

Part II: Teaching and Learning Theories for Classroom Course

Instructor's Guide

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Table of Contents

Part II - Classroom Teaching and Learning Theories Course

Orientation Classroom Teaching and Learning Theory Course Introduction and Overview

Welcome and Purpose of the Classroom Teaching and Learning Theory Course.....	0-2
Objectives of the Classroom Teaching and Learning Theory Course	0-3
Course Completion Requirements	0-4
Course Agenda	0-5
Module Summary	0-6

Module 1- Preparing to Teach and Overview of Teaching Assignments

Module Overview	1-2
Section 1: The Process for Preparing to Teach.....	1-3
Activity #1: Preparing to Teach	1-6
Section 2: The Peer Teaching Process and Presentation	1-7
Section 3: Evaluation of the Presentation.....	1-11
Module Summary	1-13
Module Review Activity: Key Word Matchup.....	1-14
Summary Sheet	1-15

Module 2 - Classroom Management

Module Overview	2-2
Section 1: Classroom Setup.....	2-4
Activity #1: Photos Identifying Local Traffic Situations	2-7
Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation.....	2-9
Activity #3: Preparing the Classroom and Visual Aids.....	2-12
Section 2: Maintaining Leadership in the Classroom	2-13
Section 3: Observing and Listening to Students.....	2-14
Section 4: Time Management and Time Constraints.....	2-15
Activity #4: Short on Time	2-17
Section 5: Class Disrupters and Managing Student Behavior	2-18
Module Summary	2-22
Module Review Activity: Key Word Matchup.....	2-23
Summary Sheet	2-24

Module 3 - Student Assessment and Evaluation

Module Overview	3-2
Section 1: Preparing for Student Assessment and Evaluation	3-3
Activity #1: Assess Student's Knowledge	3-3
Activity #2 Good Test Questions.....	3-5
Section 2: How to Assess the Student in the Classroom.....	3-6
Activity #3 Grading Tests and Assessing Students.....	3-7
Activity #4 Determining if a Student is Ready to Move On.....	3-7

Activity #5: Driver Education Topics Portfolio.....	3-10
Module Summary	3-12
Module Review Activity: Key Word Matchup	3-13
Summary Sheet	3-14

Module 4 - Coordination Between Classroom and Behind-the-Wheel Instruction

Module Overview	4-2
Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor ...	4-4
Activity #1: Create a Wall Chart	4-5
Activity #2: Discussion on Tools to Connect Teachers of Different Phases	4-5
Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content.....	4-6
Activity #3: Common Vocabulary	4-7
Activity #4: Curriculum Flow Chart	4-7
Module Summary	4-8
Module Review Activity: Key Word Matchup	4-9
Summary Sheet	4-10

Module 5 – Peer Teaching Presentations

Module Overview	5-2
Section 1: Conducting an Introduction/Summary	5-3
Section 2: Conducting a Lesson.....	5-4
Module Summary	5-6
Module Review Activity: Key Word Matchup	5-7
Summary Sheet	5-8

Module 6 – Classroom Teaching and Learning Theories Course Wrap-Up

Module Overview	6-2
Section 1: Summary of Classroom Teaching and Learning Course	6-3
Module Summary	6-4
Summary Sheet	6-5

Module 7 – Classroom Teaching and Learning Theory Knowledge Test 2

Module Overview	7-2
Section 1: The Classroom Teaching and Learning Theories Knowledge Test.....	7-3
Module Summary	7-5

Part II Addendum Module A – Online Driver Education and Virtual Classroom

Module OverviewA-2
Section 1: Online Driver EducationA-3
 Activity #1: Enroll in an Online CourseA-3
 Activity #2: Concept ApplicationA-3
 Activity #3: Concept Application with Instruction and Assessment.....A-4
 Activity #4: Group ProcessingA-4
Section 2: Virtual ClassroomA-5
 Activity #5: Experience Participating in a Virtual ClassroomA-6
Module SummaryA-7
Summary SheetA-9

Part II Addendum Module B – Addressing Special Needs

Module OverviewB-2
Section 1: Recognizing and Addressing Special Learning Needs
 in the ClassroomB-3
Section 2: Recognizing and Addressing Special Physical Needs
 in the ClassroomB-5
Module SummaryB-7
Summary SheetB-9

Supplementary Information

- Lesson Plan Setup
- Lesson Plan Samples
- 5-10 Minute Introduction/Summary Presentation Form
- Classroom Evaluation Forms



2017 Driver Education Instructor Training

Part II: Teaching and Learning Theories for Classroom Course

Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part II: Teaching and Learning Theories for Classroom Course

Course Description:

This course will help prepare you to become a classroom teacher and to present content from an approved driver education curriculum. The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional teachers in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Course Objectives:

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Course Topics:

- **Preparing to teach and overview of teaching assignments**
 - The process for preparing to teach
 - The peer teaching process and presentation
 - Evaluation of the presentation
- **Classroom management**
 - Classroom setup
 - Maintaining leadership in the classroom
 - Observing and listening to students
 - Time management and time constraints
 - Class disrupters and managing student behavior
- **Student assessment and evaluation**
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom

- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the BTW instructor
 - Transitioning and relating behind-the-wheel instruction to class room content
- **Peer teaching presentation**
 - Conducting an introduction/summary
 - Conducting a lesson
- **Optional – Online driver education and virtual classroom**
 - Online driver education
 - Virtual classroom
- **Optional – Addressing special needs**
 - Addressing special learning needs
 - Addressing special physical needs

Required Resources:

- ANSTSE Driver Education Instructor Training Curriculum Participant Workbook
- Approved driver education curricula
- Approved driver education textbook(s)
- State driver manual
- State traffic code
- State parent guide

Instructor Candidate/Participant Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must successfully deliver two teaching sessions:
 - Each instructor candidate will present at least twice. The duration of the first presentation will be approximately five to ten minutes in length. The second and third presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 21 hours (3 days in length)

Orientation

Classroom Teaching and Learning Theory Course Introduction and Overview

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Module Contents

Welcome and Purpose of the Classroom Teaching and Learning Theory Course 0-2

Objectives of the Classroom Teaching and Learning Theory Course 0-3

Course Completion Requirements 0-4

Course Agenda 0-5

Module Summary 0-6

Instructor Notes

Welcome Welcome the instructor candidates to the Classroom Teaching and Learning Theory Course.



Section Time

Show Slides 0-1 through 0-2

Note This course can be used to train instructors for the management of a driver education classroom.

Activity Provide the instructor candidates with a course syllabus and focus upon the classroom program of driver education. Indicate what is expected of each instructor candidate.

State The purpose and importance of the Classroom Teaching and Learning Theory Course.



Section Time

Show Slide 0-3

Handout Course syllabus

Activity Provide the instructor candidate with a state approved driver education course syllabus that focuses upon the classroom and BTW portions of the driver education course. Highlight why it is important that the classroom introduces driving task concepts which will be built upon during the BTW portion.

Welcome and Purpose of the Classroom Teaching and Learning Theory Course

Welcome

Welcome to the Classroom Teaching and Learning Theory course. We are pleased to be a part of this important course and look forward to working with all of you.

This course will help prepare you to become a classroom instructor and to present content from approved driver education curricula.

The purpose and importance of the Classroom Teaching and Learning Theory course

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Instructor Notes

Cover **The objectives of the Classroom Teaching and Learning Theory Course.**



Section Time

Show **Slide 0-4 through 0-5**

Emphasize These are the objectives of the course.

Activity Use the whiteboard or PowerPoint slide to highlight and discuss the purposes of this course.

Objectives of the Classroom Teaching and Learning Theory Course

Objectives of the Classroom Teaching and Learning Theory Course

Upon successful completion of this **course**, the IC will be able to:

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Instructor Notes

Cover **The course completion requirements.**

Show **Slides 0-6 through 0-7**

Note **[Cover any additional State course completion requirements, if applicable.]**

Explain That more details on the presentations and grading will be discussed later in the course.

Note The attendance policy must be clearly stated to the instructor candidates.

Emphasize Attendance in this training program is essential to become a professional driver education instructor.

Activity Before discussing the course requirements, ask the instructor candidates what they would expect to learn in a course titled “classroom teaching and learning theory.”



Section Time

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion of the course.
2. Indicate how to make up missed time/work, if applicable.
3. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
4. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
5. You must successfully deliver two teaching sessions:
 - Each instructor candidate will present twice. The duration of the first presentation will be approximately five to ten minutes in length. The second presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations. Details on presentation grading will be discussed in Module 1.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
6. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.

Instructor Notes

- Handout** **The course agenda.**
- Review** The course agenda with the instructor candidates.
- Show** **Slides 0-8 through 0-9**



Section Time

Course Agenda

Course agenda Your master instructor will handout a course agenda.

- **Module 1**- Preparing to Teach and Overview of Teaching Assignments
- **Module 2** - Techniques and Challenges in Classroom Management
- **Module 3** - Student Assessment and Evaluation
- **Module 4** -Coordination Between Classroom and Behind-the-Wheel Instruction
- **Module 5** – Peer Teaching Presentations
- **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- **Addendum Module A** – Online Driver Education and Virtual Classroom
- **Addendum Module B** – Addressing Special Needs

Instructor Notes

Module Summary Summarize the purpose of this module “Classroom Teaching and Learning Theory Course Introduction.”



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 0-10 through 0-11**

Evaluate The instructor candidates understanding of the lesson by asking questions and assessing answers.

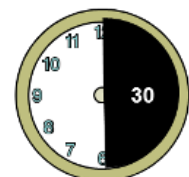
Ask A few short questions at the end of the lesson to evaluate the instructor candidates’ understanding.

1. What is the purpose of the Classroom Teaching and Learning Theory Course?
2. What are the objectives of the Classroom Teaching and Learning Theory Course?

Questions and Answers Allow instructor candidates to ask questions for additional information or clarification if needed. Do not answer questions that will be covered later in the course.

Transition The next module will cover preparing to teach and overview of teaching assignments.

Note Take a short break.



Elapsed Time

Module Summary

Module Summary

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education.

This module covered four topics:

- Purpose and objectives of the course.
- Course completion requirements.
- Course agenda.
- Ground rules.

The information that was presented in this module is essential for understanding the purpose and objectives of the classroom teaching and learning theory course and the course requirements.

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Instructor Training Agenda Sample

Part II Classroom Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 10:00 am	Module 1 – Preparing to Teach and Overview of Teaching Assignments (1.5 hours)
10:15 - Noon	Module 2 – Classroom Management (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:15pm	Module 2 – Classroom Management (Continued)
1:15 - 2:30 pm	Module 3 – Student Assessment and Evaluation (1 hour 20 minutes)
2:45 - 4:15 pm	Module 4 – Coordination Between Classroom and Behind-the-Wheel Instruction (1 hour 30 minutes)
4:15 - 5:00	Prepare for Teaching Presentations

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentation (5-10 minute introduction /summary presentation) (2 hours)
10:15 - Noon	Module 5 – Peer Teaching Presentations (two 20-30 minute presentations) (10 hours)
Noon - 1:00 pm	Lunch
1:00 - 3:30 pm	Module 5 – Peer Teaching Presentations – Continued
3:45 - 5:00 pm	Module 5 – Peer Teaching Presentations – Continued

Note: Includes Breaks


Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentations – Continued
10:15 - Noon	Module 5 – Peer Teaching Presentations – Continued
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Peer Teaching Presentations – Continued
2:00 - 2:30 pm	Module 6 – Classroom Course Wrap-Up (30 minutes)
2:30 - 3:30 pm	Module 7 – Classroom Teaching and Learning Theory Knowledge Test 2 (1 hour)
3:45 - 4:30 pm	Part II Addendum Module A – Online Driver Education and Virtual Classroom – (45 minutes) – optional
4:30 - 5:00 pm	Part III Addendum Module B – Addressing Special Needs (30 minutes) - optional

Note: Includes Breaks

Orientation

Classroom Teaching and Learning Theory
Course Introduction and Overview



Slide 0-2

Welcome!

This course will:

- ▶ Help prepare you to become a classroom instructor.
- ▶ To present content from approved driver education curricula.

Orientation

PW page 0-2




Slide 0-3

Purpose of Course

- ▶ To train individuals to become professional instructors in driver education.
- ▶ To gain a fundamental understanding of classroom learning theories and management
- ▶ To gain the knowledge, skills and attitudes necessary to teach driver education.

Orientation

PW page 0-2




Slide 0-4

Objectives of the Course

- ▶ Upon successful completion of this **course**, the IC will be able to:
 - Demonstrate your ability to prepare for the training task.
 - Teach a lesson(s) in driver education.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Identify appropriate strategies for challenges in classroom management.
 - Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.

Orientation

PW page 0-3




Slide 0-5

Objectives of the Course cont.

- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Orientation


PW page 0-3



Slide 0-6


Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Module quizzes and pass with 80%.



Orientation

PW page 0-4




Slide 0-7

Course Completion Requirements

- ▶ Successfully deliver two teaching sessions:
 - First presentation – 5– 10 minutes in length.
 - Second presentation – 20–30 minutes in length.
 - Lesson plans will be turned in the day the lesson is being taught.
- ▶ Pass the end of course knowledge test with 80%.

PW page 0-4


Orientation 

Slide 0-8

Agenda

- ▶ **Module 1** – Preparing to Teach and Overview of Teaching Assignments
- ▶ **Module 2** – Techniques and Challenges in Classroom Management
- ▶ **Module 3** – Student Assessment and Evaluation
- ▶ **Module 4** –Coordination Between Classroom and Behind-the-Wheel Instruction

PW page 0-5


Orientation 

Slide 0-9

Agenda

- ▶ **Module 5** – Peer Teaching Presentations
- ▶ **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- ▶ **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- ▶ **Addendum Module A** – Online Driver Education and Virtual Classroom
- ▶ **Addendum Module B** – Addressing Special Needs

PW page 0-5


Orientation 

Slide 0-10

Module Summary

- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the classroom teaching and learning theory course and the course requirements.


PW page 0-6

Orientation 

Slide 0-11

Questions?

?

Orientation 

Module 1

Preparing to Teach and Overview of Teaching Assignments

Instructor Notes

Activities

Activity #1: Preparing to Teach

Have IC's respond to short answer questions about preparing to teach and applying the four steps of teaching and learning.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	1-2
Section 1: The Process for Preparing to Teach	1-3
Activity #1: Preparing to Teach	1-6
Section 2: The Peer Teaching Process and Presentation	1-7
Section 3: Evaluation of the Presentation	1-11
Module Summary	1-13
Module Review Activity: Key Word Matchup.....	1-14
Summary Sheet	1-15

Instructor Notes

Discuss

Module Overview



Section Time

During the fundamental concepts of teaching and learning course you learned the basic concepts of teaching and learning. Now you will be given one of the units from a driver education curriculum to present to your peers to demonstrate the skills you have learned in this course.

Show

Slides 1-1 through 1-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module
9. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Teaching and Learning Theories Course Introduction and Overview.
2. This module is titled “Preparing to Teach and Overview of Teaching Assignments.”
3. The purpose of this module is to discuss the process for preparing to teach and to discuss the peer teaching assignments.
4. This module will cover three topics:
 - The process for preparing to teach.
 - The peer teaching process and presentation.
 - Evaluation of the presentation.
5. By the end of this module, you will be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
6. During the module, you will be required to participate in group discussion and activities. You will be assigned peer teaching presentations.
7. During the lesson, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 30 minutes.
9. This module will help you understand the process for preparing to teach.

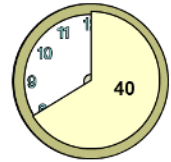
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Instructor Notes

Introduce **Section 1: The Process for Preparing to Teach**



Section Time

Discuss **The importance of knowing the lesson plan.**

Show **Slides 1-5 through 1-7**

Note Refer to the approved driver education curricula. There are also sample lesson plan templates in the supplemental section.

Section 1: The Process for Preparing to Teach

Introduction Section 1 will cover the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

The importance of knowing the lesson plan

1. Study the lesson plans and student reference materials thoroughly. The goal of preparation is to:
 - Know the lesson objectives.
 - Know the audience.
 - Know the topical content to be covered.
 - Identify, in advance, the need for revising or modifying any content or materials:
 - To suit the needs of the students.
 - To adjust for state policy or procedures.
 - For new training needs.
 - Know the learning activities to be conducted.
 - Identify resources (personnel, supplies, etc.) necessary to conduct the training and carry out the learning activities.
 - Assemble the required resources.
 - Know what questions to ask.
 - Practice, practice, practice.
2. Training from a lesson plan that you are familiar with requires an ample amount of preparation time. Roughly you need 1 to 1-1/2 hours of preparation time per each hour of instruction time.
3. Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience

Instructor Notes

Continue **Discussion on the importance of studying the lesson plan – continued**

Show **Slide 1-8**

Discuss **How to prepare your lesson.**

Show **Slide 1-9**

Discuss **Making notes on the lesson plan to assist in the presentation.**

Show **Slide 1-10**

Section 1: The Process for Preparing to Teach

The importance of studying the lesson plan – continued

4. Other reference materials to study:
 - Participant’s Manual
 - Instructor’s Manual
 - Any other relevant materials

Preparing your lesson

It is critical that instructors understand the importance of their delivery skills.

- How you say something is just as important as what you say.
- How you communicate information determines whether or not the information is received.
- How you ask a question so it is clear and concise.
- Following basic guidelines will increase effectiveness, quality and your confidence!

Making notes on the lesson plan to assist in teaching

- Use key words in the subject column to help trigger what content is being covered.
- Be sure to mark the lesson plan with pencil as you may choose to make changes in the future.
- You may want to write in your own questions or points of emphasis.
- You may want to use a highlighter to mark points of emphasis or mark when visuals are to be shown.

Instructor Notes

Discuss **The Four-Step Teaching and Learning Process.**

Show **Slide 1-11**

Section 1: The Process for Preparing to Teach

The four-step teaching and learning process

Review the four-step teaching and learning process:

1. **Motivation** – get the student ready to learn, the student’s perspective during this phase is “why should I learn”?
2. **Presentation** – to present the lesson content through discussion or lecture, the student’s perspective during the presentation phase is “what should I learn?” Presentation methods are critical to students’ success.
3. **Application** – give the students the opportunity to apply what they have learned, the student’s perspective during the application phase is “let me try it!”
4. **Evaluation** – evaluate the student’s comprehension of the subject matter being taught, the student’s perspective during the evaluation phase is “how am I doing?” Evaluation is an on-going process and should not wait until the end.

Instructor Notes

Activity **Activity #1: Preparing to Teach**

Show **Slide 1-12**

Have instructor candidates use the lesson plan for their assigned unit and note key words, highlight objectives, write in questions or points of emphasis, highlight points of emphasis or where visuals are to be shown and use sticky notes to make notes as well.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: The Process for Preparing to Teach

Activity

Activity #1: Preparing to Teach

Use the lesson plan for your assigned unit and note key words, highlight objectives, write in questions or points of emphasis, highlight points of emphasis or where visuals are to be shown and use sticky notes to make notes as well.

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan and how to use the four step teaching and learning process to teach.

Instructor Notes

Introduce **Section 2: The Peer Teaching Process and Presentation**



Section Time

Discuss **The purpose of the peer teaching presentation.**

Show **Slide 1-13**

Section 2: The Peer Teaching Process and Presentation

Introduction Section 2 will cover the purpose of the peer teaching presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

- The purpose of the peer teaching presentation
1. To demonstrate your ability to teach any driver education lesson.
 2. To demonstrate your ability to carry out the training process for your state.
 3. To demonstrate your ability to use the four steps of teaching and learning.
 4. To demonstrate how to use lesson plans.

Instructor Notes

Discuss	The training assignments.
Show	Slides 1-14 through 1-16
Insert	[State specific information in regards to the training assignment.]
Assign	<p>A unit of instruction to each instructor candidate from approved driver education curricula.</p> <ol style="list-style-type: none">1. You can either hand out assignments or ask them to volunteer for assignments.2. Try to keep any unit from being repeated. Be sure as many different units of instruction are covered as possible.
Emphasize	Ample amount of time for preparation. The instructor candidate will not present the lessons until Module 4.
Emphasize	The need to prepare even when familiar with the lesson.

Section 2: The Peer Teaching Process and Presentation

The training assignments

1. Several days prior to your assigned time, you will be given your training assignments. The reasons for these early assignments are to enable you to:
 - Pay close attention as your instructor outlines the critical information, tips and techniques that should be used when delivering the lesson.
 - Do your homework. To successfully deliver your assignments, you need to know the content included in the module prior to delivering the introduction, summary, or core content.
2. You will be given the opportunity to prepare for your lesson.
3. You will be given the opportunity to work with your master instructor.
4. You will conduct the assignments at a later date in this course.
 - [5 minute Introduction / Summary presentation]
 - [20-30 minute lesson utilizing the four-step teaching and learning process]

Instructor Notes

- Discuss** The training delivery skills checklist.
- Show** Slides 1-17 through 1-20
- Emphasize** To the students to cover the motivational guidelines when presenting.

Section 2: The Peer Teaching Process and Presentation

Teaching skills checklist

- Organize the material.
- Visualize delivering a successful presentation.
- Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- Plan each activity.
- Plan all visuals, materials, and props.
- Plan questions you will use to engage the students.
- Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation
- Stand in front of the group before starting.
- Breathe deeply just prior to beginning your presentation.
- Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- Move when you speak but make sure to not distract your audience with too much movement.
- Maintain a relaxed posture and slow deliberate movements.
- Make your hands work for you in aiding and emphasizing your message.
- Keep eye contact for 1-2 seconds per person.
- Be aware of the tone, rate, and volume of your speech.
- Use pauses as a tool to emphasize your point.
- Practice, practice, practice.

Instructor Notes

Discuss	Conducting your presentation.
Show	Slides 1-21 through 1-22
Plan	Teaching assignments to fit within time limitations.
Select	Appropriately sized portions of the lesson from the driver education curriculum to fit within time frames.

Section Summary	Give a brief summary of Section 2. Ask a <u>few</u> short questions before proceeding onto the next section.
------------------------	--



Elapsed Time

Section 2: The Peer Teaching Process and Presentation

Conducting your presentation

Introduction / Summary Presentation

- You will cover the introduction of the lesson as if you were going to teach the whole lesson.
- You will then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- The introduction/summary will take approximately 5-10 minutes to cover.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Full Presentation

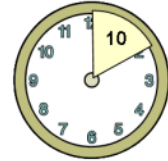
- You will start at the beginning of the module.
- You will teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- At the conclusion of your lesson, summarize and evaluate (the last section of the module outline), as if you have covered the module of instruction.
- You will use the same Introduction and Summary you practiced earlier.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Section 2
Summary

This section covered the purpose of the presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

Instructor Notes

Introduce **Section 3: Evaluation of the Presentation**



Section Time

Discuss **How you will be evaluated.**

Show **Slide 1-23**

Discuss **The roles played during the peer teaching.**

Show **Slide 1-24**

Section 3: Evaluation of the Presentation

Introduction Section 3 will cover how you will be evaluated during the presentation and the roles that are played during the presentation process.

How you will be evaluated

- You will be asked to evaluate yourself.
- Your peers will act as novice driver education students and be given the opportunity to provide feedback.
- The instructor will provide a debriefing of the presentation identifying both strong points and areas needing improvement.
- You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning to facilitate the learning process.
 - Use question and answers to develop student interaction and communication.

Roles played during the peer teaching

1. **Lead Instructor** – your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - The lead instructor will:
 - Assist with your preparation.
 - Assist with technical aspects (equipment).
 - Observe your teaching.
 - Provide constructive feedback with the entire class.
 - Provide suggestions of ways, which the peer teacher can improve.
 - Provide a critique for the presentation that will count toward your overall class score.

Instructor Notes

Continue **Discussion on the roles played during the training – continued**

Show **Slides 1-25 through 1-26**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 3: Evaluation of the Presentation

Roles played during the teaching – continued

2. Peer Teacher - The role you will play when you are giving your presentation.

- When you are delivering your presentation, you are a peer teacher. In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

3. Class Participant - When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.

- When you are not delivering a presentation you are performing as a class participant. In the role of a class participant, you should:
 - Listen and be courteous to the instructor candidate.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.
 - Complete an evaluation of the presentation.

Section 3
Summary

This section covered how you would be evaluated during the presentation and the roles that are played during the presentation process.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Preparing to Train and Overview of Training Assignments.”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 1-27 through 1-30**

Key Words The following “Key Words” were introduced in this module.

Motivation	Presentation	Application
Evaluation	Lead Instructor	Peer Teacher
Class participant		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What are some the requirements of the preparation task?
2. When should we prepare for the teaching assignment?
3. Give me some examples from the guidelines for the motivation step. Presentation step. Application step. Evaluation step.

Quiz Administer quiz on Module 1.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover classroom management.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to discuss the process for preparing to teach and to discuss the Peer Teaching assignments.

By the end of this module, you should be able to:

- Explain the purpose of the peer teaching presentation.
- Demonstrate the instructor preparation tasks.
- Demonstrate your ability to prepare for the training task.
- Describe how you will be evaluated during the Peer Teaching presentation.

The information that was presented in this module is essential for preparing you to teach.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. F
2. B
3. G
4. C
5. A
6. D
7. E

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Motivation	B. Presentation	C. Application
D. Evaluation	E. Lead instructor	F. Peer teacher
G. Class participant		

1. _____ The role you will play when you are giving your presentation.
2. _____ To provide the content through discussion or lecture.
3. _____ When you are not delivering a presentation, but are listening to one of your colleagues deliver his/her presentation.
4. _____ To give the students the opportunity to practice what they have learned.
5. _____ To get the student ready to learn.
6. _____ To determine the students' comprehension of the subject matter being taught.
7. _____ Instructor who will assist with your preparation.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked, and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the students' prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, and assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, and homework.


The purpose of the Peer Teaching presentation

To demonstrate your ability to teach any or all units of instruction, to carry out the training process for your jurisdiction, to use the principles of teaching and learning and to facilitate the teaching and learning process and to demonstrate how to use lesson plans.

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Module 1

Preparing to Teach and Overview of Teaching Assignments




Slide 1-2

Purpose of the Module

- ▶ To discuss the process for preparing to teach and to discuss the peer teaching assignments.

Module 1

PW page 1-2



Slide 1-3


Module Sections

This module will cover three topics:

- ▶ The process for preparing to teach.
- ▶ The peer teaching process and presentation.
- ▶ Evaluation of the presentation.

Module 1

PW page 1-2




Slide 1-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.

Module 1

PW page 1-2




Slide 1-5

The Importance of Knowing the Lesson Plan

- ▶ Lesson objectives.
- ▶ Audience.
- ▶ Topical content to be covered.
- ▶ Identify, in advance, the need for revising or modifying any content or materials.

Module 1

PW page 1-3




Slide 1-6

The Importance of Knowing the Lesson Plan

- ▶ Learning activities to be conducted.
- ▶ Resources necessary.
- ▶ Assemble the required resources.
- ▶ Questions to be asked.
- ▶ Practice, practice, practice.

Module 1


PW page 1-3



Slide 1-7

The Importance of Knowing the Lesson Plan


- ▶ Even when familiar, training requires roughly 1 to 1-1/2 hours of preparation time per each hour of instruction time.
- ▶ Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience


Module 1 PW page 1-3 

Slide 1-8

The Importance of Knowing the Lesson Plan

- ▶ Other reference materials to study:
 - Participant's Manual
 - Instructor's Manual
 - Any other relevant materials




Module 1 PW page 1-4 

Slide 1-9

Preparing Your Lesson


- ▶ How you say something is just as important as what you say.
- ▶ How you communicate information determines whether or not the information is received.
- ▶ How you ask a question so it is clear and concise.
- ▶ Following basic guidelines will increase effectiveness, quality and your confidence!

Module 1 PW page 1-4 

Slide 1-10

Making Notes on the Lesson Plan to Assist in Teaching


- ▶ Use key words in the subject column.
- ▶ Mark the lesson plan with pencil.
- ▶ Write in your own questions or points of emphasis.
- ▶ Use a highlighter to mark points of emphasis or when visuals are to be shown.

Module 1 PW page 1-4 


Slide 1-11

Review the Four-Step Teaching and Learning Process

1. Motivation get the student's ready to learn	2. Presentation present the lesson content
3. Application students apply what they have learned	4. Evaluation student's comprehension of the subject matter


Module 1 PW page 1-5 

Slide 1-12

 Learning Activity

Activity #1: Preparing to Teach


Use your assigned unit lesson plan and make notes, highlight points of emphasis and note key words.

Module 1 PW page 1-6 

Slide 1-13

The Purpose of the Peer Teaching Presentation


- ▶ To demonstrate your ability to teach any driver education lesson.
- ▶ To demonstrate your ability to carry out the training process for your state.
- ▶ To demonstrate your ability to use the four steps of teaching and learning.
- ▶ To demonstrate how to use lesson plans.

Module 1 PW page 1-7 

Slide 1-14

The Training Assignments


- ▶ Pay close attention to the critical information, tips and techniques that should be used when delivering the lesson.
- ▶ Do your homework. Know the content included in the module prior to delivering the introduction, summary, or core content.

Module 1 PW page 1-8 

Slide 1-15

The Training Assignments


- ▶ You will be given the opportunity to prepare for your lesson.
- ▶ You will be given the opportunity to work with your master instructor.

Module 1 PW page 1-8 

Slide 1-16

The Training Assignments


- ▶ **[5 minute Introduction / Summary presentation]**
- ▶ **[20-30 minute lesson utilizing the four-step teaching and learning process]**

Module 1 PW page 1-8 

Slide 1-17

Teaching Skills Checklist


- ▶ Organize the material.
- ▶ Visualize delivering a successful presentation.
- ▶ Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- ▶ Plan each activity.
- ▶ Plan all visuals, materials, and props.

Module 1 PW page 1-9 

Slide 1-18

Teaching Skills Checklist


- ▶ Plan questions you will use to engage the participants.
- ▶ Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation

Module 1 PW page 1-9 

Slide 1-19

Teaching Skills Checklist


- ▶ Stand in front of the group before starting.
- ▶ Breathe deeply just prior to beginning your presentation.
- ▶ Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- ▶ Move when you speak but make sure to not distract your audience with too much movement.
- ▶ Maintain a relaxed posture and slow deliberate movements.

Module 1 PW page 1-9 

Slide 1-20

Teaching Skills Checklist


- ▶ Make your hands work for you in aiding and emphasizing your message.
- ▶ Keep eye contact for 1-2 seconds per person.
- ▶ Be aware of the tone, rate, and volume of your speech.
- ▶ Use pauses as a tool to emphasize your point.
- ▶ Practice, practice, practice.

Module 1 PW page 1-9 

Slide 1-21

Introduction / Summary Presentation


- ▶ Cover the introduction of the lesson as if you were going to teach the whole lesson.
- ▶ Then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- ▶ It will take approximately 5-10 minutes to cover.
- ▶ After completion you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

Module 1 PW page 1-10 

Slide 1-22

Full Presentation


- ▶ Start at the beginning of the module.
- ▶ Teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- ▶ At the conclusion of your lesson, summarize and evaluate.
- ▶ You will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

Module 1 PW page 1-10 

Slide 1-23

How You Will Be Evaluated


- ▶ You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning.
 - Use question and answers.

Module 1 PW page 1-11 

Slide 1-24

Roles Played During the Peer Teaching

- ▶ Lead Instructor - your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - Will provide feedback
 - Will provide a critique of the presentation.

Module 1 PW page 1-11 

Slide 1-25

Roles Played During the Peer Teaching

- ▶ **Peer Teacher** – The role you will play when you are giving your presentation.
 - In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

Module 1 PW page 1-12 ANSTSE

Slide 1-26

Roles Played During the Peer Teaching

- ▶ **Class Participant** – When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.
 - You should:
 - Listen and be courteous.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.

Module 1 PW page 1-12 ANSTSE

Slide 1-27

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
 - Describe how you will be evaluated during the Peer Teaching presentation.

Module 1 PW page 1-13 ANSTSE

Slide 1-28

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 1 PW page 1-14 ANSTSE

Slide 1-29

Questions and Answers

- ▶ What are some the requirements of the preparation task?
- ▶ When should we prepare for the teaching assignment?
- ▶ Give me some examples from the guidelines for the: Motivation step. Presentation step. Application step. Evaluation step.

Module 1 ANSTSE

Slide 1-30

Questions?

?

Module 1 ANSTSE

Part II Module 1 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Training from a lesson plan for the first time may require how many hours of preparation time?
 - a. 1 to 1-1/2 hours per each hour of instruction time
 - b. 2 to 3 hours per each hour of instruction time.
 - c. 3 hours total preparation time.

2. Which is true of preparing the lesson plans?
 - a. Do not use markers or highlighters as it can be hard to read the content.
 - b. Mark the lesson plan in pen so it does not get erased.
 - c. Write in your own questions or points of emphasis.

3. When teaching, you should:
 - a. Keep eye contact for 5 seconds per person.
 - b. Stand still when you speak.
 - c. Use pauses to emphasize your point.

4. Preparing for your lesson will:
 - a. Ensure you have the capabilities to conduct the presentation.
 - b. Increase effectiveness, quality and your confidence.
 - c. Not have any effect on the quality of your presentation.

5. How you communicate information:
 - a. Determines whether or not the information is received.
 - b. Has no impact on the way the student perceives the information.
 - c. Is not as important as the information you are presenting.

6. Circle True or False. How you say something is just as important as what you say.

7. List 5 items to know that are important when studying the lesson plan.
 - a.
 - b.
 - c.
 - d.
 - e.

8. What is the correct sequence of the four-step teaching and learning process?
 - a.
 - b.
 - c.
 - d.

9. List 5 things you should keep in mind when presenting a lesson.

- a.
- b.
- c.
- d.
- e.

10. Why might you need to revise or modify content or materials in the lesson plan?

Module 2

Classroom Management

Instructor Notes

Activities

Activity #1: Graphics from Curriculum

Have IC's identify graphics from their assigned unit lesson plans, which relate to the unit and identify traffic situations that parallel the materials in the lesson.

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Have IC's select a DE, DVD or PowerPoint presentation to identify five key points to integrate into a five-minute micro teaching presentation.

Activity #3: Preparing the Classroom and Visual Aids

Have IC's complete questions on setting up the classroom and visual aids.

Activity #4: Short on Time

Have IC's list 2 things they can do if they are short on time.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	2-2
Section 1: Classroom Setup	2-4
Activity #1: Photos Identifying Local Traffic Situations	2-7
Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation	2-9
Activity #3: Preparing the Classroom and Visual Aids.....	2-12
Section 2: Maintaining Leadership in the Classroom	2-13
Section 3: Observing and Listening to Students	2-14
Section 4: Time Management and Time Constraints	2-15
Activity #4: Short on Time	2-17
Section 5: Class Disrupters and Managing Student Behavior	2-18
Module Summary	2-22
Module Review Activity: Key Word Matchup.....	2-23
Summary Sheet	2-24

Instructor Notes

Discuss

Module Overview

Show

Slides 2-1 through 2-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives

Module Overview

Module Overview

1. Prior to this module, we discussed Preparing to Teach and Overview of Peer Teaching Assignments.
2. This module is titled “Classroom Management.”
3. The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.
4. This module will cover five topics:
 - Classroom setup.
 - Maintaining leadership in the classroom.
 - Observing and listening to students.
 - Time management and time constraints.
 - Class disrupters and managing student behavior.
5. By the end of this module, you will be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Instructor Notes

Discuss **Module Overview – continued**

- 6. Activities to be performed
- 7. How the IC will be evaluated
- 8. Length of module
- 9. How the module will benefit the IC in the real world

Note: Remind IC to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Note: Remind IC to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

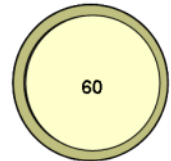
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours.
9. This module will help you prepare and setup the classroom, maintain leadership and how to lead the learner into an active role.

Key Words: You will learn the following key words and their meaning as you proceed through this module:

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Instructor Notes

Introduce **Section 1: Classroom Setup**



Section Time

Discuss **Preparing the classroom.**

Show **Slide 2-5**

Section 1: Classroom Setup

Introduction Section 1 will cover how to prepare the classroom, different types of seating arrangements, the purpose and use of visual aids, mentally preparing for teaching and what to do before the class begins.

Preparing the classroom Prepare the training facilities, including:

- Seating arrangements
- Table space
- Climate control (lighting, ventilation, etc.)
- Wall charts and other permanent displays
- Small, lightweight mobile displays
- Arranging whiteboard and other portable displays
- Instructor setup (i.e. instructor station, computer, desk or space)
- Projector/screen/TV and video monitor set up
- Student materials and handouts

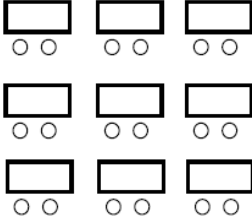
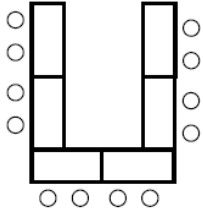
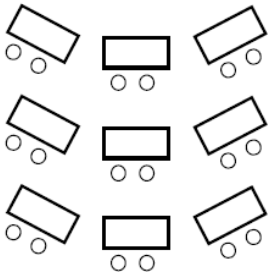
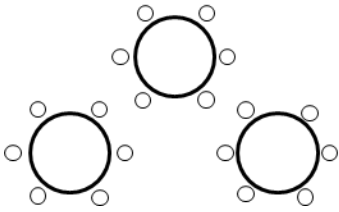
Instructor Notes

Discuss **Classroom seating arrangements.**

Show **Slides 2-6 through 2-13**

Section 1: Classroom Setup

Classroom seating arrangements

Typical classroom configurations	Pros	Cons
<p>Traditional Classroom</p> 	<ul style="list-style-type: none"> • Student's focus is instructor not surrounding instruction • Instructor able to guide instruction • Designed for lecture based instruction • Efficient setup 	<ul style="list-style-type: none"> • Considered by many to be the "least favorable" way to facilitate learning • Makes students feel like they are in class • No space for collaboration
<p>U Shaped</p> 	<ul style="list-style-type: none"> • Excellent for discussion • Instructor becomes incorporated with discussion • Allows for collaboration • Student's don't feel like they are in class 	<ul style="list-style-type: none"> • Difficult to enter and exit desks • Students get off task easily
<p>Chevron</p> 	<ul style="list-style-type: none"> • Allows discussion among small groups • Creates a more enclosed type of feel for the instructor and student's 	<ul style="list-style-type: none"> • Less effective in terms of management if more than 2 rows used • More room for distractions because students close together
<p>Round Tables</p> 	<ul style="list-style-type: none"> • Supports cooperative work • Can save floor space even with many tables or desks 	<ul style="list-style-type: none"> • Not easy to do with square or rectangle-shaped desks • Promotes off-task behavior • Distracting for many students • Some students backs will be turned to instructor

Instructor Notes

Discuss **The purpose of visual aids.**

Show **Slides 2-14 through 2-15**

Discuss **Well-designed visual aids.**

Show **Slide 2-16**

Section 1: Classroom Setup

The purpose of visual aids

- Attention can be focused on points being made.
- Helps to generate interest.
- Helps to arouse curiosity.
- Helps to increase understanding.
- Aids in the retention of information.
- More favorable attitude toward learning.
- Makes learning more enjoyable and more interesting.
- May be used when more realistic displays are not available.
- Helps to show sequential steps in a process.

Well-designed visual aids

Audio-visual materials are often provided with the courseware, but are not always well suited for every class. You may need to create your own visual aids to reflect localized situations. Be sure all audio-visual materials:

- Meet the objectives of the module being taught.
- Support the lesson plan.
- Aid in retention.
- Are up-to-date and contain accurate information.
- Makes learning more enjoyable and interesting.
- Are well designed to generate interest for this audience.
- Can be easily produced and reproduced.

Instructor Notes

Activity **Activity #1: Graphics in Curriculum**

Slide **Slide 2-17**

Have instructor candidates identify graphics from their assigned unit lesson plans and identify how they support the lesson.

Section 1: Classroom Setup

Activity

Activity #1: Graphics in Curriculum

Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

Share your photos with the other instructor candidates in the class.

Graphic 1:

Graphic 2:

Graphic 3:

Graphic 4:

Instructor Notes

Discuss **Examples of visual aids.**

Show **Slide 2-18**

Discuss **Proper use of visual aids.**

Show **Slide 2-19**

Section 1: Classroom Setup

Examples of visual aids

- Electronic slide presentations
- DVD (or other video format)
- Displays or props
- Handouts
- Other new technology (interactive whiteboard, tablets, online, apps, computer software)

Proper use of visual aids

Electronic slide presentations:

- Avoid standing or walking in front of the screen. Stay off to the side of the screen, but move around the room.
- Always face the students.
- Avoid reading from the screen and speaking to the screen.
- Use a remote control device to go to the next slide so you do not have to stand by the computer.
- Use a laser pointer to highlight items. Keep it steady if used.
- Keep some room lights on so the class can see you.
- Turn the projector off when not in use or blank the screen.

Instructor Notes

Activity **Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation**

Show **Slide 2-20**

Have instructor candidate's individually or in small groups select a driver education DVD or PowerPoint presentation. The IC will then review the material selected and identify five key points which he/she would then integrate into a five-minute micro teaching presentation for the IC class.

Section 1: Classroom Setup

Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Individually or in small groups, select a driver education, DVD or PowerPoint presentation. Review the material selected and identify five key points which you would then integrate into a five-minute micro teaching presentation for the class.

Instructor Notes

Discuss **Mental preparation.**

Show **Slide 2-21**

Discuss **Dealing with anxiety.**

Show **Slide 2-22**

Discuss **What to do the first day of the training.**

Show **Slide 2-23**

Section 1: Classroom Setup

Mental preparation

- Mentally prepare yourself for the teaching task.
- Other things to consider are:
 - Practicing your delivery will help you become more comfortable when you actually deliver the course.
 - Seeing your own improvement will raise your self-confidence for when you deliver the course.
 - When you implement the feedback that your instructor and your peers provide, you will improve every day during this class.

Dealing with anxiety

- Anxiety is normal
- Physiological changes can occur
- Combat anxiety with preparation
- Combat anxiety with organization
- Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.

- Thomas Jefferson

Getting ready the first day of the training

The first day of the training:

- Arrive early
- Set up and test the equipment yourself
- Arrange the room, if necessary
- Learn where everything is
- Distribute materials

Instructor Notes

Discuss **What to do before the class begins.**

Show **Slide 2-24**

Discuss **What to do when the class begins.**

Show **Slide 2-25**

Discuss **How to set ground rules.**

Show **Slides 2-26 through 2-27**

Section 1: Classroom Setup

- What to do before the class begins
- Greet the students as they arrive
 - Introduce yourself

-
- What to do when the class begins
- Demonstrate a Positive Attitude
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
 - Get to Know Each Other
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

-
- Setting the ground rules
- Start on time
 - Let the students know that you will:
 - Start breaks on time
 - End breaks on time
 - End class on time
 - Include other housekeeping items, such as:
 - Creature comforts (i.e. restrooms, vending machine)
 - How to ask questions
 - Emergency procedures
 - Classroom courtesies
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

Instructor Notes

Activity **Activity #3: Preparing the Classroom and Visual Aids**

Show **Slide 2-28**

Have IC's write in the correct answer for each question.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. Arrange table(s) and seating, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's station, set up projector/screen and video monitor, have student materials and handouts ready.
2. Attention can be focused on points being made, helps to generate interest, helps to arouse curiosity, helps to increase understanding, aids in the retention of information, more favorable attitude toward learning, makes learning more enjoyable and more interesting, helps to show sequential steps in a process.
3. Meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date and contain accurate information, make learning more enjoyable and interesting, are well designed to generate interest for this audience, can be easily produced and reproduced.

Section Summary

Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Classroom Setup

Activity

Activity #3: Preparing the Classroom and Visual Aids

Write in the correct answer for each question.

1. What do you need to do to prepare the classroom?

2. What is the purpose of visual aids?

3. What are some characteristics of well-designed visual aids?

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

Instructor Notes

Introduce **Section 2: Maintaining Leadership in the Classroom**



Section Time

Discuss **How to maintain leadership in the classroom.**

Show **Slide 2-29**

Discuss **How to stay in control.**

Show **Slides 2-30 through 2-31**

Emphasize **Effective leadership takes practice and experience.**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Maintaining Leadership in the Classroom

Introduction Section 2 will cover how to maintain leadership in the classroom.

Maintaining leadership in the classroom How to establish leadership:

- Take up a central position in the room
- Be well-prepared
- Be brisk and firm without being harsh
- Frequently scan the classroom
- Resist distracting questions (the latest football results, TV soaps, Game of Thrones, etc.)
- Convey clear expectations
- Give clear indications of the learning task
- Make and hold eye contact with individuals

How to stay in control

- Maintaining control does not mean rigid authority or a domineering, dictatorial posture.
- “Staying in Control” refers to the instructor’s responsibility to cover the topics, to see to it that the proper activities take place, and that the schedule is maintained (with reasonable flexibility).
- An instructor loses control when he or she permits distractions or digresses (or permits digressions) from the scheduled topics and activities to the point where the students’ achievement of the learning objective is jeopardized.
- Establishing effective leadership takes practice.

Section 2 Summary This section covered how to maintain leadership in the classroom and stay in control.

Instructor Notes

Introduce **Section 3: Observing and Listening to Students**



Section Time

Discuss **How to observe and listen to students.**

Show **Slide 2-32**

Discuss **Challenges to observing and listening.**

Show **Slide 2-33**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Observing and Listening to Students

Introduction Section 3 will cover how to observe and listen to students and challenges to observing and listening.

Observing and listening to students

- Observe students continuously.
- Listen to student comments and questions carefully.
- Adjust your teaching style based on what you observe and hear from your students.
- If you do not observe or listen correctly, you cannot make adjustments and can teach negative concepts.

Challenges to observing and listening

- It is challenging to listen to students.
- Must listen carefully to students' questions and comments.
- It can be challenging to observe all students all the time.
- Must maintain eye contact with all students.

Section 3 Summary This section covered how to observe and listen to students and challenges to observing and listening to students.

Instructor Notes

Introduce **Section 4: Time Management and Time Constraints**



Section Time

Discuss **Managing your time in the classroom.**

Show **Slides 2-34 through 2-35**

Section 4: Time Management and Time Constraints

Introduction Section 4 will cover how to manage your time in the classroom and what to do if time is running short.

- Managing your time in the classroom
- Define and focus on your objectives for each lesson. Allowing the class to digress too far, or for too long, may sacrifice more critical discussion or activities.
 - Recognize when you should step aside and let the students interact; be responsive to the classroom dynamic.
 - Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups.
 - Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan.
 - Estimate the time each task will take and manage your time.
 - Prioritize your established tasks to ensure that you cover the most important concepts/subjects.
 - Be aware of hidden time demands (administrative issues, explanation of test procedures or assignments, questions from lectures, setting up technology, rearranging the room, etc.).
 - Assess the success of the lesson plan after each class and adapt for the next lesson or class.

Instructor Notes

Discuss **What to do if time is running short.**

Show **Slide 2-36**

Section 4: Time Management and Time Constraints

Short of time

If time is running short

- Reduce interaction (only if time is extremely short).
- Go back and refocus on objectives.
- If content allows, conduct a rapid-fire Q&A session to see how much information students already understand and then decide how to compress time.
- Note in your lesson plans where you left off and determine what you need to include for the next class and adjust the lesson plan accordingly.
- Cut an exercise or activity short only as a last resort. If students are working in groups, you may decide to reduce the time for the activity even if everyone hasn't finished so you can review as a class.

Instructor Notes

Activity **Activity #4: Short on Time**

Show **Slide 2-37**

Have instructor candidates' list 2 things they can do if they are short on time.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

Reduce interaction (only if time is extremely short), go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time, poll the class to get their impression of which information they need the most help.

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Time Management and Time Constraints

Activity

Activity #4: Short on Time

List 2 things you can do if you are short on time.

1. _____

2. _____

Section 4
Summary

This section covered how to manage time wisely in the classroom and what to do when you are short of time.

Instructor Notes

Introduce **Section 5: Class Disrupters and Managing Student Behavior**



Section Time

Discuss **Types of digressions and class disrupters.**

Show **Slides 2-38 through 2-39**

Section 5: Class Disrupters and Managing Student Behavior

Introduction Section 5 will cover types of digressions and class disrupters, what to do about class disrupters and how to manage student behavior.

Types of digressions and class disrupters

- Questions or comments from students that raise issues unrelated to the topics to be covered.
- One or two individuals who attempt to dominate all discussions, thus preventing other students from fully participating.
- Students who talk to one another in class, thus distracting other students near them.
- Students who are using an electronic device in the classroom.

Learners will sometimes respond in ways that instructors perceive to be challenging, threatening, or obnoxious.

- Strong extrovert (Needs to say something)
- Long-winded (Wants or needs more student involvement)
- An authority figure (Wants to take something out on the instructor)
- Gotcha! (Wants to display superior knowledge to the instructor)

Instructor Notes

Discuss **What to do about class disrupters.**

Show **Slides 2-40 through 2-42**

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Responding to those students in ways which meet their needs and the instructor's while keeping the class on target can be a challenge even to seasoned instructors.
- While it is difficult not to think the worst of the intentions of the student, most challenges are fairly innocent.
- While initial responses should give credibility to questions and questioner, instructors need NOT stop the flow of teaching to deal in depth with them.
- If a student is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.
- Sarcasm and witty or caustic "put-downs" in front of the group most often worsen the situation.
- Off the point issues: If the student's questions or comments raise points that will:
 - Be covered later: politely indicate that the issue will be discussed fully at the right time.
 - Not be covered during the training: politely apologize to the student that time does not permit addressing the issue in class; but offer instead to discuss it during a break.
- For students who display superior knowledge and do not let others respond:
 - Never simply tell them to shut up.
 - Instead, offer them a compliment for their knowledge, but ask them to let another student respond.
 - You can also use "direct questions" to involve other students.
- If a student is using an electronic device, ask them to turn it off and put it away.

Instructor Notes

Discuss **What to do about class disrupters – continued**

Show **Slide 2-43**

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Dealing with students who talk in class:
 - Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
 - Direct a question, unobtrusively, to the principal offender.
 - Only as an absolute last resort should the instructor interrupt the class by explicitly asking or telling the distracting students to cease their conversation.
 - If all else fails, approach the students individually during the next break, and tell him or her (politely but directly) that you would appreciate an end to the distraction.

Instructor Notes

Discuss **How to manage student behavior.**

Show **Slide 2-44**

Discuss **How to manage discussions.**

Show **Slide 2-45**

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 5: Class Disrupters and Managing Student Behavior

How to manage student behavior

Communicate calm control and seriousness by:

- Eye contact (with all students)
- Facial expressions
- Physical proximity to your students
- Posture
- Pre-directed questions
- Private consultation
- Give student added responsibility or task

How to manage discussions

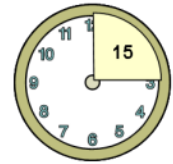
- Recognize when a discussion is getting off track
- Offer feedback where appropriate
- Recognize and restate the main issue(s)
- Be sure NOT to criticize the discussion
- Keep the class on track
- Recognize the importance of resolving any remaining issues
- Keep time frames in mind

Section 5 Summary

This section covered types of digressions and class disrupters, how to handle class disrupters and managing student behavior.

Instructor Notes

Module Summary Summarize the purpose of the module “Techniques in Classroom Management.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 2-46 through 2-50**

Key Words The following “Key Words” were introduced in this module.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. Give some examples of preparing the classroom.
2. Why should we preview audio-visuals?
3. How can you maintain leadership in the classroom?
4. How can you manage your time in the classroom?
5. How can you manage class disrupters?

Quiz Administer quiz on Module 2.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover Student Assessment and Evaluation.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to learn techniques for classroom management and setup and to identify potential instructor challenges and discuss strategies for managing these issues.

By the end of this module, you should be able to:

- Describe particular classroom set-ups.
- Demonstrate how to prepare multimedia aids.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Demonstrate how to observe and listen to students effectively.
- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.

The information that was presented in this module is essential for managing the classroom and interacting with the learner effectively.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. E
2. A
3. B
4. D
5. F
6. C

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Teacher authority	B. Strong extrovert	C. Long winded
D. An authority figure	E. Gotcha!	F. Disrupter

1. _____ Class disrupter who wants to display superior knowledge to the instructor.
2. _____ To establish this you should take up a central position in the room.
3. _____ Class disrupter who needs to say something.
4. _____ Class disrupter who wants to take it out on the instructor.
5. _____ Individuals who interrupt the class by talking to others too much, asking questions unrelated to the topic, or dominating discussions.
6. _____ Class disrupter who wants or needs more student involvement.

Instructor Notes

Summary Sheet	Provide IC's with a summary sheet as a review of the module.
Review	Module highlights with IC's.

Summary Sheet

Summary
Sheet

Preparing the Classroom

Arrange table(s) and seating, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's station, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, and help to increase understanding.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date, contain accurate information and make learning more enjoyable.

Maintaining Leadership in the Classroom

To establish gentle "teacher authority, take a central position in the room, be well-prepared and be brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully.

Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Summary Sheet

Summary
Sheet

Class Disrupters

There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more student involvement), an authority figure (wants to take it out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

Respond to those students in ways which meet their needs and the instructor's, while keeping the class on target. If a student is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Managing Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

Managing Discussions


To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

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Module 2


Classroom Management



Slide 2-2

Purpose of the Module

- ▶ The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.


Module 2 PW page 2-2 

Slide 2-3

Module Sections

This module will cover five topics:


- ▶ Classroom setup.
- ▶ Maintaining leadership in the classroom.
- ▶ Observing and listening to students.
- ▶ Time management and time constraints.
- ▶ Class disrupters and managing student behavior.

Module 2 PW page 2-2 

Slide 2-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets "off track" and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to "challenging" students to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Module 2 PW page 2-2 

Slide 2-5

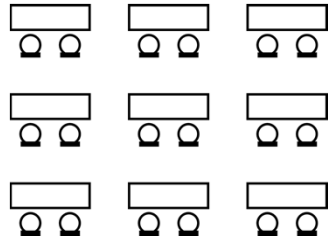
Preparing the Classroom


- ▶ Seating arrangements
- ▶ Table space
- ▶ Climate control
- ▶ Wall charts and other permanent displays
- ▶ Small, lightweight mobile displays
- ▶ Arranging whiteboard and other portable displays
- ▶ Instructor setup
- ▶ Projector/screen/TV and video monitor set up
- ▶ Student materials and handouts

Module 2 PW page 2-4 

Slide 2-6

Traditional Classroom




Module 2 PW page 2-5 

Slide 2-7

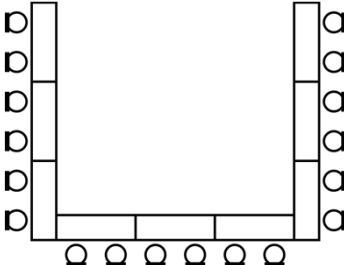
Traditional Classroom


- ▶ **Pros:**
 - Student's focus is instructor
 - Instructor able to guide instruction
 - Efficient setup
- ▶ **Cons:**
 - "Least favorable" way to facilitate learning
 - Makes students feel like they are in class
 - No space for collaboration

Module 2 PW page 2-5 

Slide 2-8

U-Shaped




Module 2 PW page 2-5 

Slide 2-9

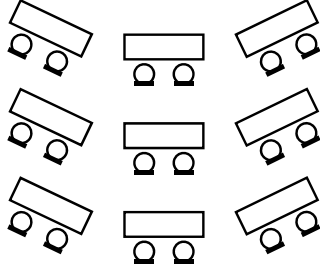
U-Shaped


- ▶ **Pros:**
 - Excellent for discussion
 - Instructor becomes incorporated with discussion
 - Allows for collaboration
 - Student's don't feel like they are in class
- ▶ **Cons:**
 - Difficult to enter and exit desks
 - Students get off task easily

Module 2 PW page 2-5 

Slide 2-10

Chevron




Module 2 PW page 2-5 

Slide 2-11

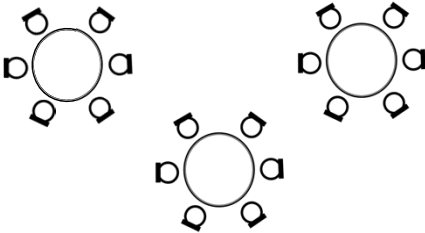
Chevron


- ▶ **Pros:**
 - Allows discussion among small groups
 - Creates a more enclosed type of feel
- ▶ **Cons:**
 - Less effective in terms of management
 - More room for distractions

Module 2 PW page 2-5 

Slide 2-12

Round Tables




Module 2 PW page 2-5 

Slide 2-13

Round Tables


- ▶ **Pros:**
 - Supports cooperative work
 - Can save floor space
 - Not easy to do with square or rectangle-shaped desks
- ▶ **Cons:**
 - Promotes off-task behavior
 - Distracting for many students
 - Some students backs will be turned to instructor

Module 2 PW page 2-5 

Slide 2-14

The Purpose of Visual Aids


- ▶ Attention focused on points being made.
- ▶ Helps to generate interest.
- ▶ Helps to arouse curiosity.
- ▶ Helps to increase understanding.
- ▶ Aids in the retention of information.

Module 2 PW page 2-6 

Slide 2-15

The Purpose of Visual Aids


- ▶ More favorable attitude toward learning.
- ▶ Makes learning more enjoyable and more interesting.
- ▶ May be used when more realistic displays are not available.
- ▶ Helps to show sequential steps in a process.

Module 2 PW page 2-6 

Slide 2-16

Well Designed Visual Aids

- ▶ Meet the objectives of the module being taught.
- ▶ Support the lesson plan.
- ▶ Aid in retention.
- ▶ Are up-to-date and accurate.
- ▶ Makes learning more enjoyable and interesting.
- ▶ Can be easily produced and reproduced.


Module 2 PW page 2-6 

Slide 2-17

Learning Activity

Activity #1: Graphics from Curriculum


Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

Module 2 PW page 2-7 

Slide 2-18

Examples of Visual Aids

- ▶ Electronic slide presentations
- ▶ DVD (or other video format)
- ▶ Displays or props
- ▶ Handouts
- ▶ Apps such as Socrative, Kahoots or Plicker on cell phones
- ▶ Other new technology

Module 2 PW page 2-8 

Slide 2-19

Using Electronic Slide Presentations

- ▶ Avoid standing or walking in front of the screen.
- ▶ Always face the students.
- ▶ Avoid reading from the screen.
- ▶ Use a remote control device.
- ▶ Use a laser pointer to highlight items.
- ▶ Keep some room lights on.
- ▶ Turn the projector off when not in use or blank the screen.

Module 2 PW page 2-8 ANSTSE

Slide 2-20

Learning Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Select a driver education DVD or PowerPoint and identify 5 key points to integrate into a 5 minute presentation.

Module 2 PW page 2-9 ANSTSE

Slide 2-21

Mental Preparation

- ▶ Mentally prepare yourself for the teaching task.
- ▶ Practice your delivery.
- ▶ Seeing your own improvement will raise your self-confidence.
- ▶ Implement the feedback provided.

Module 2 PW page 2-10 ANSTSE

Slide 2-22

Dealing with Anxiety

- ▶ Anxiety is normal
- ▶ Physiological changes can occur
- ▶ Combat anxiety with preparation
- ▶ Combat anxiety with organization
- ▶ Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.
– Thomas Jefferson

Module 2 PW page 2-10 ANSTSE

Slide 2-23

Getting Ready the First Day

- ▶ The first day of the training:
 - Arrive early
 - Set up and test the equipment yourself
 - Arrange the room, if necessary
 - Learn where everything is
 - Distribute materials

Module 2 PW page 2-10 ANSTSE

Slide 2-24

What to Do Before the Class Begins

- ▶ Greet the students as they arrive
- ▶ Introduce yourself

Module 2 PW page 2-11 ANSTSE

Slide 2-25

What to Do When the Class Begins

- ▶ **Demonstrate a Positive Attitude**
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
- ▶ **Get to Know Each Other**
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

Module 2 PW page 2-11 ANSTSE

Slide 2-26

Setting the Ground Rules

- ▶ **Start on time**
- ▶ **Let the students know that you will:**
 - Start breaks on time
 - End breaks on time
 - End class on time

Module 2 PW page 2-11 ANSTSE

Slide 2-27

Setting the Ground Rules

- ▶ **Creature comforts (i.e. restrooms, vending machine)**
- ▶ **How to ask questions**
- ▶ **Emergency procedures**
- ▶ **Classroom courtesies**
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

Module 2 PW page 2-11 ANSTSE

Slide 2-28

Learning Activity

Activity #3: Preparing the Classroom and Visual Aids

Complete the activity in your Participant Workbook.

Module 2 PW page 2-12 ANSTSE

Slide 2-29

Maintaining Leadership in the Classroom

- ▶ **Take up a central position in the room**
- ▶ **Be well-prepared**
- ▶ **Be brisk and firm without being harsh**
- ▶ **Frequently scan the classroom**
- ▶ **Resist distracting questions**
- ▶ **Convey clear expectations**
- ▶ **Give clear indications of the learning task**
- ▶ **Make and hold eye contact with individuals**

Module 2 PW page 2-13 ANSTSE

Slide 2-30

How to Stay in Control


- ▶ **Cover the correct topics.**
- ▶ **Make sure conduct proper activities**
- ▶ **Maintain the schedule.**

Module 2 PW page 2-13 ANSTSE

Slide 2-31

How to Stay in Control


- ▶ You lose control when you permit distractions or digress from the scheduled topics and activities.
- ▶ Establishing effective leadership takes practice.

Module 2 PW page 2-13 

Slide 2-32

Observing and Listening to Students


- ▶ Observe continuously.
- ▶ Listen carefully.
- ▶ Adjust your teaching style.

Module 2 PW page 2-14 

Slide 2-33

Challenges to Observing and Listening to Students


- ▶ Must listen carefully to students' questions and comments.
- ▶ It can be challenging to observe all students all the time.
- ▶ Must maintain eye contact with all students.

Module 2 PW page 2-14 

Slide 2-34

Managing Your Time in the Classroom


- ▶ Define and focus on your objectives for each lesson.
- ▶ Recognize when you should let the students interact.
- ▶ Be flexible.
- ▶ Allow for time for questions on difficult topics/concepts.
- ▶ Estimate the time each task will take and manage your time.

Module 2 PW page 2-15 

Slide 2-35

Managing Your Time in the Classroom


- ▶ Prioritize your established tasks to cover the most important concepts/subjects.
- ▶ Be aware of hidden time demands.
- ▶ Assess the success of the lesson plan after each class and adapt for the next lesson or class.

Module 2 PW page 2-15 

Slide 2-36

Short of Time

- ▶ Reduce interaction.
- ▶ Go back and refocus on objectives.
- ▶ Conduct a rapid fire Q&A session.
- ▶ Note in your lesson plans where you left off.
- ▶ Cut an exercise or activity short only as a last resort.

Module 2 PW page 2-16 

Slide 2-37

Learning Activity

Activity #4: Short on Time

Complete activity in your Participant Workbook.

Module 2 PW page 2-17 ANSTSE

Slide 2-38

Types of Digressions and Disrupters

- ▶ Questions or comments unrelated to the topics.
- ▶ Individuals who attempt to dominate all discussions.
- ▶ Students who talk to one another in class.
- ▶ Students who are using an electronic device.

Module 2 PW page 2-18 ANSTSE

Slide 2-39

Types of Digressions and Disrupters

- ▶ Strong extrovert
- ▶ Long-winded
- ▶ An authority figure
- ▶ Gotcha!

Module 2 PW page 2-18 ANSTSE

Slide 2-40

What to Do About Class Disrupters

- ▶ DO NOT stop the flow of teaching to deal in depth with them.
- ▶ If a student is truly persistent, then deal with them one-on-one.
- ▶ Sarcasm and witty or caustic "put-downs" worsen the situation.

Module 2 PW page 2-19 ANSTSE

Slide 2-41

What to Do About Class Disrupters

- ▶ If topics covered later:
 - indicate that the issue will be discussed fully at the right time.
- ▶ If topics not covered during class:
 - time does not permit addressing the issue in class; but offer instead to discuss it during a break.

Module 2 ANSTSE

Slide 2-42

What to Do About Class Disrupters


- ▶ If a student not letting others respond:
 - Offer a compliment for their knowledge, but ask them to let another student respond.
 - Use "direct questions" to involve other students.
- ▶ If a student is using an electronic device ask them to turn it off and put it away.

Module 2 PW page 2-19 ANSTSE

Slide 2-43

Dealing With Students Who Talk In Class

- ▶ Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
- ▶ Direct a question, to the principal offender.
- ▶ As a last resort ask students to cease their conversation.
- ▶ If all else fails, approach the students individually during the next break.


Module 2 PW page 2-20 

Slide 2-44

How to Manage Student Behavior

Communicate calm control and seriousness by:


- ▶ Eye contact
- ▶ Facial expressions
- ▶ Physical proximity to your students
- ▶ Posture
- ▶ Pre-directed questions
- ▶ Private consultation
- ▶ Give student added responsibility or task

Module 2 PW page 2-21 

Slide 2-45

How to Manage Discussions


- ▶ Recognize when a discussion is getting off track
- ▶ Offer feedback where appropriate
- ▶ Recognize and restate the main issue(s)
- ▶ Be sure NOT to criticize the discussion
- ▶ Keep the class on track
- ▶ Recognize the importance of resolving any remaining issues
- ▶ Keep time frames in mind

Module 2 PW page 2-21 

Slide 2-46

Module Summary


- ▶ With the conclusion of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.

Module 2 PW page 2-22 

Slide 2-47

Module Summary

- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.


Module 2 PW page 2-22 

Slide 2-48

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 2 PW page 2-23 

Slide 2-49


Questions and Answers


- ▶ Give some examples of preparing the classroom.
- ▶ Why should we preview audio-visuals?
- ▶ How can you maintain leadership in the classroom?
- ▶ How can you manage your time in the classroom?
- ▶ How can you manage class disrupters?

Module 2 

Slide 2-50

Questions?



Module 2 

Part II Module 2 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Which is true of a traditional classroom seating arrangement?
 - a. Considered the most favorable way to facilitate learning.
 - b. Student's don't feel like they are in class
 - c. Student's focus is on the teacher and not the surroundings.

2. What is a component of a well-designed visual aid?
 - a. Aids in retention of the information.
 - b. Are not easily reproduced.
 - c. Makes learning less enjoyable.

3. Which of the following examples best describes why to use visual-aids?
 - a. Helps to give the instructor a break from teaching.
 - b. Helps to lengthen instructional time.
 - c. Helps to show sequential steps in a process.

4. How can you establish leadership in the classroom?
 - a. Ask questions about topics that are relatable (sports, TV).
 - b. Be firm and harsh with the students.
 - c. Take up a central position in the room.

5. Which of the following describes the first step in dealing with students who talk during class?
 - a. Approach the students individually during the next break.
 - b. Direct a question, unobtrusively, to the principle offender.
 - c. Tell the distracting students to cease their conversation.

6. What can you do about someone who is disrupting the class?
 - a. Discuss the issue at a later time.
 - b. Stop and deal in depth with it.
 - c. Act sarcastic towards the disrupter.

7. What can the instructor do to maintain control in the classroom?

8. Why is it important to observe and listen to students?

9. What 3 things can you do to manage your time in the classroom?

a.

b.

c.

10. What 2 things can you do if time is running short?

a.

b.

Module 3

**Student Assessment and
Evaluation**

Instructor Notes

Activities

Activity #1: Assess Student's Knowledge

Utilizing the state's driver education curriculum, have IC's take the test for the unit they are assigned, grade their quiz and discuss why questions were missed.

Activity #2 Good Test Questions

Have IC's choose the best T/F question and the best multiple choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Activity #3 Grading Tests and Assessing Students

Distribute to the IC's a short quiz which has been taken by students to grade and make an assessment of what topics had misinformation and how to help students understand the issues.

Activity #4 Determining if a Student is Ready to Move On

The IC's will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson.

Optional Activity

Have the IC's observe a driver education class being taught to observe assessment strategies.

Activity #5: Driver Education Topics Portfolio

Have IC's develop their own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where they will be teaching.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	3-2
Section 1: Preparing for Student Assessment and Evaluation	3-3
Activity #1: Assess Student’s Knowledge	3-3
Activity #2 Good Test Questions.....	3-5
Section 2: How to Assess the Student in the Classroom	3-6
Activity #3 Grading Tests and Assessing Students.....	3-7
Activity #4 Determining if a Student is Ready to Move On.....	3-7
Activity #5: Driver Education Topics Portfolio.....	3-10
Module Summary	3-12
Module Review Activity: Key Word Matchup	3-13
Summary Sheet	3-14

Instructor Notes

Discuss

Module Overview

Show

Slides 3-1 through 3-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Note:

Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Management.
2. This module is titled “Student Assessment and Evaluation.”
3. The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.
4. This module will cover two topics:
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom
5. By the end of this module, you will be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10 point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 20 minutes.
9. This module will help you to effectively assess and evaluate students in the driver education classroom setting.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Instructor Notes

Introduce **Section 1: Preparing for Student Assessment and Evaluation**



Section Time

Discuss **How to develop and implement a plan for the assessment of student progress.**

Show **Slide 3-5**

Note Utilize available technology as an assessment and evaluation tool.

Activity **Activity #1: Assess Student's Knowledge**

Show **Slide 3-6**

Have instructor candidates A) Look in the curriculum for the test in the section you are responsible for teaching. B) Take the test C) Grade your own quiz D) Presenter-led discussion on the why questions were missed.

Section 1: Preparing for Student Assessment and Evaluation

Introduction Section 1 will cover how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Developing and implementing a plan for the assessment of student progress In order to most appropriately guide the learning of students, the instructor should select, design, or develop evaluative tools which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement. (The student should also have the opportunity to experience the change in behavior.)

The instructor should:

- Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress in class, home and laboratory assignments with ongoing (formative) and end of unit or course (summative) measures.
 - Differentiate between students who have achieved entry-level skills to qualify to start behind-the-wheel instruction and those who have not.
-

Activity **Activity #1: Assess Student's Knowledge**

- A) Look in the curriculum for the test in the section you are responsible for teaching; B) Take the test; C) Grade your own quiz; D) Presenter-led discussion on the why questions were missed.

Instructor Notes

Discuss **How to develop evaluation tools to measure achievements and performance.**

Show **Slide 3-7**

Section 1: Preparing for Student Assessment and Evaluation

Developing evaluation tools to measure achievements and performance

To develop evaluation tools to measure achievements and performance in various phases of a driver education program the instructor should:

- Formulate a plan of grading and the performance orientation of driver education.
- Utilize evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Instructor Notes

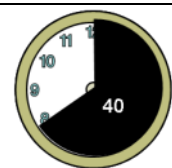
Activity **Activity #2 Good Test Questions**

Slide 3-8

Show

Have instructor candidates choose the best T/F question and the best multiple-choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Section 1: Preparing for Student Assessment and Evaluation

Activity

Activity #2 Good Test Questions

Choose the best T/F question and the best multiple-choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Section 1
Summary

This section covered how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Instructor Notes

Introduce **Section 2: How to Assess the Student in the Classroom**



Section Time

Discuss **Identifying student shortcomings and determining actions to alleviate the problem.**

Show **Slide 3-9**

Discuss **How to determine if a student is ready to move on.**

Show **Slide 3-10**

Section 2: How to Assess the Student in the Classroom

Introduction Section 2 will cover how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using ongoing (formative) and end of unit or course (summative) assessment strategies.

Identifying student shortcomings and determining actions to alleviate the problem The instructor should identify student shortcomings and determine actions to alleviate the problem. The instructor should:

- Use results of student performance, i.e. prescribing instruction for individual.
- Develop means of assessing individual contributions or learning which results from small group work.
- Reassign students into cooperative learning groups.
- Monitor student progress to provide constructive feedback.
- Develop an effective means of communicating between parent, teen and instructor.

How to determine if a student is ready to move on

- Use a variety of data (assessment scores, classroom performance, etc.) to identify what each student is ready to work on and plan instruction accordingly, modifying content or activities as needed.
- Use daily informal ongoing (formative) assessment strategies to monitor student progress and verify that students are demonstrating a gain in understanding of the skills and concepts.
- For example:
 - Grade worksheets or in-class activities as you go by circulating around the classroom checking answers on students' work and provide assistance for those that are incorrect.

Instructor Notes

Activity **Activity #3 Grading Tests and Assessing Students**

Show **Slide 3-11**

The instructor candidates will each be given short quiz which has been taken by students. The instructor candidates will grade the tests and then make an assessment of what topics or subtopics that had misinformation. From the identification of topics or subtopics, the instructor candidates will describe actions for helping the students understand the issues/problems.

Note: Have examples of completed short quizzes to distribute to the instructor candidates to assess.

Activity **Activity #4 Determining if a Student is Ready to Move On**

Show **Slide 3-12**

The instructor candidates will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson. In most cases, 80% or higher is an acceptable level of obtainment.

Section 2: How to Assess the Student in the Classroom

Activity

Activity #3 Grading Tests and Assessing Students

Your instructor will handout a short quiz, which has been taken by students. You will grade the tests and then make an assessment of what topics or subtopics that had misinformation. From the identification of topics or subtopics, you will describe actions for helping the students understand the issues/problems.

Activity

Activity #4 Determining if a Student is Ready to Move On

You will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson. In most cases, 80% or higher is an acceptable level of obtainment.

Instructor Notes

Discuss **Ongoing (formative) assessment strategies.**

Show **Slide 3-13**

Optional Activity **Observe a Driver Education Class**

If possible, the instructor candidates should observe a driver education class being taught. Many formative assessment strategies address the instructor's information needs, the instructor candidates should answer the following questions critical to good instruction:

- Who is and is not understanding the lesson?
- What are this student's strengths and needs?
- What misconceptions do I need to address?
- What feedback should I give students?
- What adjustments should I make to instruction?
- How should I group students?
- What differentiation do I need to prepare?

Section 2: How to Assess the Student in the Classroom

Ongoing
(formative)
assessment
strategies

Ongoing (Formative) Assessments:

- The goal is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, ongoing assessments:
 - help students identify their strengths and weaknesses and target areas that need work
 - help faculty recognize where students are struggling and address problems immediately
- Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Are low-stakes assessments for students and instructors.
- Provide immediate feedback to both the instructor and student regarding the learning process.
- Are considered part of the learning; they need not be graded as summative assessments (end-of-unit exams or quarterlies) rather; they serve as practice for students. They check for understanding along the way and guide instructor decision making about future instruction; they also provide feedback to students so they can improve their performance.

Instructor Notes

Discuss **Common procedures of Ongoing (formative) assessments.**

Show **Slide 3-14**

Section 2: How to Assess the Student in the Classroom

Common procedures of ongoing (formative) assessments

Common procedures of ongoing assessments include:

- **Feedback** – An instructor provides oral or written feedback to student discussion or work. For example: a instructor responds orally to a question asked in class, provides a written comment in a response or provides feedback on student work.
- **Self-assessment** – Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
- **Observation** – An instructor observes and records a student's level of engagement, academic and/or affective behavior, develops a plan of action to support that student, implements the plan and continues to record observations to determine its effectiveness.
- **Portfolios** – A growth portfolio can be used to create a record of student growth in a number of areas.

Instructor Notes

Discuss **End of unit or course (summative) assessment strategies.**

Show **Slides 3-15 through 3-16**

Section 2: How to Assess the Student in the Classroom

End of unit or course (summative) assessment strategies

End of Unit or Course (Summative)Assessments

The goal is to evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark. Often high stakes, meaning they have a high point value.

- Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Include a clear alignment between assessment, curriculum, and instruction, as well as the use of assessments that are both valid and reliable.

Common procedures of summative assessment include:

- **End of unit tests or projects** – When assessments reflect the stated learning objectives, a well-designed end of unit test provides instructors with information about individual students (identifying any student who failed to meet objectives), as well as provides an overall indication of classroom instruction.
- **Course grades** – If end of course grades are based on specified criteria, course grades provide information on how well a student has met the overall expectations for a particular course.
- **Portfolios** – When used as part of an evaluation of student learning, portfolios provide evidence to support attainment of stated learning objectives.

The outcome of a summative assessment can be used formatively, however, when students or instructors take the results and use them to guide their efforts and activities in subsequent courses.

Instructor Notes

Activity **Activity #5: Driver Education Topics Portfolio**

Show **Slide 3-17**

Each instructor candidate must develop their own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where they will be teaching.

The instructor candidate should consider developing some other types of summative assessment tools:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 2: How to Assess the Student in the Classroom

Activity

Activity #5: Driver Education Topics Portfolio

You will develop your own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where you will be teaching.

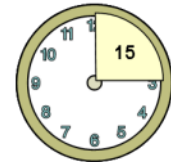
Consider developing some other types of summative assessment tools:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Section 2 Summary

This section covered how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using formative and summative assessment strategies.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Student Assessment and Evaluation”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 3-18 through 3-21**

Key Words The following “Key Words” were introduced in this module.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What can you do to prepare for student assessment and evaluation?
2. What strategies can you use to assess the student in the classroom?
3. What is the difference between formative and summative evaluation?

Quiz Administer quiz on Module 3.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover Coordination between Classroom and Behind-the-Wheel Instruction.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

By the end of this module, you should be able to:

- Describe how to assess the student in the classroom.
- Identify how to determine if a student is ready to move on.
- Utilize ongoing (formative) and end of unit or course (summative).

The information that was presented in this module is essential to effectively assess and evaluate students in the driver education classroom setting.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. D
2. A
3. E
4. B
5. C
6. F

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Ongoing (Formative) assessment	B. End of unit or course (Summative) assessment	C. Self-assessment
D. Observation	E. Portfolio	F. Feedback

1. _____ An instructor witnesses and records a student's level of engagement, academic and/or affective behavior,
2. _____ Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
3. _____ When used as part of an evaluation of student learning this provides evidence to support attainment of stated learning objectives.
4. _____ Used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
5. _____ Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
6. _____ When an instructor provides oral or written comments and responses to student discussion or work.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy, if appropriate, and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments


Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of Unit or Course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

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Module 3

Student Assessment and Evaluation




Slide 3-2

Purpose of the Module

- ▶ The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2



Slide 3-3


Module Sections

This module will cover two topics:

- ▶ Preparing for student assessment and evaluation
- ▶ How to assess the student in the classroom

Module 3

PW page 3-2




Slide 3-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2




Slide 3-5

Developing and Implementing a Plan for the Assessment of Student Progress

- ▶ The instructor should:
 - Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress.
 - Differentiate between students ready for BTW and those who are not.

Module 3

PW page 3-3



Slide 3-6


Learning Activity

Activity #1: Assess Student's Knowledge

Utilizing the state's driver education curriculum, take and grade the test for your assigned section.

Module 3

PW page 3-3



Slide 3-7

Developing Evaluation Tools to Measure Achievements and Performance

- ▶ The instructor should:
 - Formulate a plan of grading.
 - Utilize evaluation instruments.



Module 3 PW page 3-4 ANSTSE

Slide 3-8

Learning Activity

Activity #2: Good Test Questions

Find the best T/F question and the best Multiple choice question from your assigned section and explain why it is a good question.

Module 3 PW page 3-5 ANSTSE

Slide 3-9

Identifying Student Shortcomings

- ▶ The instructor should:
 - Use results of student performance.
 - Develop means of assessing individual contributions from small group work.
 - Reassign students into cooperative learning groups.
 - Monitor student progress.
 - Develop an effective means of communicating.

Module 3 PW page 3-6 ANSTSE

Slide 3-10

How to Determine if a Student is Ready to Move On

- ▶ Use a variety of data.
- ▶ Use daily informal formative assessment strategies to monitor student progress.

Module 3 PW page 3-6 ANSTSE

Slide 3-11

Learning Activity

Activity #3: Grading Tests and Assessing Students

Practice grading a short quiz and make an assessment of what topics had misinformation. Describe actions for helping the students understand the issues/problems.

Module 3 PW page 3-7 ANSTSE

Slide 3-12

Learning Activity

Activity #4: Determining if a Student is Ready to Move On


Determine, based on the short quiz assessed in Activity #3, if the students are ready to move onto the next lesson.

Module 3 PW page 3-7 ANSTSE

Slide 3-13

Ongoing (Formative) Assessments


- ▶ Monitor student learning to improve teaching and improve learning.
- ▶ Identify strengths and weaknesses of the student.
- ▶ Utilized to gather feedback to guide improvements.
- ▶ Low- stake assessments for students and instructors.
- ▶ Provide immediate feedback.
- ▶ Considered part of the learning, not graded.
- ▶ Serve as practice for students.
- ▶ Check for understanding along the way.

Module 3 PW page 3-8 

Slide 3-14

Procedures of Ongoing (Formative) Assessments


- ▶ **Feedback**
- ▶ **Self-assessment**
- ▶ **Observation**
- ▶ **Portfolios**

Module 3 PW page 3-9 

Slide 3-15

End of Unit or Course (Summative) Assessments


- ▶ Evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark.
- ▶ Often high stakes with a high point value.
- ▶ Cumulative evaluations to determine whether long term learning goals have been met.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.

Module 3 PW page 3-10 

Slide 3-16

Procedures of End of Unit or Course (Summative) Assessments

- ▶ **End of unit tests or projects**
- ▶ **Course grades**
- ▶ **Portfolios**


Module 3 PW page 3-10 

Slide 3-17

Learning Activity

Activity #5: Driver Education Topics Portfolio


Develop a portfolio related to driver education topics that are part of a driver education curriculum within the state you will be teaching.

Module 3 PW page 3-11 

Slide 3-18

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3 PW page 3-12 

Slide 3-19

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-13 ANSTSE

Slide 3-20

Questions and Answers

- ▶ What can you do to prepare for student assessment and evaluation?
- ▶ What strategies can you use to assess the student in the classroom?
- ▶ What is the difference between formative and summative evaluation?

Module 3 ANSTSE

Slide 3-21

Questions?

?

Module 3 ANSTSE

Part II Module 3 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. In order to most appropriately guide the learning of students, the instructor should:
 - a. Formulate a plan of grading and give exams often.
 - b. Select, design, or develop evaluation tools.
 - c. Provide an answer sheet for all exams and quizzes.

2. What can an instructor use to determine if a student is ready to move on?
 - a. Ongoing (formative) Assessments
 - b. Exams and Quizzes
 - c. End of unit or course (summative) Assessments

3. Which statement best defines an ongoing (formative) assessment?
 - a. Graded assessments that test a student's knowledge of the classroom and in-vehicle assignments as they proceed through the course.
 - b. Assessments that are not graded and reflect the student's understanding of the classroom rules and the ability to follow instructions.
 - c. Assessments used to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.

4. How should the instructor identify student shortcomings and determine actions to alleviate the problem?
 - a. Have students who have not demonstrated a gain in understanding work on their own to avoid them inhibiting the progress of others.
 - b. Develop means of assessing individual contributions or learning which results from small group work.
 - c. Always allow students to communicate on their own with their parents to assure the student trust the instructor.

5. What is an example of an evaluation instrument for effectively assessing student performance?
 - a. Checklists
 - b. PowerPoint Presentations
 - c. Videos

6. During the common procedures of an end of unit or course (summative) assessment, what can a portfolio be used for?
 - a. Provide evidence to support attainment of stated learning objectives.
 - b. To create a record of student growth in a number of areas.
 - c. To specifically show only the student's grades for each exam and quiz.

7. What data can be used to identify what each student is ready to work on?
 - a. Classroom performance and assessment scores
 - b. The progress of the other students they associate with
 - c. The student's first assessment and first exam score

8. List 2 common procedures of ongoing (formative) assessments.
 - a.
 - b.

9. List 2 common procedures of end of unit or course (summative) assessments.
 - a.
 - b.

10. What are the two things an instructor should do in order to develop evaluation tools to measure achievements and performance in various phases of a driver education program?
 - a.
 - b.

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction

Instructor Notes

Activities

Activity #1: Create a Wall Chart

Divide the IC's into two teams: BTW or classroom. Divide a white board and use different color marker for each team. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, have them switch and review the other team's responses.

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens.

Activity #3: Common Vocabulary

IC's will participate in a class discussion regarding the need for a common vocabulary and share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity #4 Curriculum Flow Chart

IC's will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	4-2
Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor	4-4
Activity #1: Create a Wall Chart	4-5
Activity #2: Discussion on Tools to Connect Instructors of Different Phases	4-5
Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content	4-6
Activity #3: Common Vocabulary	4-7
Activity #4: Curriculum Flow Chart	4-7
Module Summary	4-8
Module Review Activity: Key Word Matchup	4-9
Summary Sheet	4-10

Instructor Notes

Discuss

Module Overview

Show

Slides 4-1 through 4-5

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives



Section Time

Module Overview

Module Overview

1. Prior to this module, we discussed Student Assessment and Evaluation.
2. This module is titled “Coordination Between Classroom and Behind-the-Wheel Instruction.”
3. The purpose of this module is to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the behind-the-wheel instructor.
 - Transitioning and relating classroom content to behind-the-wheel instruction.
5. By the end of this module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Instructor Notes

Discuss **Module Overview – continued**

- 6. Activities to be performed
- 7. How the IC's will be evaluated
- 8. Length of Module
- 9. How the Module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Note: Remind ICs to ask if they are unfamiliar with any terminology.

Module Overview

Module
Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 90 minutes.
9. This module will help you to integrate the driver education classroom and behind-the-wheel courses.

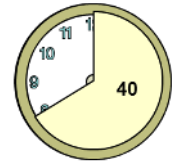
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Introduce **Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor**



Section Time

Discuss **How to coordinate lessons with the behind-the-wheel instructors.**

Show **Slide 4-6**

Discuss **Methods of communicating with the behind-the-wheel instructors.**

Show **Slide 4-7**

Handout Graphic illustrating classroom instructor coordinating with behind-the-wheel instructor found in Supplemental Information section.

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the behind-the-wheel instructor.

Coordinating lessons with the behind-the-wheel instructors The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructors.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the behind-the-wheel instructors It is important for the classroom and behind-the-wheel instructors to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

Instructor Notes

Activity **Activity #1: Create a Wall Chart**

Show **Slide 4-8**

Divide the instructor candidates into two teams: BTW or classroom. Divide a white board and use different color marker for each team. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, have them switch and review the other team's responses.

Activity **Activity #2: Discussion on Tools to Connect Instructors of Different Phases**

Show **Slide 4-9**

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Activity

Activity #1: Create a Wall Chart

You will be divided into two teams: BTW or classroom. The white board will be divided and each team will use a different color marker. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, switch and review the other team's responses.

Activity

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

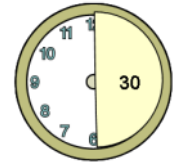
Your instructor will lead a discussion on what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section 1
Summary

This section covered how to coordinate lessons and communicate with the behind-the-wheel instructor.

Instructor Notes

Introduce **Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content**



Section Time

Discuss **How to transition and relate behind-the-wheel instruction to classroom content.**

Show **Slides 4-10 through 4-12**

Discuss transitioning and relating behind-the-wheel instruction to classroom content. Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Introduction Section 2 will cover how to transition and relate behind-the-wheel instruction to classroom content.

Transitioning and relating behind-the-wheel lesson to classroom content Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Instructor Notes

Activity **Activity #3: Common Vocabulary**

Show **Slide 4-13**

The instructor candidates will participate in a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson. Examples include using the space management system, steering technique, transition pegs, reference points, stopping distances, etc.

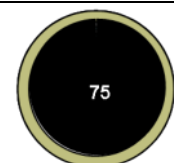
Activity **Activity #4 Curriculum Flow Chart**

Show **Slides 4-14 through 4-15**

Instructor candidates will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Handout Flow Chart of classroom and BTW comparison in Supplemental Information section.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Activity

Activity #3: Common Vocabulary

Your instructor will lead a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity

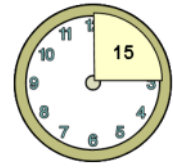
Activity #4 Curriculum Flow Chart

Your instructor will provide you with a curriculum flow chart to review and identify the flow of concepts through the driver education program.

Section 2
Summary

This section covered how to transition and relate classroom content to behind-the-wheel instruction.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Coordination Between Classroom and Behind-the-Wheel Instruction”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 4-16 through 4-20**

Key Words The following “Key Words” were introduced in this module.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What methods can you use to communicate with the behind-the-wheel instructor?
2. How can you transition and relate to behind-the-wheel instruction in the classroom setting?

Quiz Administer quiz on Module 4.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover peer presentations.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

By the end of this module, you should be able to:

- Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
- Describe the educational benefit of a concurrent and integrated driver education program.
- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

The information that was presented in this module is essential to integrate the driver education classroom and behind-the-wheel courses.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A
3. F
4. E
5. C
6. D

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Coordination	B. Concurrent	C. Integrated
D. Transitioning	E. Communicating	F. Relating

1. _____ Classroom, behind-the-wheel and observation time runs simultaneously with no break between phases.
2. _____ The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.
3. _____ To establish or demonstrate a connection between the classroom course and the behind-the-wheel course.
4. _____ To convey information about the classroom course to the behind-the-wheel instructor and vice versa.
5. _____ An alternative mix of classroom, behind-the-wheel and observation time throughout the duration of the course.
6. _____ Changing from classroom instruction to behind-the-wheel instruction.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary Sheet

Coordinating lessons with the classroom instructor

The classroom instructor should coordinate lessons with the behind-the-wheel instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations
- BTW instructor participate in classroom observations

Transitioning and relating behind-the-wheel instruction to classroom content

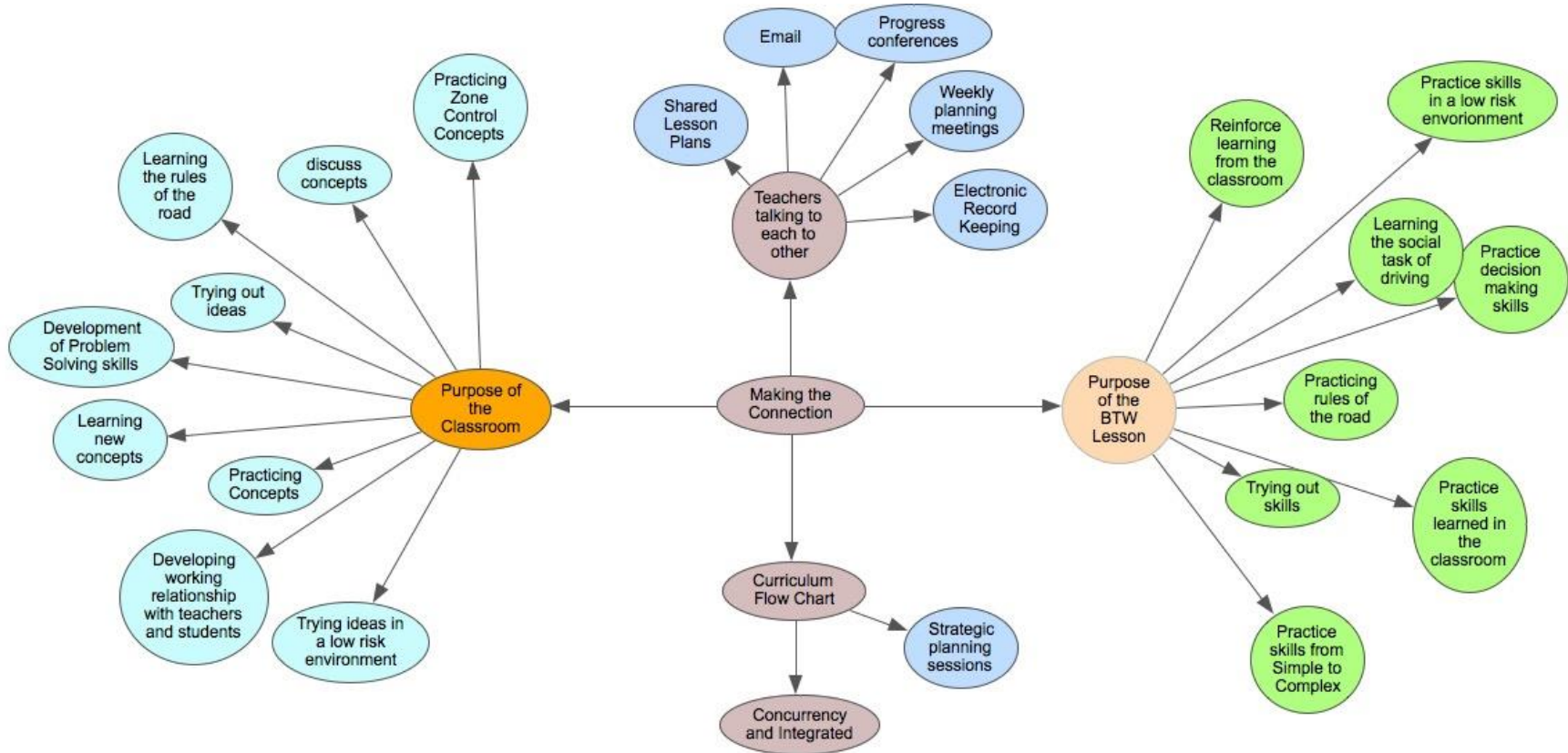
Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

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Collaboration Between Classroom and BTW




Relationship between Classroom and In-Car Standards

The following table describes how the classroom standards relate to the in-car standards.

Classroom Standard	In-Car Standard
<p>C 1.0 Classroom Standard One: Preparing To Operate a Vehicle.</p> <p>C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.</p>	<p>IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.</p> <p>1.1 Preparations to Operate Vehicle.</p> <p>1.2 Judgment of Vehicle to Roadway Position.</p>
<p>C 3.0 Classroom Standard Three: Introducing Traffic Entry Skills.</p> <p>C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.</p>	<p>IC. 2.0 In-car Standard Two: Introducing Traffic Entry and Intersection Approach Skills.</p> <p>2.1. Visualization of Intended Travel Path</p> <p>2.2 Searching Intended Travel Path</p>
<p>C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.</p> <p>C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.</p> <p>C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</p> <p>C 10.0 Classroom Standard Ten: Other Roadway Users.</p>	<p>IC. 3.0. In-car Standard Three: Developing Visual and Mental Perception for Vehicle Control Tasks.</p> <p>3.1 Speed Control</p> <p>3.2 Lane Position Selection</p> <p>3.3 Rear Zone Searching and Control</p> <p>3.4 Communication and Courtesy</p> <p>3.5 Using Three Steps to Problem-Solving (i.e. SEE)</p>
<p>C 9.0 Classroom Standard Nine: Dealing with Adverse Conditions.</p> <p>C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.</p>	<p>IC. 4.0. In-car Standard Four: Responding to Emergency Situations.</p> <p>4.1 Divide Focal and Mental Attention Between</p> <p>4.2 Identify, Assess and Respond to Vehicle Emergencies.</p> <p>4.3 Identify, Assess and Respond to Environmental Conditions.</p>

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction




Slide 4-2

Purpose of the Module

- ▶ To identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

Module 4

PW page 4-2



Slide 4-3


Module Sections

This module will cover two topics:

- ▶ Coordinating and communicating with the behind-the-wheel instructor.
- ▶ Transitioning and relating behind-the-wheel instruction to classroom content.

Module 4

PW page 4-2




Slide 4-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4

PW page 4-2




Slide 4-5

Module Objectives

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4

PW page 4-2




Slide 4-6

Coordinating Lessons with BTW Instructor

- ▶ The classroom instructor should coordinate BTW lessons with the BTW instructors.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Module 4

PW page 4-4




Slide 4-7

Methods of Communicating with the BTW Instructors

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations

Module 4

PW page 4-4



Slide 4-8


Learning Activity

Activity #1: Create a Wall Chart

Two teams will be divided into BTW or classroom and will have to list concepts or objectives taught under either portion of driver education.

Module 4

PW page 4-5



Slide 4-9


Learning Activity

Activity #2: Discussion on Tools to Connect instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens.

Module 4

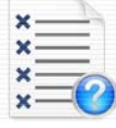
PW page 4-5



Slide 4-10


Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.



Module 4

PW page 4-6




Slide 4-11

Question

Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

Module 4




Slide 4-12

Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Questions will pertain to:
 - classroom content
 - key words
 - text book content
 - videos
 - state driving manual

Module 4

PW page 4-6



Slide 4-13

Learning Activity

Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Module 4 PW page 4-7 ANSTSE

Slide 4-14

Learning Activity

Activity #4 Curriculum Flow Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Example of Flow Chart

Module 4 ANSTSE

Slide 4-16

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4 PW page 4-8 ANSTSE

Slide 4-17

Module Summary

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4 PW page 4-8 ANSTSE

Slide 4-18

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 4 PW page 4-9 ANSTSE

Slide 4-19


Questions and Answers


- ▶ **What methods can you use to communicate with the behind-the-wheel instructor?**
- ▶ **How can you transition and relate to behind-the-wheel instruction in the classroom setting?**

Module 4 

Slide 4-20

Questions?



Module 4 

Part II Module 4 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Classroom, behind-the-wheel, observation time and laboratory instruction should:
 - a. Be separate, for example classroom finishes before behind-the-wheel starts.
 - b. Have a large break between phases.
 - c. Have no breaks between phases with an alternating mix of instruction.
2. How can coordination of classroom and behind-the-wheel instruction occur?
 - a. By viewing classroom and BTW lesson plans.
 - b. Classroom instructor can participate in BTW observations.
 - c. Only through student driving records.
3. What can be created to relate the classroom to the behind-the-wheel lessons?
 - a. Objectives
 - b. Questions
 - c. Visual aids
4. Circle True or False. There is no need for classroom and behind-the-wheel instructors to communicate since they meet with the students at different times.
5. Circle True or False. The behind-the-wheel instructor does not need to sit in on the classroom instruction because it has no effect on the behind-the-wheel lessons.
6. List 3 concepts that pertain to behind-the-wheel and classroom instruction?
 - a.
 - b.
 - c.
7. List 3 ways communication can occur between behind-the-wheel and classroom instructors?
 - a.
 - b.
 - c.
8. Give an example of a common vocabulary term that needs to be shared with both the driver education classroom and behind-the-wheel instructor?

9. Describe how the topic below will be demonstrated during behind-the-wheel instruction?

a. Space management system

10. Describe how the topic below will be demonstrated during behind-the-wheel instruction?

a. Following distance

Module 5

Peer Teaching Presentations

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Module Contents

Module Overview	5-2
Section 1: Conducting an Introduction/Summary	5-3
Section 2: Conducting a Lesson	5-4
Module Summary	5-6
Module Review Activity: Key Word Matchup	5-7
Summary Sheet	5-8

Instructor Notes

Discuss

Module Overview



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. How the IC's will be evaluated
7. Length of Module
8. How the Module will benefit the IC in the real world

Note:

Remind ICs to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Presentation	Peer evaluation	Lesson Summary
--------------	-----------------	----------------

Note:

Remind ICs to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Coordination Between Classroom and Behind-the-Wheel Instruction.
2. This module is titled “Peer Teaching Presentations.”
3. The purpose of this module is to discuss and conduct the peer teaching presentations.
4. This module will cover two topics:
 - Conducting an Introduction/Summary.
 - Conducting a Lesson.
5. By the end of this module, you will be able to:
 - Describe how you will be evaluated during the peer teaching presentation.
 - Prepare for the driver education lesson.
 - Teach a driver education lesson.
6. During the module, you will be evaluated by conducting a 5-10 minute introduction/summary and at least two 20 – 30 minute lesson presentations.
7. Time for this module will be determined by the number of students presenting. For twelve instructor candidates to conduct a 5-10 minute introduction/summary and two 20-30 minute presentations with 15 minutes of comment/feedback would be 12 hours. There should be a 1:4 ratio to allow for feedback and support from instructors.
8. This module will help you gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

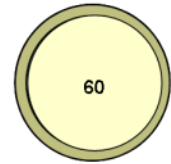
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Presentation	Peer evaluation	Lesson Summary
--------------	-----------------	----------------

Instructor Notes

Introduce **Section 1: Conducting an Introduction/
Summary**



Section Time

Discuss **Preparations for the 3-5 minute introduction/summary.**

Explain That students were given time to prepare for the five minute presentation.

Emphasize That each student will critique the presenter.

Note The instructor will lead the discussion after each presentation.

Emphasize That they are looking for each presenter to cover the motivational guidelines and principles of teaching and learning when presenting.

Note Immediately following each presentation every trainee will participate in constructive critiques of other trainees' practice teaching assignment.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: Conducting an Introduction/Summary

Introduction Section 1 will cover how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Preparations
for the 3-5
minute
introduction/
summary

1. You will be evaluating each presenter.
2. Review the motivational guidelines.
 - The purpose is to get the student ready to learn.
 - The student's perspective during this phase is "why should I learn"?
 - The students must be made aware at the onset of each lesson:
 - What he or she will be able to do.
 - Why it is important or useful to be able to do it (how it will benefit them).
 - What content will be covered.
 - What activities will take place.

After the presentation determine:

- Were the objectives stated?
- Did the presenter explain the importance of the lesson?
- Did the presenter relate the information to the students' prior knowledge or previous lessons taught?
- Did the presenter outline the content and explain the activities for the lesson?
- Did the presenter explain how the students would be evaluated?

Section 1
Summary This section covered how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Instructor Notes

Introduce **Section 2: Conducting a Lesson**



Section Time

Discuss **The two 20-30 minute presentations.**

Give Presenters time to prepare.

Distribute Peer Evaluation Form and Presentation Critique Forms

Emphasize Each student will be given time to prepare for his/her assigned student teaching lesson.

Distribute The Peer Evaluation Form and the Presentation Critique Form to the class while the presenter is preparing.

- Review the evaluation forms with the students before starting the presentations.
- Remind students that both the presenters name and the evaluators name must be on the forms.

Note When the presenter is ready begin the presentation.

- Fill out evaluation forms.
- Be certain to record start time and ending time of the presentations.
- Remember that the Peer Evaluation Form will be used for input only. Instructor's form will count towards the final grade.

Section 2: Conducting a Lesson

Introduction Section 2 will cover how to prepare and present two 20-30 minute presentations.

Two 20-30 minute presentations You will be required to conduct two 20-30 minute presentations, which will include the following:

- Importance of the lesson
- Relate to students prior knowledge or lesson taught
- Outline the content and explain activities for the lesson
- Explain how students will be evaluated
- Summarize the lesson

Instructor Notes

- Discuss** **The two 20-30 minute presentations – continued.**
- Give** Presenters time to prepare.
- Emphasize** Presenter's may keep the evaluation forms from the other students.
- Note** The scores must be recorded on the Peer Evaluation Form and kept on file.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.

Section 2: Conducting a Lesson

The two 20-30 minute presentations – continued

1. Every student will participate in constructive critiques of other students' twenty minute presentation.
 - You will use the Presentation Critique Form and Peer Evaluations Form to document the presenter's performance.
 - Class will briefly discuss the critiques forms following each practice session.
 - After discussion, the presenter will be given the critique forms so that he or she can review his or her performance in detail.
 - Using the Peer Evaluation Form make sure scores are recorded at top of form.
 - If presenters wish to see their final grade they may at the end of class.

Section 2
Summary

This section covered how to prepare and present two 20-30 minute presentations.

Instructor Notes

Module Summary Summarize the purpose of the module “Peer Teaching Presentations”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Key Words The following “Key Words” were introduced in this module.

Note: Ensure that all “Key Words” were defined during the lesson.

Presentation	Peer evaluation	Lesson summary
--------------	-----------------	----------------

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

Transition The next module will cover the Classroom Teaching and Learning Theories Course Wrap-Up.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to discuss and conduct the student teaching presentations.

This module covered two topics:

- Conducting an Introduction/Summary.
- Conducting a Lesson.

The information that was presented in this module is essential to gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Presentation	Peer evaluation	Lesson summary
--------------	-----------------	----------------

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. A
3. B

Module Review Activity

Module Review
Activity

Key Words Matchup

On the line below, write the letter of the associated key word.

A. Presentation	B. Peer evaluation	C. Lesson summary
------------------------	---------------------------	--------------------------

1. _____ A brief statement that gives the most important information about the lesson and what was discussed.
2. _____ Actively showing, describing or explaining content from a unit of instruction out of the driver education curriculum to your instructor and peers.
3. _____ Constructive critique and input on other student's presentations.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary
Sheet

Preparations for the 3-5 minute introduction/summary

Review the motivational guidelines: get the student ready to learn, explain what he or she will be able to do, how it will benefit them, what content will be covered and what activities will take place.

After the presentation determine if the presenter: stated the objectives, explained the importance of the lesson, related the information to the student's prior knowledge, outlined the content, explained the activities for the lesson and explained how the students would be evaluated.

Two 20-30 minute presentations

The presentations will include: importance of the lesson, relate to students prior knowledge or lesson taught, outline the content and explain activities for the lesson, explain how students will be evaluated and summarize the lesson.

Every student will participate in constructive critiques of other student's presentations by completing peer evaluation forms.

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Module 6

Classroom Teaching and Learning Theories Course Wrap-Up

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Module Contents

Module Overview..... 6-2

Section 1: Summary of Classroom Teaching and Learning Course..... 6-3

Module Summary 6-4

Summary Sheet 6-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that you have completed all of the content modules, it is time to provide a summary of the course, answer any of your questions and begin preparing for the classroom teaching and learning theories knowledge test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Length of module
5. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, we discussed Peer Teaching Presentations.
2. This module is titled “Classroom Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Classroom Teaching and Learning Theories Course and answer any questions before taking the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course, help you have additional questions answered, complete course evaluation forms and to receive a certificate of completion.

Instructor Notes

Introduce **Section 1: Summary of Classroom Teaching and Learning Theories**



Section Time

Summarize **The main topics in this course.**

Refer IC's to the summary at the end of this module to review for the knowledge test and for future use.

Have IC's work in groups to prepare for the test. Have them use the summary sheets and graded module quizzes to work together.

Section 1: Summary of Classroom Teaching and Learning Course

Introduction Section 1 will provide a summary of the Classroom Teaching and Learning Course.

The main topics in this course

In this course, you learned:

- The importance of studying a lesson plan.
- How to prepare the classroom with seating arrangements, setting up visual displays and having handouts available.
- How to develop visual aids to generate interest and increase understanding.
- Coaching is a learner-centered method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and the coach or instructor.
- How to define your objectives for each class and try to remain focused on them.
- If time is running short go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session.
- Formative assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Summative assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
- The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor. Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

Instructor Notes

Module Summary Summarize the purpose of the module “Classroom Teaching and Learning Course Wrap-Up.”



Summarize The module topics.

Summarize The information presented in the module.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the course and help you have additional questions answered.

This module covered one topic:

- Summary of classroom teaching and learning course.

The information that was presented in this module is essential for understanding the classroom teaching and learning course and to prepare for the knowledge test.

Instructor Notes

Summary Sheet

Provide instructor candidates with a summary sheet as a review of the course.



Section Time

Summary Sheet

The process for preparing to teach

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using the four-step teaching and learning process to teach

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the student's prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, homework.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Classroom
management

Preparing the Classroom

To prepare the classroom you need to make seating and table arrangements, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's podium, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, help to increase understanding, aid in the retention of information, give a more favorable attitude toward learning, make learning more enjoyable and more interesting, and help to show sequential steps in a process.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date and contain accurate information, make learning more enjoyable and interesting, are well-designed to generate interest for this audience, can be easily produced and reproduced.

Maintaining Leadership in the Classroom

As an instructor, you need to be able to maintain leadership in the classroom. There are many things you can do to establish gentle teacher authority, including taking a central position in the room, being well-prepared and being brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students all the time.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Classroom
management

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Class Disrupters

Learners can sometimes be disruptive. There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more participant involvement), an authority figure (wants to take something out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

When dealing with class disrupters, respond to those participants in ways, which meet their needs and the instructor's, while keeping the class on target. If a participant is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Controlling Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

Managing Discussions

To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Student
assessment
and evaluation

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments

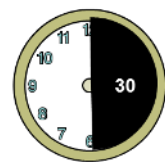
Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of unit or course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.



Elapsed Time

Summary Sheet

Integrating
classroom with
BTW

The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

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Module 7

Classroom Teaching and Learning Theory Knowledge Test

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Module Contents

Module Overview..... 7-2

Section 1: The Classroom Teaching and Learning Theory Knowledge Test..... 7-3

Module Summary 7-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have covered the Classroom Teaching and Learning Theory in detail, it's time to administer the Classroom Teaching and Learning Theory Knowledge Test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Length of module
7. How the module will benefit the IC in the real world

Note:

Remind IC to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, you were provided with a course wrap-up.
2. This module is titled “Classroom Teaching and Learning Theory Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.
4. We now turn our attention to the Classroom Teaching and Learning Theory Knowledge Test. This module covers one topic:
 - Classroom Teaching and Learning Theory knowledge test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a classroom driver education instructor.
 - Successfully pass the Classroom Teaching and Learning Theory Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

Instructor Notes

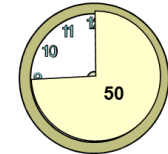
Introduce **Section 1: The Classroom Teaching and Learning Theory Knowledge Test**



Section Time

Discuss **The Classroom Teaching and Learning Theory Knowledge Test.**

Administer The Classroom Teaching and Learning Theory Knowledge Test.



Section Time

1. Have instructor candidates spread out.
 2. Have instructor candidates put all books and materials away.
 3. Distribute answer sheets.
 4. Distribute tests.
-

Score The Classroom Teaching and Learning Theory Knowledge Test.

1. Use the scoring template to score the test.
 2. Recheck any scores that are close to the cut-off point.
-

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: The Classroom Teaching and Learning Theory Knowledge Test

Introduction Section 1 will cover what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

The Classroom Teaching and Learning Theory knowledge test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Classroom Teaching and Learning Theory Course.
5. You have one hour to complete the test.
6. When finished remain in the room and your instructor will collect the test and answer sheet.

Section 1 Summary This section covered what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

Instructor Notes

- Cover** The results of the Classroom Teaching and Learning Theory Knowledge Test.
1. Option #1: call instructor candidates into a separate room one at a time to discuss the results.
 - a. Allows for individual counseling.
 - b. Can be very effective for handling instructor candidates who did not meet the scoring cut-off.
 2. Option #2: distribute the answer sheets back to the instructor candidates as a group.
 - a. Works best only when all instructor candidates have successfully passed the knowledge test.
 - b. Can be very embarrassing for those who did not meet the scoring cut-off.
-

- Review** The Classroom Teaching and Learning Theory Knowledge Test.
1. Allow instructor candidates to ask question concerning the items missed.
 2. Cover the test five questions at a time, i.e., 1-5, 6-10, etc.
 3. Do not allow instructor candidates who did not meet the scoring cut-off to participate in the review of the Classroom Teaching and Learning Theory Knowledge Test.
 4. Collect the answer sheets.
-

Congratulate The instructor candidates for passing the knowledge test.

Congratulate The instructor candidates for successfully completing the course.

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Instructor Notes

Module Summary Summarize the purpose of the module “Classroom Teaching and Learning Theory Knowledge Test.”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Congratulate The instructors on completing the Classroom Teaching and Learning Theory Course.

1. Distribute jurisdictional certificate of completion. (If applicable)
2. Distribute any other awards. (If applicable)
3. Give recognition to organization or facility hosting the program.

Explain The next course(s) they will be required to complete to become a driver education instructor.

Have Instructors complete end of course evaluation.

Dismiss The instructor candidates.



Elapsed Time

Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.

This module covered one topic:

- Classroom Teaching and Learning Theory knowledge test.

The information that was presented in this module is essential for understanding the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

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Part II: Classroom Teaching and Learning Theories Knowledge Test

Full Name

Date of Exam

Select the alternative that **best** answers the question.

1. To help ensure your success and your students' efficient learning:
 - a) Occasionally review the course curriculum to identify areas that could be cut.
 - b) Study and practice using the lesson plans so you are familiar with the materials.
 - c) Rely on the curriculum visual aids to guide your teaching.

2. Using visual aids during a lesson can:
 - a) Help students visualize sequential steps in a process.
 - b) Give you a needed break from teaching.
 - c) Helps keep uninterested and disruptive students involved.

3. You noticed some students talking among themselves and not participating in the lesson, what approach could you use to get them involved and participating in the course?
 - a) Stop the session, walk over to the group and firmly tell them to stop talking.
 - b) Direct a question, unobtrusively, to the principle offender.
 - c) Ignore them until the end of the session and then tell them not to talk in future sessions.

4. When preparing to teach from lesson plans that you are already familiar with, you:
 - a) Should be able to quickly glance through the plans.
 - b) May still need to spend 1 to 1-1/2 hours preparing for each hour of instruction.
 - c) Should be able to rely on your previous experiences to teach the sessions.

5. The class is having a good discussion on an important topic, but the discussion is taking a lot of time and the session could run over its scheduled end time. What can you do?
 - a) Immediately end the discussion and start the next session.
 - b) Restate the main issues and wrap up the discussion by summarizing the key discussion points.
 - c) Interrupt the discussion, state that time is up and tell the students to continue the discussion outside of class.

6. Why is it beneficial to identify “key words” during your introduction of the unit?
 - a) They will remind you of the specific topics in the unit
 - b) They help focus the student and trigger what content is being covered.
 - c) They are a hint for what is on the end of unit test

7. In what step of the Teaching and Learning process is the student’s perspective “what should I learn?”
 - a) Motivation
 - b) Presentation
 - c) Application

8. The student’s perspective in the Application Step of the Four Step Teaching and Learning process is:
 - a) How am I doing?
 - b) What should I learn?
 - c) Let me try it.

9. An end of course cumulative test is:
 - a) The only evaluation tool that is required to determine if a student passes or fails the course.
 - b) A method to measure student growth and to determine if long term learning goals have been met.
 - c) The only evaluation needed to determine how well the instructor taught the course.

10. To encourage open discussion among all the course participants, including the instructor, the classroom configuration probably should be:
 - a) In a U shape configuration.
 - b) Left in the traditional classroom configuration.
 - c) Chevron configuration.

11. Probably the best classroom configuration for learning activities that require small group discuss is:
 - a) The traditional classroom.
 - b) The U shape.
 - c) The Chevron.

12. One of the purposes of well designed, up-to-date visual aids is:
 - a) Increase student understanding and retention.
 - b) Allow time for the instructor to leave the classroom.
 - c) To give the students a short break from the instructor's voice.

13. One approach an instructor may use to establish leadership in a classroom is:
 - a) Start each session with a little humor.
 - b) Stand at attention and speak with a firm, loud voice.
 - c) Take up a central position in the front of the room.

14. You can lose control of the classroom when:
 - a) You permit distractions or digress from scheduled topics.
 - b) Stay on schedule.
 - c) Plan learning activities that require open discussion on specific topics.

15. Continuously observing the students and listening to their comments and questions will help you to:
 - a) Make adjustments to your teaching style.
 - b) Identify those students that should be scheduled for the in-vehicle sessions first
 - c) Decide what elements of the curriculum could be skipped

16. Reviewing and studying your lesson plans and the student materials prior to a course will:
- Allow you to cross out all the sections that you are uncomfortable teaching.
 - Allow you to plan the learning activities and make sure all the required resources are available.
 - Reduce or eliminate your preparation once the course starts.
17. To help manage time in the classroom, you should:
- Eliminate all the topics and learning activities that could take too much time.
 - Prioritize your established tasks to ensure you cover the most important concepts
 - Discourage students from asking questions.
18. If you find that you are running out of time in a session, you can:
- End the session on time and tell the students to read their reference materials.
 - Give the students a written quiz to see what information they may know or not know.
 - Conduct a rapid-fire Q&A session.
19. If you notice only one or two students continuously responding to all the questions, you may try:
- Ignoring them or telling them to be quiet.
 - Using more pre-direct or overhead directed questions” so you can involve more students.
 - Not asking questions for the remainder of the session.
20. One approach you may consider using for a student with some shortcomings or problems that could interfere with the completion of the course is to:
- Develop a means to communicate with the parents and the student to resolve the concerns.
 - Create worksheets so the student can work on them separate from the class.
 - Ignore the issues as long as the student can pass the tests.

21. You should use ongoing (formative) assessments to:
- a) Gather information that can be used to guide improvements for teaching and learning.
 - b) Determine the final grade for the student.
 - c) Identify the students who have an exceptional understanding of the instructional materials.
22. One approach that should be avoided when dealing with class disrupters is:
- a) Meeting with them one on one in private to let them know your concerns.
 - b) Sarcasm and witty or caustic “put-downs” while the class is session.
 - c) Communicating concerns to the parents and the student.
23. An informal and effective approach to determine if students are ready to move on is:
- a) Ask the class by a show of hands if they are ready to move on to the next content area.
 - b) Use and review worksheets in class to help identify possible weaknesses.
 - c) Remind the students during each session they must pass the end of course test.
24. End of unit or course tests are:
- a) Summative assessments to measure success or achieved proficiency.
 - b) Formative assessments that measure along the way progress.
 - c) Only way to determine the value of the course.
25. Ideally, classroom and behind-the-wheel instructional sessions should be:
- a) Separated so all the classroom is completed before the behind-the-wheel sessions start.
 - b) Concurrent and alternately mixed throughout the course of instruction.
 - c) Scheduled so each can be completely as quick as possible.

26. How could you handle a student's question that is outside the scope of the course?
- Assign the student the responsibility to find the answer and allow 30 minutes during the next session for the class to discuss it.
 - Politely state that that subject is not covered in the course, but on a break or after the session you and the student could look it up and discuss.
 - Very firmly state that questions outside the scope of the course will not be addressed.
27. A student is continuously asking questions and challenging the information being presented. What approach may be used to resolve this problem?
- Arrange a one on one private meeting outside of class to develop a plan to resolve the problem.
 - Make eye contact with the student and say "Please just shut up so everyone can get out on time."
 - Ask the student to leave immediately and give the class a break.
28. Which of the following is an ongoing (formative) assessment strategy?
- End of course written test.
 - End of unit written test.
 - Oral or written feedback from the instructor.
29. Which of the following can support communication and coordination between classroom and behind-the-wheel instructors?
- Classroom instructors ride along in behind-the-wheel sessions and behind-the-wheel instructors sit in on classroom sessions.
 - Classroom instructors review the behind-the-wheel records after students complete all those sessions.
 - Have the classroom instructor develop the behind-the-wheel driving routes.
30. Well-designed visual aids need to:
- Entertain the students.
 - Use colorful animation.
 - Support the lesson plan.

Part II: Classroom Teaching and Learning Theories
Knowledge Test
Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
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14. _____
15. _____

16. _____
17. _____
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25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Part II Addendum
Module A
Optional Content
Online Driver Education and
Virtual Classroom

NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

Instructor Notes

Activities

Activity #1: Enroll in an Online Course

Have IC's enroll in an online course, driver education or another subject to identify what can and cannot be transferred from the traditional classroom to the online course.

Activity #2: Concept Application

With an online traffic scene, have IC's order the sequence of events that could lead them to take evasive action.

Activity #3: Concept Application with Instruction and Assessment

Have IC's view a short video online clip and have them observe and analyze potential risks and make recommendations on how they will manage the risks.

Activity #4: Group Processing

After viewing an online video on drinking and driving, a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Activity #5: Experience Participating in a Virtual Classroom

Have IC's experience a virtual classroom environment using different formats, such as live class discussions, online chat and live lectures while using an appropriate driver education topic.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	A-2
Section 1: Online Driver Education	A-3
Activity #1: Enroll in an Online Course	A-3
Activity #2: Concept Application.....	A-3
Activity #3: Concept Application with Instruction and Assessment.....	A-4
Activity #4: Group Processing	A-4
Section 2: Virtual Classroom	A-5
Activity #5: Experience Participating in a Virtual Classroom	A-6
Module Summary	A-7
Summary Sheet	A-9

Instructor Notes

Discuss

Module Overview

Show

Slides A-1 through A-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Note:

Remind instructor candidates to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Online Driver Education and Virtual Classroom.”
3. The purpose of this module is to discuss online driver education and virtual classrooms.

For more specific information on these topics, you will need to seek further training.
4. This module will cover two topics:
 - Online driver education.
 - Virtual classroom.
5. By the end of this module, you will be able to:
 - Describe the instructor’s role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 7-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 45 minutes.
9. This module will help you to understand online driver education and virtual classrooms.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Instructor Notes

Introduce **Section 1: Online Driver Education**



Section Time

Discuss **The instructor's role in online driver education.**

Show **Slides A-5 through A-6**

Activity **Activity #1: Enroll in an Online Course** – One important activity for a driver education instructor to do is to enroll in an online course, driver education or another subject. The process of becoming an online student can help one to identify what can and cannot be transferred from the traditional classroom to the online course. Taking an online course and analyzing the essential elements of online courses are necessary to make the change.

Show **Slide A-7**

Activity **Activity #2: Concept Application** – With an online traffic scene, have instructor candidates order the sequence of events that could lead them to take evasive action.

Show **Slide A-8**

Discuss **How to prepare for your online course.**

Show **Slide A-9**

Section 1: Online Driver Education

Introduction Section 1 will cover the role and use of online driver education, including how to prepare for, design and teach an online course. Online driver education is a course where the classroom/theory portion is delivered via the Internet.

The instructor's role in online driver education

- The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.
- Perhaps to a greater degree than the traditional classroom, the online environment allows the instructor to model the behavior of a learner for his or her students.
- Perhaps an instructor's greatest stumbling block as an online instructor newbie is the unconscious, instinctive tendency to teach as they had been taught.

Activity **Activity #1: Enroll in an Online Course**
Enroll in an online course, driver education or other subject to help identify what can and cannot be transferred from the traditional classroom to the online course.

Activity **Activity #2: Concept Application**
With an online traffic scene, have instructor candidates order the sequence of events that could lead them to take evasive action.

How to prepare for your online course

- Prepare to teach online.
- Build a course outline.
- Create a course schedule with clear deadlines.
- Plan for ongoing quality assurance.
- Ensure support from your administration.
- Provide technical support.

Instructor Notes

Discuss **How to design your online course.**

Show **Slides A-10 through A-11**

Activity **Activity #3: Concept Application with Instruction and Assessment** – Have instructor candidates view a short video online clip and have them observe and analyze potential risks and make recommendations on how they will manage the risks.

Show **Slide A-12**

Activity **Activity #4: Group Processing** – After viewing an online video on drinking and driving, a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Show **Slide A-13**

Discuss **How to teach your online course.**

Show **Slide A-14**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Online Driver Education

How to design your online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Activity

Activity #4: Group Processing

After viewing an online video on drinking and driving with a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

How to teach your online course

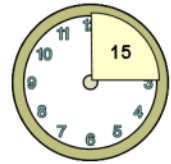
- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.

Section 1 Summary

This section covered the role and use of online driver education, including how to prepare for, design and teach an online course.

Instructor Notes

Introduce **Section 2: Virtual Classroom**



Section Time

Discuss **Utilizing a Virtual Classroom.**

Show **Slides A-15 through A-17**

Section 2: Virtual Classroom

Introduction Section 2 will cover how to utilize a virtual classroom, applications for employing the virtual classroom and benefits of a virtual classroom. A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or software-based and require a downloadable executable file.

- Utilizing a Virtual Classroom
- Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
 - Many schools and businesses have rolled out virtual classrooms to provide synchronous distance education.
 - Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
 - To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chat capabilities, meaning the communication exchanges occur in elapsed time between two or more people.
 - Instructor led virtual classrooms can be very different from the static, unsupervised activities.
 - They have many benefits like immediate feedback and access to instructors and a face-to-face feeling.
 - Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.
 - Instructor led virtual classrooms can also be more interactive providing for a more effective experience.

Instructor Notes

Activity **Activity #5: Experience Participating in a Virtual Classroom**

Show **Slide A-18**

Have instructor candidates experience a virtual classroom environment using the following formats while using an appropriate driver education topic:

Whiteboard and electronic flip charts- Instructors can use whiteboard to record class notes and highlight important details of discussion.

Live Class Discussions- From their various locations students can interact through a content related discussion topic.

Online Chat- Similar to the Live Class Discussion, students can use text features to discuss topics with classmates.

Question and Answer Sessions – Provides students the opportunity to ask any questions they may have and receive feedback.

Live Lectures- Using multiple features of various programs the instructor may present a virtual lecture online to present content.

**Section
Summary**

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Virtual Classroom

Activity

Activity #5: Experience Participating in a Virtual Classroom

Use the following formats while using an appropriate driver education topic:

Whiteboard and electronic flip charts- Instructors can use whiteboard to record class notes and highlight important details of discussion.

Live Class Discussions- From their various locations students can interact through a content related discussion topic.

Online Chat- Similar to the Live Class Discussion, students can use text features to discuss topics with classmates.

Question and Answer Sessions – Provides students the opportunity to ask any questions they may have and receive feedback.

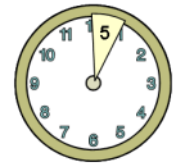
Live Lectures- Using multiple features of various programs the instructor may present a virtual lecture online to present content.

Section 2
Summary

This section covered how to use a virtual classroom and the benefits.

Instructor Notes

Module Summary Summarize the purpose of the module “Online Driver Education and Virtual Classroom.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides A-19 through A-22**

Key Words The following “Key Words” were introduced in this module.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What is the role of the instructor in online driver education?
2. What is a virtual classroom?

Quiz Administer quiz on Part II Addendum – Module A.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Note Take a short break.

Module Summary

Module
Summary

The purpose of this module was to cover online driver education and virtual classrooms.

By the end of this module, you should be able to:

- Describe the instructor’s role in online driver education.
- Explain how to prepare, design and teach an online driver education course.
- Describe how to utilize a virtual classroom for a driver education course.
- List the benefits of a virtual driver education classroom.

The information that was presented in this module will help you to understand online driver education and virtual classrooms.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. D
3. A
4. C

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Online driver education	B. Virtual driver education instruction	C. Synchronous
D. Asynchronous		

1. _____ An online learning environment that is either web-based and accessed through a portal or software-based and requires a downloadable executable file.
2. _____ Communication exchanges which occur in elapsed time between two or more people.
3. _____ A course where the classroom/theory portion of driver education is delivered via the Internet.
4. _____ The instructor and students are logged into the virtual learning environment at the same time.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary Sheet

The instructor's role in online driver education

The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.

How to design an online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

How to teach your online course

- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.


Utilizing a virtual classroom

- A student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
- Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
- Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.

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Module A


Online Driver Education and Virtual Classroom



Slide A-2

Purpose of the Module

- ▶ To discuss special topic areas including online driver education and virtual classroom.
- ▶ For more specific information on how to teach utilizing these topics, you will need to seek further training.


Module A PW page A-2 

Slide A-3

Module Sections

This module will cover two topics:


- ▶ Online driver education
- ▶ Virtual classroom

Module A PW page A-2 

Slide A-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A PW page A-2 

Slide A-5

Online Driver Education


- ▶ A course where the entire or part of the classroom/theory portion is delivered via the Internet.

Module A PW page A-3 

Slide A-6

The Instructor's Role in Online Driver Education

- ▶ Is different from that of a classroom instructor.
- ▶ Just as vital toward achieving learning goals.
- ▶ Model the behavior of a learner.
- ▶ The greatest stumbling block is to teach as they had been taught.

Module A PW page A-3 

Slide A-7

Learning Activity

Activity #1: Enroll in an Online Course

Module A

PW page A-3

ANSTSE

Slide A-8

Learning Activity

Activity #2: Concept Application

With an online traffic scene order the sequence of events that could lead them to take evasive action.

Module A

PW page A-3

ANSTSE

Slide A-9

How to Prepare for Your Online Course

- ▶ Prepare to teach online.
- ▶ Build a course outline.
- ▶ Create a course schedule with clear deadlines.
- ▶ Plan for ongoing quality assurance.
- ▶ Ensure support from your administration.
- ▶ Provide technical support.

Module A

PW page A-3

ANSTSE

Slide A-10

How to Design Your Online Course

- ▶ Format your course so that students can focus on the content.
- ▶ Design a learning community that is collaborative, engaging and inclusive.
- ▶ Find and use appropriate course materials and resources.
- ▶ Develop rich, relevant learning activities to support your learning objectives.

Module A

PW page A-4

ANSTSE

Slide A-11

How to Design Your Online Course

- ▶ Include a balanced mixture of individual and group learning activities.
- ▶ Recognize that pacing in an online course is different.
- ▶ Provide equal accessibility to all students.

Module A

PW page A-4

ANSTSE

Slide A-12

Learning Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Module A

PW page A-4

ANSTSE

Slide A-13

Learning Activity

Activity #4: Group Processing

View an online video on drinking and driving and with a small group of students via discussion board on the Web interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Module A PW page A-4 ANSTSE

Slide A-14

How to Teach Your Online Course

- ▶ Provide a comprehensive set of informational materials.
- ▶ Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- ▶ Engage with your students without over-engaging.
- ▶ Assess student work and provide feedback.

Module A PW page A-4 ANSTSE

Slide A-15

Virtual Classroom

- ▶ An online learning environment.
- ▶ Either web-based and accessed through a portal or software-based and require a downloadable executable file.

Module A PW page A-5 ANSTSE

Slide A-16

Utilizing a Virtual Classroom

- ▶ Participates in synchronous instruction.
- ▶ Many schools and businesses have rolled out virtual classrooms.
- ▶ Often employ multiple synchronous technologies.

Module A PW page A-5 ANSTSE

Slide A-17

Utilizing a Virtual Classroom

- ▶ Provide students with asynchronous communication tools.
- ▶ Very different from static, unsupervised activities.
- ▶ Immediate feedback and access to instructors.
- ▶ More closely resembles a real classroom experience.
- ▶ More interactive.

Module A PW page A-5 ANSTSE

Slide A-18

Learning Activity

Activity #5: Experience Participating in a Virtual Classroom

Gain experience using a virtual classroom using different formats, such as live class discussions, online chat and live lectures to teach a driver education topic.

Module A PW page A-6 ANSTSE


Slide A-19

Module Summary

- ▶ **With the conclusion of this Module, you should be able to:**
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A

PW page A-7



Slide A-20


Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module A

PW page A-8




Slide A-21

Questions and Answers

- ▶ **What is the role of the instructor in online driver education?**
- ▶ **What is a virtual classroom?**

Module A




Slide A-22

Questions?

?

Module A



Part II Module A Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. When preparing your online course the instructor:
 - a. Does not need to monitor the course after it has been developed.
 - b. Needs to provide technical support.
 - c. Should allow the learner to set their own deadlines.

2. When designing your online course, the instructor should:
 - a. Include a mixture of group and individual learning activities.
 - b. Use individual learning activities only.
 - c. Use group learning activities only.

3. How should the instructor facilitate discussions in an online course?
 - a. In a way that does not encourage peer collaboration.
 - b. In a way that promotes full participation.
 - c. Overly engage in the student's activities.

4. What is a virtual classroom?
 - a. The teacher and students are logged in at the same time.
 - b. The student can view a video of the teacher that was previously recorded.
 - c. The student can only access the teacher through email.

5. Which is true of a virtual classroom?
 - a. Provides for a less effective experience than an online course.
 - b. Provides the student immediate access to the instructor.
 - c. The classes are very static and unsupervised.

6. List 2 disadvantages of a virtual classroom?
 - a.
 - b.

7. List 2 disadvantages of a virtual classroom?
 - a.
 - b.

Part II Addendum
Module B
Optional Content
Addressing Special Needs

NOTE: This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for this topic use this module to teach this topic.

Instructor Notes

Activities

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	B-2
Section 1: Recognizing and Addressing Special Learning Needs in the Classroom	B-3
Section 2: Recognizing and Addressing Special Physical Needs in the Classroom	B-5
Module Summary	B-7
Summary Sheet	B-9

Instructor Notes

Discuss

Module Overview

Show

Slides B-1 through B-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Note:

Remind instructor candidates to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Addressing Special Needs.”
3. The purpose of this module is to discuss how to recognize and address special learning and physical needs in the driver education classroom.

For more specific information on this topic, you will need to seek further training.
4. This module will cover two topics:
 - How to recognize and address special learning needs.
 - How to recognize and address special physical needs.
5. By the end of this module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 5-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 30 minutes.
9. This module will help you to recognize and address special needs in the classroom.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Special learning needs	Special physical needs	
------------------------	------------------------	--

Instructor Notes

Introduce **Section 1: Recognizing and Addressing
Special Learning Needs in the
Classroom**



Section Time

Discuss **How to recognize special learning needs in the
classroom.**

Show **Slides B-5 through B-7**

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

Introduction Section 1 will cover how to recognize and address special learning needs in the classroom.

How to recognize special learning needs in the classroom A special learning need can be defined as "any various cognitive, neurological, or psychological disorders that impede the ability to learn, especially one that interferes with the ability to learn mathematics or develop language skills." Types of learning needs include:

- Auditory processing disorder
- Language processing disorder
- Genetic disorders or general learning disorders
- Dyslexia / Dysgraphia
- Non-verbal learning disorders
- Attention deficit hyperactivity disorder (ADD/ADHD)
- Autism

Learning needs can look different from one person to another. It is not always easy to identify learning needs because there is no single symptom or profile that you can look to. However, there are some signs you can look for:

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Spells the same word differently in a single document
- Poor organizational skills (desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

Instructor Notes

Discuss **How to address special learning needs in the classroom.**

Show **Slides B-8 through B-9**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

How to address special learning needs in the classroom

To address special learning needs in the classroom:

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process
- Change the assignments or expectations to meet the student's individual needs
- Allow more time for tasks
- Make instructions clear and specific
- Be patient and consistent

Section 1
Summary

This section covered how to recognize and address special learning needs in the classroom.

Instructor Notes

Introduce **Section 2: Recognizing and Addressing
Special Physical Needs in the
Classroom**



Section Time

Discuss **How to recognize special physical needs.**

Show **Slides B-10 through B-12**

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

Introduction Section 2 will cover how to recognize and address special physical needs in the classroom.

How to recognize special physical needs

- A wide range of conditions may limit mobility and/or hand functions. Among the most common permanent disorders are:
 - musculoskeletal disabilities, such as partial or total paralysis,
 - amputation or severe injury,
 - arthritis,
 - active sickle cell disease,
 - muscular dystrophy,
 - multiple sclerosis
 - cerebral palsy
- Additionally, health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- These conditions also may impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.
- Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- While the degree of disability varies, students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Instructor Notes

Discuss **How to address special physical needs in the classroom.**

Show **Slides B-13 through B-14**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

How to address physical needs in the classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

Section 2
Summary

This section covered how to recognize and address special physical needs in the classroom.

Instructor Notes

Module Summary Summarize the purpose of the module “Addressing Special Needs.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides B-15 through B-18**

Key Words The following “Key Words” were introduced in this module.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.
1. How can you address special learning and physical needs in the classroom?

Quiz Administer quiz on Part II Addendum – Module B.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Module Summary

Module
Summary

“The purpose of this module was to cover addressing special physical and learning needs.”

By the end of this module, you should be able to:

- Recognize and address special learning needs in the driver education classroom.
- Recognize and address special physical needs in the driver education classroom.

The information that was presented in this module will help you to recognize and address special physical and learning needs in the classroom.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Special learning needs	B. Special physical needs	
----------------------------------	----------------------------------	--

1. _____ Limits mobility and/or hand functions.
2. _____ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary Sheet

How to Address Learning Needs in the Classroom

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process.
- Change the assignments or expectations to meet the student's individual needs.
- Allow more time for tasks.
- Make instructions clear and specific.
- Be patient and consistent.


How to Address Physical Needs in the Classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

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Module B

Addressing Special Needs




Slide B-2

Purpose of the Module

- ▶ To discuss how to recognize and address special learning and physical needs in the driver education classroom.
- ▶ For more specific information on these topics, you will need to seek further training.

Module B

PW page B-2



Slide B-3


Module Sections

This module will cover two topics:

- ▶ How to recognize and address special learning needs.
- ▶ How to recognize and address special physical needs.

Module B

PW page B-2




Slide B-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B

PW page B-2




Slide B-5

Special Learning Needs

- ▶ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.
- ▶ Especially one that interferes with the ability to learn mathematics or develop language skills.

Module B

PW page B-4




Slide B-6

Special Learning Needs

- ▶ Types include:
 - Auditory processing disorder
 - Language processing disorder
 - Genetic disorders or general learning disorders
 - Dyslexia / Dysgraphia
 - Non-verbal learning disorders
 - Attention deficit hyperactivity disorder (ADD/ADHD)
 - Autism

Module B


PW page B-4



Slide B-7

How to Recognize Learning Needs


- ▶ Difficulty with reading comprehension or math skills
- ▶ Trouble with open-ended test questions and word problems
- ▶ Dislikes reading and writing; avoids reading aloud
- ▶ Spells the same word differently in a single document
- ▶ Poor organizational skills (desk is messy and disorganized)
- ▶ Trouble following classroom discussions and expressing thoughts aloud
- ▶ Poor handwriting

Module B PW page B-4 

Slide B-8

Addressing Learning Needs in the Classroom


- ▶ Speak slowly and carefully
- ▶ Show rather than explain
- ▶ Present instructions orally
- ▶ Allow frequent breaks
- ▶ Extend allotted time for a test

Module B PW page B-5 

Slide B-9

Addressing Learning Needs in the Classroom


- ▶ Reduce the impact that writing has on the class.
- ▶ Change the assignments or expectations to meet the student's individual needs.
- ▶ Allow more time for tasks.
- ▶ Make instructions clear and specific.
- ▶ Be patient and consistent.

Module B PW page B-5 

Slide B-10

Types of Physical Needs


- ▶ Musculoskeletal disabilities, such as partial or total paralysis
- ▶ Amputation or severe injury
- ▶ Arthritis
- ▶ Active sickle cell disease
- ▶ Muscular dystrophy
- ▶ Multiple sclerosis
- ▶ Cerebral palsy

Module B PW page B-6 

Slide B-11

Types of Physical Needs


- ▶ Health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- ▶ May impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.

Module B PW page B-6 

Slide B-12

Types of Physical Needs

- ▶ Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- ▶ Students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Module B PW page B-6 

Slide B-13

How to Address Physical Needs in the Classroom

- ▶ Create a learning space that can accommodate wheelchairs and other assistive devices.
- ▶ Treat them the same as other students.
- ▶ Ask the student if they would like help before giving it.
- ▶ Kneel down to their level so more face to face.
- ▶ Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.

Module B PW page B-7 ANSTSE

Slide B-14

How to Address Physical Needs in the Classroom

- ▶ Have another student take notes for the student with the disability.
- ▶ Adjust or modify specific assignments.
- ▶ Make sure that everything is relevant.
- ▶ Be sure to track progress carefully.
- ▶ When the student has reached the goal, be sure to use the skill regularly.

Module B PW page B-7 ANSTSE

Slide B-15

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B PW page B-8 ANSTSE

Slide B-16

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module B PW page B-9 ANSTSE

Slide B-17

Questions and Answers

- ▶ How can you address special learning and physical needs in the classroom?

Module B ANSTSE

Slide B-18

Questions?

?

Module B ANSTSE

Part II Module B Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Any various cognitive, neurological, or psychological disorders that impede the ability to learn, especially one that interferes with the ability to learn mathematics or develop language skills.
 - a. Impairment
 - b. Learning Need
 - c. Physical Need

2. List 3 ways the instructor can address special learning needs in the classroom?
 - a.
 - b.
 - c.

3. List 3 signs of a special learning need in a student?
 - a.
 - b.
 - c.

4. What are 3 special physical needs a student could have?
 - a.
 - b.
 - c.

5. What is one way that an instructor can address a special physical need in the classroom?
 - a. Adjust or modify specific assignments.
 - b. Speak slowly and carefully
 - c. Present instructions orally

SUPPLEMENTARY INFORMATION

THIS SECTION CONTAINS

1. Lesson Plan Setup
2. 5-10 Minute Introduction/Summary Presentation Form
3. Classroom Evaluation Forms

Lesson Plan Setup

HED 443s- Classroom and Program Administration in Driver Education

The following framework should be used in developing the lesson plans:

Lesson Title

A brief, clear indication of what the lesson is concerned

Basic Focus of this Lesson

Brief summary of the topic of this lesson

Lesson Objective (s)

You should have a clear sentence statement of the objective of this lesson. Should be written in a behavioral format (what the student should do, the situation and how many times).

Specific Behavior Objectives

Teacher/Student Learning Activities

<p>Objective #1 A very clear, distinct, specific statement of behavior that student should be able to achieve by end of lesson</p>	<p>LA #1 LA #2 LA #3 Etc. This should include both what the teacher will have the student to do to achieve the SIO and what the teacher will do to have the student achieve the SIO.</p>
<p>Brief Content Descriptions An outline/list of procedures covered Evaluation What the teacher will do/check to make sure the students have accomplished the SIO</p>	
<p>Objective #2</p>	<p>LA #1 LA #2 LA #3 Etc.</p>
<p>Brief Content Descriptions Evaluation</p>	
<p>Objective #3</p>	<p>LA #1 LA #2 LA #3</p>

	Etc.
Brief Content Descriptions	
Evaluation	
Objective #4	LA #1 LA #2 LA #3 Etc.
Brief Content Descriptions	
Evaluation	

Media and Resources Used

List the equipment/printed material used.

References

List the source of any written/Internet materials used.

5-10 Minute Introduction / Summary Presentation
(Motivation Phase)

Name: _____

Date: _____

_____ Opening / Welcome / Personal Introduction

_____ Stated or Shared Main Topic and Lesson Objectives

_____ Related Topic to Prior Learning

_____ Explained Benefits of Lesson / Why important

_____ Indicated amount of time for this lesson

_____ Explained the lesson activities / student evaluation

Comments:

Classroom Evaluation Form

Candidate Instructor: _____

Concept Taught: _____

Date: _____

Points Earned - 20-Min Lessons: 1st ___/20pts 2nd ___/20pts 3rd ___/20pts

30 Min. Lessons 1st ___/30pts 2nd ___/30pts Evaluated by: _____

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Motivation					
Motivates Class <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>	Guidelines include: 1. Introduce Concept 2. Review Lesson Objectives 3. Benefits to Learning 4. Previous Learning 5. Describe Activities 6. Ask Clarifying Questions	Meets at least four of the six guidelines <u>Explain:</u> 	Meets at least three of the six guidelines <u>Explain:</u> 	Meets only one or two of the guidelines <u>Explain:</u> 	Skips motivation entirely <u>Explain:</u>

Comments:

Motivation Score: ___ /5

Instructor:	Excellent– 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation					
Speaks Effectively Has Professional Presence Has Effective Comportment for Public Speaking <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>	Criteria includes: 1. Uses appropriate volume/ tone/modulation and speed 2. Avoids distracting verbal/physical mannerisms 3. Fully engaged with learners and material 4. Well prepared/Confident 5. Genuine/Sincere 6. Makes eye contact throughout lesson with multiple learners	Meets at least five of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Generally engaged with learners and material • Prepared • Does not engage in eye contact with learners 	Meets at least three of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Somewhat engaged with learners and material • Underprepared Disinterested 	Meets at least two of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Appears unaware of learners and/or material • Inadequately prepared Phony 	<ul style="list-style-type: none"> • Volume, speed, modulation, and tone make listening difficult • Mannerisms are overwhelming • Disingenuous • Rude • Inappropriate • Hostile • Listening to speaker is difficult • No engagement

Comments:

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation (continued)					
Demonstrates Knowledge of Curriculum <input data-bbox="312 310 384 384" type="checkbox"/>	<ul style="list-style-type: none"> • Uses all elements of the curriculum related to concept including non-presentation items such as FYI, etc., as appropriate • Introduces and concludes lesson/Uses material to interact with learners 	Meets criteria but lacks interaction with learner	Uses some elements of the Curriculum in lesson, but does not tie them to presentation, or does not tie them together	Refers to the curriculum, but does not connect material to lesson	Does not involve the curriculum in the presentation
<i>Comments:</i>					
Is Familiar with Material <input data-bbox="312 618 384 693" type="checkbox"/>	<ul style="list-style-type: none"> • Fully conversant with concepts • Connects concept taught to surrounding concepts 	Shows understanding of concept but does not show understanding of its place within surrounding concepts	Demonstrates understanding of some, but not all elements of concept	Demonstrates only partial understanding of individual concepts or included elements	Shows no knowledge of concepts or elements Appears lost
<i>Comments:</i>					
Uses Technology Effectively <input data-bbox="312 959 384 1034" type="checkbox"/>	<ul style="list-style-type: none"> • Uses technology to enhance student learning • All media (ppts, videos, etc.) are shown and used correctly 	Some of the play buttons are skipped over, but the ones that are used are used effectively	<ul style="list-style-type: none"> • Uses some of the media, but not all • Video activity plays but instructor does not pause video to engage learners and 	Technology used incorrectly	Makes no attempt to use technology
<i>Comments:</i>					
Understands Terminology <input data-bbox="312 1317 384 1391" type="checkbox"/>	<ul style="list-style-type: none"> • Appears fluent in terminology • Demonstrates an understanding of definitions and how they relate to concepts 	Uses correct terminology, but doesn't fully demonstrate knowledge of terms	Terminology used is correct, but presenter relies on support material for definitions	Uses correct words but does not ascribe meaning to them	Does not use terminology at all, or uses it incorrectly
<i>Comments:</i>					

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation (continued)					
Use Questions Effectively, Appropriately <input data-bbox="312 477 382 550" type="checkbox"/>	<ul style="list-style-type: none"> • Questions are used throughout the lesson • Listens to learner responses and clarifies or re-teaches as necessary • Questions allow students to apply and/or expand learning/knowledge • Questions are on topic and objective specific • A variety of questions are used throughout the presentation 	<ul style="list-style-type: none"> • Questions are used well but not throughout presentation • Questions are on topic and relevant • Variety is limited • Questions do not occur throughout the presentation 	<ul style="list-style-type: none"> • Minimal relevant questions in presentation • Questions asked are related to the concept but not specific to the objective of the particular lesson 	<ul style="list-style-type: none"> • Questions are used, but are not related to topic or objective of lesson • Some questions are asked but are of limited connection to the concept 	<ul style="list-style-type: none"> • No questions are asked, or questions asked are not relevant and do not allow learners to apply learning • Questions asked are unrelated to the concept or objective
<i>Comments:</i>					
Responds to Learner Questions Effectively <input data-bbox="312 899 382 972" type="checkbox"/>	<ul style="list-style-type: none"> • Listens fully to questions • Provides answers that further learner understanding 	<ul style="list-style-type: none"> • Listens to questions • Responses are on topic/accurate but do not further understanding 	<ul style="list-style-type: none"> • Listens to questions • Responses are correct but digress from topic 	<ul style="list-style-type: none"> • Responds incorrectly • Response is either a result of poor listening or lack of knowledge 	Ignores questions entirely
<i>Comments:</i>					
Handles Learner Responses Effectively <input data-bbox="312 1273 382 1346" type="checkbox"/>	<ul style="list-style-type: none"> • Listens fully to responses • Provides cogent feedback designed to aid learner understanding 	<ul style="list-style-type: none"> • Listens to responses • Feedback is accurate but limited, or does not aid learner understanding 	<ul style="list-style-type: none"> • Listens to responses • Feedback provided is invalid, unrelated, or weak 	<ul style="list-style-type: none"> • Listens to responses but does not acknowledge or provide feedback 	Does not listen to or does not acknowledge learner responses
<i>Comments:</i>					
Presentation Score: _____/40					

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Application					
Involves Class <input type="checkbox"/>	<ul style="list-style-type: none"> All the class is fully engaged 	<ul style="list-style-type: none"> Engages most of the class fully OR Limited engagement of all of the class 	<ul style="list-style-type: none"> Class is generally unengaged Instructor creates distraction 	Engages only one or two learners	No learner engagement
<i>Comments:</i>					
Uses Student Centered Activities <input type="checkbox"/>	<ul style="list-style-type: none"> Uses all the provided lesson activities Effectively uses activities to enhance learning 	<ul style="list-style-type: none"> Does not use all activities, but the ones used are effective OR Uses all activities but only some are effective 	<ul style="list-style-type: none"> Uses only some of the activities AND Not all those used are effective 	<ul style="list-style-type: none"> Activities were used in lesson but not effectively Learning was not enhanced by activities 	No student centered activities at all
<i>Comments:</i>					
Application Score: _____ /10					
Instructor:	Excellent – 4pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Evaluation					
Uses Formative Assessments <input type="checkbox"/>	<ul style="list-style-type: none"> Directly related to lesson objectives Occurs throughout presentation and application as well as at the end of the lesson 	<ul style="list-style-type: none"> Directly related to lesson objectives Assessments occurs in application and in conclusion but not presentation 	<ul style="list-style-type: none"> Directly related to lesson objectives Assessment occurs in presentation and in conclusion but not application 	Directly related to objectives but only occurs at the end	Does not make any assessments or assessments made are not related to objectives
<i>Comments:</i>					
Uses Effective Assessment Strategies <input type="checkbox"/>	<ul style="list-style-type: none"> Observes performance and provides feedback Asks effective questions Evaluation addresses knowledge, attitude, and skill 	<ul style="list-style-type: none"> Observes performance and provides feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Provides minimal feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Does not provide feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Does not provide feedback Does not ask effective questions
<i>Comments:</i>					
Assigns Learner Work <input type="checkbox"/>	<ul style="list-style-type: none"> Clearly explains work Checks for learner understanding 	Clearly explains work	Assignments are unclear	Assignments are not given in timely manner (e.g. as a “by the way” while students are leaving class)	No assignments or tasks are given
<i>Comments:</i>					
Evaluation Score: _____ /15					

Total Score: _____ /70 = .____%

Calculate points earned: .____% x _____ possible pts. = _____ points earned

Classroom Evaluation Form

Practice Teacher Name: _____

Lesson Title: _____

Evaluated by: _____

Date: _____

____ 1st 30-Min. Lesson – 30 pts.____ 2nd 30-Min. Lesson – 30 Pts.

____ 60-Min. Lesson – 60 Pts.

<u>MOTIVATION:</u> Guidelines	Comments & Notes for Discussion	Did Instructor Meet Motivational Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
1. Introduction		1	.50	.25	0		
2. Previous Learning: Yesterday we...		1	.50	.25	0		
3. Main Topic/Objective: What am I learning?		1	.50	.25	0		
4. Benefits to Learning: Why am I learning it?		1	.50	.25	0		
5. Learning Activities: How am I learning?		1	.50	.25	0		
6. Time Frame: How long will it take?		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
6 pts. /30 min. lesson		12 pts. /60 min. lesson		Total Points Earned _____			

PRESENTATION: Guidelines	Comments & Notes for Discussion	Did Instructor Meet Presentation Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
7. Very familiar with lesson content, materials		1	.50	.25	0		
8. Appropriate terms, words & phrases		1	.50	.25	0		
9. Used visual aids properly in support of presentation		1	.50	.25	0		
10. Questions posed were appropriate for content and assessment of student learning		1	.50	.25	0		
11. Used a combination of types of questions		1	.50	.25	0		
12. Listens to student's questions and provides clear answer to the question asked		1	.50	.25	0		
13. Well modulated speech control		1	.50	.25	0		
14. Appropriate speaking volume		1	.50	.25	0		
15. Excellent and appropriate use of humor		1	.50	.25	0		
16. Appropriate body language & mannerisms		1	.50	.25	0		
17. Was poised and confident		1	.50	.25	0		
18. Good use of eye contact		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
12 pts. /30 min. lesson		24 pts. /60 min. lesson		Total Points Earned _____			

APPLICATION: Guidelines	Comments & Notes for Discussion	Did Instructor Meet Application Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
19. Actively involves students in the lesson		1	.50	.25	0		
20. Provides physical equivalent and/or mental rehearsal activities in preparation for in-car lessons		1	.50	.25	0		
21. Students practiced skills, procedures or knowledge during activity?		1	.50	.25	0		
22. Asks appropriate questions		1	.50	.25	0		
23. Assigns homework		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
5 pts. /30 min. lesson		10 pts. /60 min. lesson		Total Points Earned _____			

<u>EVALUATION:</u> Guidelines	Comments & Notes for Discussion	Did Instructor Meet Evaluation Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
24. Occurs during and following the presentation and application steps		1	.50	.25	0		
25. Directly related to the stated objective(s) of the lesson		1	.50	.25	0		
26. Behaviorally oriented (knowledge, attitudes & skills)		1	.50	.25	0		
27. Uses questions		1	.50	.25	0		
28. Observes performance		1	.50	.25	0		
29. Student projects, self assessments		1	.50	.25	0		
30. Formal tests: entrance or exit exams, pop quizzes		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
7 pts. /30 min. lesson		14 pts. /60 min. lesson			Total Points Earned _____		

Total Score Earned: _____

Final Comments or Suggestions for the Practice-Teacher:

Overall Rating: _____ **Excellent** _____ **Good** _____ **Fair** _____ **Poor**

Classroom Presentation Critique Form

Instructor Candidate Name: _____

Lesson Title: _____ Date: _____

1. Language / Voice

Terms: ____ too complex ____ too simple ____ appropriate
Volume: ____ too loud ____ too soft ____ appropriate
Control: ____ cracking ____ uncertain ____ well-modulated

2. Eye Contact

____ avoided eye contact ____ with only parts of class
____ good eye contact throughout lesson

3. Use of Humor

____ avoided humor ____ humor seemed forced ____ too much humor
____ inappropriate/not funny ____ appropriate to the subject

4. Body Language

____ some distracting mannerisms ____ avoided distracting gestures
____ good, appropriate body language

Comments: _____

5. Familiarity with Lesson

____ very familiar with material ____ generally familiar with material
____ some difficulty with material ____ times of uncertainty

6. Followed 4-Phase Process

____ Followed lesson plan
____ Motivation / introduction (instructor explained each)
 ____ opening / welcome ____ importance / benefits of lesson
 ____ main topic ____ length / time of lesson
 ____ lesson objectives ____ lesson activities
 ____ relate topic/prior learning ____ evaluation process

____ Presentation

____ Application/Creative Activity – Comments:

____ Evaluation – Comments:

7. Use of Visual Aids

_____ unclear / uncertain use of aids _____ blocked view of aids
_____ turned / talked toward aids _____ used aids properly
_____ aids supported understanding of lesson

List: _____

8. Use of Questions

Number of questions _____ not enough _____ too many _____ appropriate #
Type of questions _____ combination of all types / good variety
_____ mainly overhead / undirected _____ mainly overhead / directed
_____ mainly deflecting _____ mainly inquire _____ mainly pre-directed

9. Handling Student Responses

_____ handled student responses well _____ built student esteem
_____ too abrupt toward some _____ insufficient praise
_____ negative handling of incorrect responses

10. Overall rating of Instructor Candidate Performance

_____ excellent _____ good _____ fair _____ poor

_____ Grade (from master trainer only)

Final supportive comments for practice teaching: _____

OVERVIEW & SUMMARY EVALUATION FORM

+ Effectively executed ✓ Executed – Poorly executed or not attempted N/A Not applicable

Starting the Lesson

Related to previous module / course

Stated the name and duration of the module

Stated the purpose of the module

Covered module objectives

Explained the benefits of the lesson

Relate subject matter to real world situations and prior learning

Identified exercises and activities

Concluding the Lesson

Reviewed / summarized module highlights

Use oral questions to evaluate students understanding

Evaluation was directly related to the stated objectives of lesson

Used formal test and / or assigned homework

Transitioned to the next module

NAME: _____

DATE: _____

UNIT NAME: _____

Candidate's Strong Points

Rate on a scale from 1 (poor) to 12 (good) for a max total of 24 points.

Starting the Lesson: _____

Overall Lesson Rating: _____

Areas Needing Improvement

(list any distracting mannerisms)

Concluding the Lesson: _____

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PEER TEACHING EVALUATION FORM

+ Effectively executed ✓ Executed – Poorly executed or not attempted N/A Not applicable

Starting the Lesson

		Used eye contact	<input type="checkbox"/>
Related to previous module / course	<input type="checkbox"/>	Used humor but not jokes	<input type="checkbox"/>
Stated the name and duration of the module	<input type="checkbox"/>	Asked questions often	<input type="checkbox"/>
Stated the purpose of the module	<input type="checkbox"/>	Posed problems and exercises	<input type="checkbox"/>
Covered module objectives	<input type="checkbox"/>	Provided realistic learning activities	<input type="checkbox"/>
Explained the benefits of the lesson	<input type="checkbox"/>	Provided hands-on practice	<input type="checkbox"/>
Relate subject matter to real world situations and prior learning	<input type="checkbox"/>		

Concluding the Lesson

Identified exercises and activities	<input type="checkbox"/>	Reviewed / summarized module highlights	<input type="checkbox"/>
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During the Lesson

		Use oral questions to evaluate students understanding	<input type="checkbox"/>
Use simple language	<input type="checkbox"/>	Evaluation was directly related to the stated objectives of lesson	<input type="checkbox"/>
Use body language but avoid distracting mannerisms	<input type="checkbox"/>	Used formal test and / or assigned homework	<input type="checkbox"/>
Stay in control	<input type="checkbox"/>	Transitioned to the next module	<input type="checkbox"/>
Be yourself	<input type="checkbox"/>	NAME: _____	
Use visual aids	<input type="checkbox"/>	DATE: _____	
Was familiar with the lesson plan	<input type="checkbox"/>	UNIT NAME: _____	

Starting the Lesson - -

During the Lesson - -

**NUMBER OF
QUESTIONS ASKED**

Concluding the Lesson - -

**NUMBER OF
QUESTIONS ASKED**

Candidate's Strong Points

Areas Needing Improvement

(list any distracting mannerisms)

Rate on a scale from 1 (poor) to 12 (good) for a max total of 36.

Starting the Lesson: _____

Start Time: _____

During the Lesson: _____

Finish Time: _____

Concluding the Lesson: _____

Total Time: _____

Overall Lesson Rating: _____