manner (environmentally friendly).****
- b. Demonstrate knowledge of the driver education curriculum content, including:
 - i. State specific rules (i.e., GDL requirements);**
 - ii. rules of the road (State’s Highway Traffic/Vehicle Code);**
 - iii. safe driving techniques;**
 - iv. risk management/risk avoidance practices and procedures; and**
 - v. decision making skills.****
- c. Recognize and explain the general nature of the foundations of novice driver education within the highway transportation system and the consequences of system failures.**
- d. Explain and apply the principles of perception to risk management when operating a motor vehicle.**
- e. Explain and apply the techniques for managing risk when operating a motor vehicle over pre-selected on and off-street activities.**
- f. Recognize and identify physical, social, and psychological influences that can affect motor vehicle operator performance.**
- g. Identify current and emerging vehicle technologies (i.e. forward collision warning, electronic stability control, warning mirrors and cameras, etc.).**
- h. Demonstrate concepts and generalizations that enable one to make objective decisions regarding the:
 - i. choice to drive unimpaired;**
 - ii. use of occupant restraints and protective devices;**
 - iii. benefits of effective speed management;**
 - iv. strategies to drive without distraction, fatigue, drowsy driving, and road rage;**
 - v. environmental factors that influence the decision-making process;**
 - vi. use of visual skills to obtain appropriate information to make reduced-risk decisions in low, moderate, and high risk driving environments;**
 - vii. management of time, space, and visibility when operating a motor vehicle;**
 - viii. interaction with other roadway users in a positive manner;**
 - ix. expectations of the motor vehicle operator from the other roadway user’s point of view; and the**
 - x. use of balanced vehicle movement.****

i. Identify and support additional skills practice with parents/guardians/mentors.
j. Identify laws, rules, and regulations that govern the smooth movement of traffic.
k. Identify and support rules and regulations governing a State’s GDL program and licensing tests.
l. Demonstrate comprehension of administrative rules, including: <ul style="list-style-type: none"> i. school, instructor, and student in-vehicle responsibilities; ii. dual controls and restraint systems use; iii. optional in-vehicle instructional equipment use; iv. appropriate use of driver education textbooks; v. assessment requirements; vi. record keeping protocol; vii. when to offer the program and minimum number of required periods; viii. computer program(s) use; and ix. requirements for size of classes and facilities.
3.2.2 States shall require instructor candidates to successfully complete a course in teaching and learning theories (e.g., <i>The Teaching Task</i>). See Attachment D for the Model Training Materials as an example of the teaching task. The instructor candidate shall demonstrate the appropriate use of the performance standards that make up the teaching and learning theories. Utilizing a course of instruction designed for teaching and learning theories (e.g., <i>The Teaching Task</i>) the instructor candidate should:
a. Describe the history of driver education.
b. Describe and demonstrate the fundamental concepts of learning.
c. Describe and demonstrate the fundamental concepts of teaching.
d. Demonstrate how to use lesson plans and curricula.
e. Demonstrate how to use effective questioning techniques.
f. Describe and demonstrate professional responsibilities and accountability of the driver education instructor.
g. Describe and abide by sexual harassment policies.
h. Describe the importance of liability protection.
i. Describe and demonstrate the process for preparing to teach.
j. Describe and demonstrate techniques for classroom management.
k. Describe and demonstrate techniques for student assessment and evaluation.
l. Describe the process for coordination between classroom and behind-the-wheel instruction.
m. Describe how to and the need for additional training to conduct online and virtual classroom driver education.
n. Describe how to and the need for additional training to address special needs driver education students.

o. Describe and demonstrate how to use lesson plans for in-vehicle instruction.
p. Describe and demonstrate how to manage the mobile classroom.
q. Describe and demonstrate in-vehicle teaching techniques including coaching and correction.
r. Describe and demonstrate how to evaluate and provide feedback to the student driver and observers.
s. Describe and demonstrate techniques for teaching: <ul style="list-style-type: none"> i. visual systems and vision control ii. hazard perception and decision making iii. speed and space management iv. steering control and vehicle balance v. time management vi. communication vii. driver responsibility
t. Describe and demonstrate how to manage and take control of the vehicle during in-vehicle instruction.
u. Describe what to do in an emergency or collision.
v. Describe the role and use of on-board technologies for in-vehicle instruction.
w. Describe how to and the need for additional training to conduct simulation and driving range instruction.
x. Demonstrate the skills necessary to develop partnerships and communicate with parents/mentors/guardians and state officials.
y. Identify how to locate and describe jurisdictional laws, rules, policies and procedures related to vehicle operation and driver education.
Note: The ANSTSE Model Training Materials for the Teaching Task (see Attachment E) have been designed to assist in meeting the standards in 3.2.2.
3.2.3 States shall require instructor candidates to successfully deliver a series of practice teaching assignments during the instructor training course, including both classroom and BTW lessons. <u>The instructor candidate must demonstrate:</u>
a. How to utilize and adapt classroom lesson plans and deliver classroom presentations.
b. How to utilize and adapt lesson plans to deliver behind-the-wheel lessons, utilizing coaching techniques for in-vehicle instruction, and <ul style="list-style-type: none"> i. demonstrate how to utilize standards of driver performance, ii. demonstrate a variety coaching techniques for in-vehicle instruction, and deliver BTW lessons.
c. How to influence learning and habit development.
d. How to assess student performance.
e. How to assist the learner to apply concepts from classroom and BTW instruction.

f. Knowledge of risk management principles in all driving situations.
g. Risk assessment procedures and provide timely intervention for in-vehicle instruction.
h. How to conduct computer assisted, online, simulation based and range exercise instruction (if applicable)
i. How to assess the course.
j. How to schedule and grade.
3.3 Student Teaching Practicum
3.3.1 States shall require instructor candidates to teach with an experienced mentor or complete a student teaching practicum, to deliver course content (both classroom and BTW) during a regularly scheduled driver education course to novice students while being supervised and evaluated.
3.4 Exit Assessment
3.4.1 States shall require the driver education instructor candidate to pass exit assessments, beyond the state driver licensing test, to demonstrate their knowledge, skills and attitudes for the operation of a motor vehicle to successfully complete the driver education instructor preparation program. (See Attachment C.) They must pass an advanced exit level:
a. driver knowledge test;
b. instructor knowledge test; and
c. in-vehicle teaching skills assessment.
3.5 Ongoing Training and Recertification
3.5.1 States shall require instructors to receive regular continuing education and professional development, as approved by the State.
3.5.2 States shall require a regular driving record review for instructors.
3.5.3 States shall require instructors to pass periodic federal and state criminal background checks.
3.5.4 States should require instructor candidates to successfully complete other pre or post courses/requirements as prescribed by the State, such as a course in first aid/CPR and automated external defibrillators (AED).

4.0 Coordination with Driver Licensing

Given that novice driver education is a key element within driver licensing, driver education and driver licensing must be coordinated within the State. Further, as Graduated Driver Licensing (GDL) has been proven to be a successful countermeasure in reducing teen driver crashes and fatalities, driver education must be an integral component within a State's GDL Program, as identified in the National Highway Traffic Safety Administration's (NHTSA's) model for GDL. The agencies responsible for driver education and driver licensing must coordinate their efforts to have a positive impact on GDL, parent involvement and driver education. Enforcement of GDL laws must be coordinated between the driver license agency, courts and law enforcement.

GDL is a comprehensive system that is most effective when all components of GDL are incorporated, and more comprehensive GDL programs have a greater safety benefit. States are encouraged to implement a comprehensive GDL program that incorporates all components as identified in NHTSA's GDL model. This section provides standards for communication between the state driver education agency and the driver license authority; the GDL system; coordination and education with courts and law enforcement; requirements for the knowledge and skills tests.

There is one attachment related to this section:

- Attachment E – NHTSA Graduated Driver Licensing System Model

4.1 Communication Between the State Driver Education Agency/Agencies and the Driver Licensing Authority

4.1.1 States shall have a formal system for communication and collaboration between the State driver education agency/agencies and the State driver licensing authority. This system must share information between these agencies.

4.2 GDL System

4.2.1 States shall adopt a comprehensive multi-stage Graduated Driver Licensing (GDL) system that contains the recommended GDL components and restrictions as featured in the National Highway Traffic Safety Administration (NHTSA) GDL Model. See Attachment F.

4.2.2 States shall have a GDL system that includes, incorporates, or integrates multi-stage driver education that meets these Novice Teen Driver Education and Training Administrative Standards.

4.2.3 States should not reduce the time requirements in the GDL process for successful completion of driver education. Instead, States should consider extending the GDL process for those who do not take driver education.

4.3 Coordination and Education of Courts and Law Enforcement

4.3.1 States shall provide information and education on novice driving requirements and restrictions to judges, prosecutors, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

4.3.2 States shall ensure that sanctions for noncompliance with GDL requirements by novice drivers are developed and enforced uniformly.

4.3.3 States should evaluate enforcement efforts to determine effectiveness.

4.4 Knowledge and Skills Tests

4.4.1 States shall ensure that State licensing knowledge and skills tests are empirically based and reflect these Novice Teen Driver Education and Training Administrative Standards.

4.4.2 States shall develop and implement valid and reliable drivers license knowledge and skills tests, such as the American Association of Motor Vehicle Administrators (AAMVA) Noncommercial Model Driver Testing System, which assesses the novice driver's understanding of laws and principles of driving and that assesses their ability to operate a motor vehicle.

NOTE: For more information on developing valid and reliable knowledge and skills tests, refer to AAMVA's Guidelines for Knowledge and Skills Test Development (Revised 2006).

5.0 Parent/Guardian Involvement

Parents/guardians play a vital role that should support and enhance driver education in the novice's learning to drive experience. The parent/guardian is responsible for providing driving practice, regulating the novice's driving exposure, being prepared to play their role and assisting the novice in the learning to drive experience. Parent/guardian involvement is an integral component within the State's Graduated Driver Licensing (GDL) Program and must be coordinated between the State agencies responsible for driver education and driver licensing. This section provides standards for supervised driving practice, a parent seminar, parent progress reports and parent resources.

5.1 Supervised Driving Practice

5.1.1 States shall require the parent/guardian of a novice driver to follow the requirements of the GDL program, including:

- **supervising an extended learner permit period of at least six (6) months;**
- **providing weekly supervised practice driving in a wide variety of increasingly challenging driving situations; and**
- **conducting a minimum of fifty (50) hours of supervised practice driving.**

NOTE: The minimum of 50 hours of supervised practice driving should not be reduced by a novice driver's participation in driver education programs, nor should any other activity be considered a substitute.

5.1.2 States shall require the parent of a novice driver to supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers, driving during nighttime hours, and other privileges/restrictions until the State's GDL requirements have been met and the parent determines the teen is ready to drive unsupervised in these high risk conditions.

5.2 Parent Seminar

5.2.1 States shall require the parent of a teen driver to complete a parent seminar prior to or at the start of the course.

5.2.2 States should ensure that the parent seminar outlines the parent's responsibility and opportunities to reduce his or her teen's risk, and should include, but not be limited to:

- a) modeling safe driving behavior;
- b) determining the readiness of the teen to begin the learning process;
- c) managing the novice driver's overall learning-to-drive experience;
- d) conducting effective supervised practice driving;
- e) determining the teen's readiness to advance to the next licensing stage and assume broader driving privileges; and

- f) negotiating and adopting a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to learn and for the parent to grant progressively broader driving privileges.

NOTE: The parent seminar should focus on parent’s responsibilities and opportunities related to driving, rather than on school administrative information or other social health issues.

5.3 Parent Progress Reports

5.3.1 States shall require the driver education provider to ensure parents are informed about their teen’s progress throughout the driver education course, and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver.

5.4 Parent Resources

5.4.1 States shall provide parents with resources to supervise their teen’s learning-to-drive experience. The resources should include, but are not limited to:

- a) rules, regulations and expectations of the State GDL and Driver Education requirements;
- b) a list of state approved driver education schools;
- c) access to a “Parent-Teen Driving Agreement”; and
- d) access to a tool for logging the required hours of supervised practice.

Glossary of Definitions and Acronyms

Active learning – as opposed to passive learning, learners are engaged in the materials they study through reading, writing, talking, listening, and reflecting.

Administrator – manager (affairs, a government, etc.); having executive charge of.

Asynchronous – communication exchanges which occur in elapsed time between two or more people. Examples are email, online discussion forums, message boards, blogs, podcasts, etc.

Alternative delivery – delivery of the theory portion of driver education using channels other than the traditional classroom, such as Internet-based, correspondence-based, and parent- taught.

Behind-the-wheel – actual instructional driving time during which the novice driver operates a vehicle (e.g., off-street, on-street, on-highway) and is guided by an instructor in the front passenger seat. Observation is not included in behind-the-wheel time.

Blended course – a course that combines two modes of instruction for classroom learning, such as online (virtual) and face-to-face.

Blog – As a noun, a website or a section of website used for expressing ideas and opinions of users in multiple modalities, often maintained by one leader. As a verb, maintaining or adding content to an ongoing asynchronous discussion housed at a target website.

Certification – to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.

Classroom content – that part of the driver education program that imparts the knowledge, theory, principles, laws, rules, best practices, and related curriculum content through student-centered activities, lecture, media, programmed instruction, independent study, correspondence, and other effective techniques.

Classroom setting – the delivery of the classroom portion of the curriculum is not limited to a traditional physical location, but includes the services of a professional instructor/facilitator in a variety of physical, real-time, online, and video settings. It may include home-based and parent taught or parent-facilitated venues in which case the services of a professional instructor may or may not be required depending on State law. It does not include observation time or behind-the-wheel instruction.

Communications plan – a document that proposes how to target audiences using marketing communication channels such as advertising, public relations, experiences or direct mail for example. It is concerned with deciding who to target, when, with, what message and how.

Computer-based independent student learning – independent student study utilizing software which directly meets and helps achieve the goals and objectives of the driver education program.

Concurrent – the practice of employing behind-the-wheel, classroom, and observation teaching methods where there is no significant break of instruction between the classroom, behind-the-wheel and observation phases.

Confidential – spoken, written, and acted upon, etc., in strict privacy.

Consistent – agreeing or accordant; compatible; not self-contradictory; constantly adhering to the same principles, course, form, etc.

Content – the subject matter taught in driver education.

Continuing education – education provided for adults after they have left the formal education system, consisting typically of short or part-time courses. An instructional program that brings participants up-to-date in a particular area of knowledge or skills.

Correspondence learning – a driver education program in which the classroom/theory portion is completed by the student in the home or other setting that is not located at the place of study (i.e., school).

Course – the course of study, under the direct guidance of a driver education instructor that, upon successful completion, results in a student having the basic knowledge, skills and attitudes necessary to safely operate a motor vehicle within the highway transportation system.

Course enrollment – the number of learners formally in a course. Course enrollment data are influenced by registration periods, duration of course (semester, year-long, or flexible schedules for competency-based credits), drop/add periods and “count” dates that determine accuracy of number of learners enrolled per course, completion and/or attrition rates.

Course registration – the process of officially enrolling in a course; Refer to “Course enrollment.”

Culturally competent – teaching in a cross-cultural or multicultural setting. Enable each student to relate course content to his or her cultural context.

Curriculum – the overall written program of instruction, including classroom, behind-the-wheel, and observation instruction. Generally required to be approved by the State in which the program is delivered.

Distributive learning – where the acquisition of knowledge and skills is spread over a longer period of days and weeks with fewer hours of instruction in a day, as opposed to fewer days and weeks, but more daily hours of instruction resulting in the same amount of hours.

Driver education – to transfer knowledge, develop skills, and influence the attitudes and behaviors of the teen, so they can perform as a safe and competent driver, thereby minimizing their risk, contributing to the reduction of crashes, fatalities, and injuries.

Driving range – a defined roadway course closed to public traffic and allowing for the re-creation of various basic driving scenarios.

Entities – oversight management for providers of driver education.

Evaluate (evaluation) – to examine and judge carefully; appraise, usually applied to students throughout their driver education program.

Face-to-face – when two or more people meet in person.

Facilitate – an instructor, either through instructor-led or instructor-monitored/supported courses, works with online learners to monitor progress, attendance and, at a minimum, uses asynchronous interaction (e.g., chats, blogs, emails, forums, message boards, podcasts, etc.) to provide training and assist in learner motivation.

Graduated driver licensing (GDL) – a State-run and enforced system under which novice teen driver privileges are granted in phases to restrict beginners’ initial experience behind-the-wheel to lower-risk situations. The restrictions gradually are lifted, as experience is gained so novice teen drivers are more experienced and mature when they get their full, unrestricted licenses.

Higher-order/critical thinking skills – more strategic issues such as route finding, self-assessment of driving skills, including these will improve the effectiveness of driver training.

Hybrid course – refer to “Blended course.”

Informative Standards – optional components which utilize descriptors such as “should” or “may.” These standards generally support an overall larger standard, and should be met if possible.

In-vehicle instruction – consists of behind-the-wheel training and observation training time.

Instructional hours – means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of a teacher, exclusive of breaks and time spent for meals.

Instructor/teacher – the person who delivers the curriculum; includes certified classroom and behind-the-wheel instructors.

Instructor candidate – the person who is receiving training through teacher training courses to become an instructor/teacher.

Instructor-led – instructors lead the majority of the hybrid/blended or fully online course (i.e., virtual classroom) and actively monitor, participate, and conduct face-to-face or synchronous instruction with learners.

Instructor-monitored/supported – instructors monitor the online course, each learner’s progress, review and assess learner submissions, and instructors are available to answer questions or concerns through asynchronous or synchronous methods throughout the course.

Integrated – classroom, behind-the-wheel and laboratory driver education shall be scheduled to include an alternating mix of instruction throughout the duration of the driver education course.

Intermediate license – the mid-phase driving permit in the GDL system.

Knowledge – the fact or state of knowing; the perception of fact or truth; clear and certain mental apprehension; acquaintance with facts, truths, or principles, as from study or investigation.

Knowledge map – a knowledge or learning map is a network of sequenced learning targets. It is a graphical representation of complex information that is designed to allow effective assimilation of the material. Learning maps typically display major concepts on a two dimensional grid, with connecting lines between related concepts that describe the nature of the relationship.

Laboratory – the portion of the driver education program, under the direct guidance of an instructor that enables students to learn through practice driving experiences, either real or simulated through the use of a multiple-vehicle (preferably) driving range or driving simulator system.

Learner permit – the initial driving permit in the GDL system.

Licensing (for novice teen drivers) – formal permission from a governmental authority to operate a motor vehicle on public roadway.

Lifelong learning – the ongoing formal and informal acquisition of knowledge or skills.

Measure – to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to judge or appraise by comparison with something or someone else.

Monitoring, evaluation/auditing – recording, regulating, or controlling a process or system.

Multicultural education principles – is an educational field of study that refers to any form of education, teaching and learning that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds and how that education, teaching and learning impact their lives to create equitable opportunities for living and working in cultural pluralist society.

Multiple learning stages – a system where combined phases of classroom/theory and behind-the-wheel instruction are delivered at different times to enhance learning. That is, a portion of the required classroom and behind-the-wheel instruction is completed, then the parent conducts supervised driving for a specified time or amount, then the novice teen driver returns for the remaining classroom and behind-the-wheel instruction.

Noncommercial Model Driver Testing System (NMDTS) – developed by AAMVA and establishes uniformity between jurisdictions for the testing of noncommercial operators and provides a base of core information for driver manuals and Graduated Driver License (GDL) parent instruction guides.

Normative Standards – mandatory components which utilize descriptors such as “shall,” “must” or “will.” To be in compliance the state must meet this standard in full.

Novice driver – any new driver that has not yet developed and demonstrated the knowledge and skills necessary for licensure.

Novice teen driver – any teen who falls under the State’s GDL system.

Novice teen driver education – classroom instruction and supervised driving practice with instructors, training material, and procedures to reduce risk-taking and improve safety decision-making for these drivers.

Observation time – instructional time whereby novice teen drivers observe a behind-the-wheel lesson and receive perceptual practice in how to manage time and space for risk reduction outcomes.

Online – a driver education program in which the classroom/theory portion is delivered via the Internet.

Online-based learning system – a driver education program in which the classroom/theory portion is delivered via the Internet.

Online content – refer to “Classroom content.”

Online course – any course offered over the Internet.

Online instructor – the person who holds the appropriate instructor certification and is responsible for instruction in an online course.

Parent – a parent, guardian or other mentor responsible for managing a novice teen driver’s learning-to-drive experience.

Parent-taught driver education – a system whereby parents/guardians are authorized to be their novice teen drivers’ driving instructors and able to perform either or both the classroom and behind-the-wheel instruction responsibilities.

Phased education – the incremental introduction of concepts, skills, and techniques based on the acquisition of foundational knowledge.

Private provider – a driver education program that is delivered by a business entity.

Professional development – the ongoing acquisition of knowledge, skills, and awareness of new or emerging issues by driving instructors, generally required as a condition of certification as an instructor by a State.

Program – the full scope of delivery of novice teen driver education, including both classroom/theory and behind-the-wheel instruction.

Provider – the legal entity (“private” or “public”) that offers a driver education program.

Public provider – a driver education program that is delivered by a political subdivision of the State.

Range – see driving range.

Recertification – to renew the certification of, especially certification given by a licensing board.

Rehabilitation Act – the Federal legislation that authorizes a variety of training and service discretionary grants administered by the Rehabilitation Services Administration. The Act also includes a variety of provisions focused on rights, advocacy and protections for individuals with disabilities.

Reliable (Reliability) – an index of how consistently a test measures something. For example, if a knowledge test is reliable, a person taking the test twice would be expected to get a similar score both times.

Report – to give or render a formal account or statement of.

Simulation – using interactive computer programs which use basic vehicle controls and instruments and imitates real or imaginary driving scenarios. Often used to create events that would normally be impossible, difficult, or dangerous to the novice teen driver.

Skill – the ability, coming from one's knowledge, practice, aptitude, etc., to do something well; competent excellence in performance.

Skype – have a spoken conversation with (someone) over the Internet using the software application Skype, typically also viewing by webcam.

Standard – a written definition, program description, limit or rule, approved and monitored for compliance by an authoritative agency, professional or recognized body (ANSTSE) as a minimum acceptable benchmark. In essence, a standard is an agreed upon way of doing something. Standards are the distilled wisdom of individuals with expertise in their subject matter (ANSTSE Members) and know the needs of the organizations (US State's) they represent and/or evaluate.

Standardized – to bring to or make established standard size, weight, quality, strength, or the like.

Student-teacher ratio – the number of students in comparison to the number of teachers provided for each course.

Synchronous – refers to a setting in which the instructor and student(s) participate in the instruction at the same time.

Teaching and learning theories – conceptual frameworks in which knowledge is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.

Theory – while "theory" specifically refers to the general principles of the body of knowledge related to driving, including the ideal set of facts, principles and circumstances for driving, it is sometimes used as a substitute for "classroom" when referring to driver education - as in "...the classroom or theory portion of driver education."

Valid (Validity) – an index of how well a test measures what it is supposed to be measuring. Thus, the validity of a driver licensing test is a measure of how well the test indicates that the applicant knows how to be a safe driver.

Virtual – with respect to online education, being on or simulated on a computer, electronic device or computer network; occurring or existing primarily online.

Acronyms

AAA	American Automobile Association
AAAFTS	AAA Foundation for Traffic Safety
AAMVA	American Association of Motor Vehicle Administrators
ADA	Americans with Disabilities Act
ADTSEA	American Driver and Traffic Safety Education Association
ANSTSE	Association of National Stakeholders in Traffic Safety Education
BTW	Behind-the-Wheel
CPR	cardiopulmonary resuscitation
DETA	Driver Education and Training Administrators
DSAA	Driving School Association of the Americas
FERPA	Family Educational Rights and Privacy Act
FMVSS	Federal Motor Vehicle Safety Standards
GDL	Graduated Driver Licensing
GHSA	Governors Highway Safety Association
NHTSA	National Highway Traffic Safety Administration
NMDTS	Noncommercial Model Driver Testing System
NTDETS	Novice Teen Driver Education and Training Administrative Standards
OSHA	Occupational Safety and Health Act
TRB	Transportation Research Board
TIRF	Traffic Injury Research Foundation
UL	Underwriters Laboratories

Attachments

This section of the document includes the following attachments:

- Attachment A – ADTSEA Curriculum Standards
- Attachment B – DSAA Curriculum Standards
- Attachment C – Stages for Driver Education Instructor Preparation Program
- Attachment D – Table of Contents of the Model Training Materials for the Teaching Task
- Attachment E – NHTSA Graduated Driver Licensing System Model
- Attachment F – NHTSA Uniform Guidelines for State Highway Program – Highway Safety Program Guideline No. 4 – Driver Education

Additional Resources:

- AAA
- AAA Foundation for Traffic Safety (AAAFTS)
- American Driver and Traffic Safety Education Association (ADTSEA)
- Driving School Association of the Americas (DSAA)
- National Institute for Driver Behavior (NIDB)
- National Highway Traffic Safety Administration (NHTSA)

See the ANSTSE website for additional resources and links: www.anstse.info