

## 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 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

**Part II Addendum Module B – Addressing Special Needs**

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

**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

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**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

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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.

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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

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**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

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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

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**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

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## 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

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



Section Time

# Course Agenda

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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

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**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.

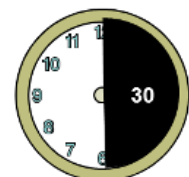
**Ask** A few short questions at the end of the lesson to evaluate the instructor candidates’ understanding.

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

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## 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**

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

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


*Note: Includes Breaks*

### **Day 3**

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

*Note: Includes Breaks*





## Orientation

Classroom Teaching and Learning Theory  
Course Introduction and Overview

ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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%. 

Orientation PW page 0-4 

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

Orientation PW page 0-5 

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

Orientation PW page 0-5 

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.

Orientation PW page 0-6 

Slide 0-11

## Questions?

?

Orientation 

# Module 1

## Preparing to Teach and Overview of Teaching Assignments



## Instructor Notes

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### 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

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**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

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## 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:

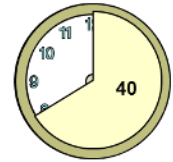
You will learn the following key words and their meaning as you proceed through this module:

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

# Instructor Notes

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**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

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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

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**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

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**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

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**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

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### 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

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

---

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

---

<b>Section Summary</b>	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.

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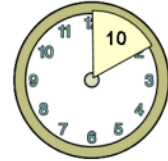
Section 2  
Summary

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.

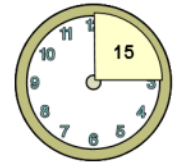
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Section 3  
Summary

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

# Instructor Notes

---



**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.

<b>A.</b> Motivation	<b>B.</b> Presentation	<b>C.</b> Application
<b>D.</b> Evaluation	<b>E.</b> Lead instructor	<b>F.</b> Peer teacher
<b>G.</b> 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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

<b>1. Motivation</b> get the student's ready to learn	<b>2. Presentation</b> present the lesson content
<b>3. Application</b> students apply what they have learned	<b>4. Evaluation</b> 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

<b>Module Overview</b> .....	<b>2-2</b>
<b>Section 1: Classroom Setup</b> .....	<b>2-4</b>
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
<b>Section 2: Maintaining Leadership in the Classroom</b> .....	<b>2-13</b>
<b>Section 3: Observing and Listening to Students</b> .....	<b>2-14</b>
<b>Section 4: Time Management and Time Constraints</b> .....	<b>2-15</b>
Activity #4: Short on Time .....	2-17
<b>Section 5: Class Disrupters and Managing Student Behavior</b> .....	<b>2-18</b>
<b>Module Summary</b> .....	<b>2-22</b>
Module Review Activity: Key Word Matchup.....	2-23
<b>Summary Sheet</b> .....	<b>2-24</b>

# 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.

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## Key Words:

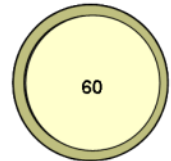
You will learn the following key words and their meaning as you proceed through this module:

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

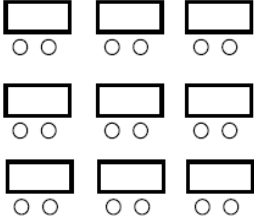
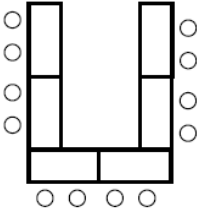
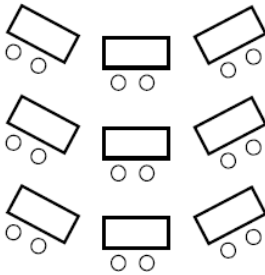
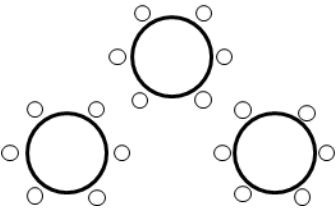
---

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

## 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:

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Graphic 2:

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Graphic 3:

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Graphic 4:

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## 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?

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2. What is the purpose of visual aids?

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

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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

---

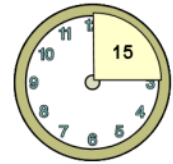
Section 5 Summary

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.

<b>A.</b> Teacher authority	<b>B.</b> Strong extrovert	<b>C.</b> Long winded
<b>D.</b> An authority figure	<b>E.</b> Gotcha!	<b>F.</b> 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

ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

Slide 2-5

## Preparing the Classroom

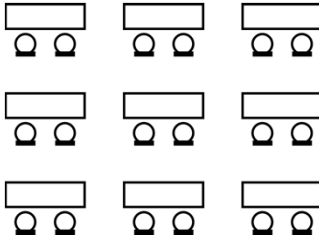
- ▶ Seating arrangements
- ▶ Table space
- ▶ Climate control
- ▶ Wall charts and other permanent displays
- ▶ Small, lightweight mobile displays
- ▶ Arranging whiteboard and other portable displays
- ▶ Instructor setup
- ▶ Projector/screen/TV and video monitor set up
- ▶ Student materials and handouts



Module 2 PW page 2-4 ANSTSE

Slide 2-6

## Traditional Classroom





Module 2 PW page 2-5 ANSTSE

Slide 2-7

## Traditional Classroom

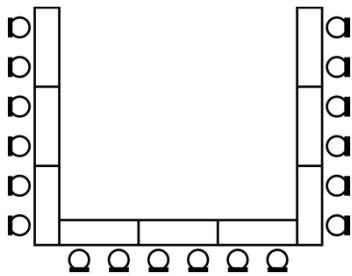
- ▶ **Pros:**
  - Student's focus is instructor
  - Instructor able to guide instruction
  - Efficient setup
- ▶ **Cons:**
  - "Least favorable" way to facilitate learning
  - Makes students feel like they are in class
  - No space for collaboration




Module 2 PW page 2-5 

Slide 2-8

## U-Shaped





Module 2 PW page 2-5 

Slide 2-9

## U-Shaped

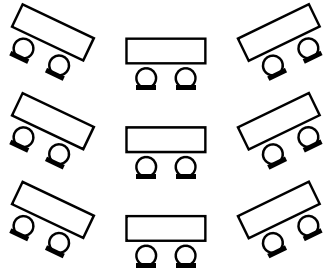
- ▶ **Pros:**
  - Excellent for discussion
  - instructor becomes incorporated with discussion
  - Allows for collaboration
  - Student's don't feel like they are in class
- ▶ **Cons:**
  - Difficult to enter and exit desks
  - Students get off task easily




Module 2 PW page 2-5 

Slide 2-10

## Chevron





Module 2 PW page 2-5 

Slide 2-11

## Chevron

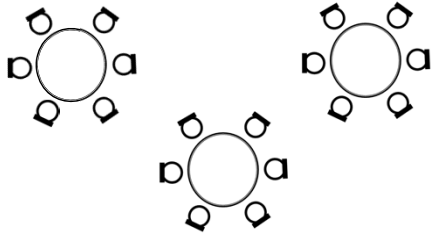
- ▶ **Pros:**
  - Allows discussion among small groups
  - Creates a more enclosed type of feel
- ▶ **Cons:**
  - Less effective in terms of management
  - More room for distractions




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 

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 

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 


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 

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 

Slide 2-24

## What to Do Before the Class Begins

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




Module 2 PW page 2-11 

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

<b>Module Overview</b> .....	<b>3-2</b>
<b>Section 1: Preparing for Student Assessment and Evaluation</b> .....	<b>3-3</b>
Activity #1: Assess Student’s Knowledge .....	3-3
Activity #2 Good Test Questions.....	3-5
<b>Section 2: How to Assess the Student in the Classroom</b> .....	<b>3-6</b>
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
<b>Module Summary</b> .....	<b>3-12</b>
Module Review Activity: Key Word Matchup .....	3-13
<b>Summary Sheet</b> .....	<b>3-14</b>

# Instructor Notes

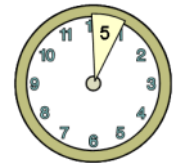
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**Discuss**

**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.



Elapsed Time

# 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.

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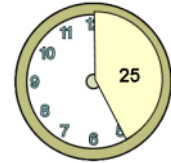
Section 1  
Summary

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

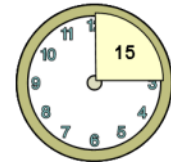
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### Section 2 Summary

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.

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

ANSTSE

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.

PW page 3-2

Module 3 ANSTSE

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

PW page 3-2

Module 3 ANSTSE

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.


PW page 3-2

Module 3 ANSTSE

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.



PW page 3-3

Module 3 ANSTSE

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.

PW page 3-3

Module 3 ANSTSE

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 

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 

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.

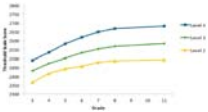



Module 3 PW page 3-6 

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 

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 

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 

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 trusts 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

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

# 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.

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## Key Words:

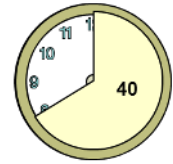
You will learn the following key words and their meaning as you proceed through this module:

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?

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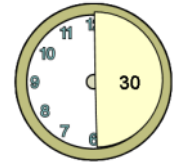
Section 1  
Summary

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**

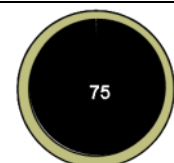
**Show**            **Slides 4-14 through 4-15**

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.

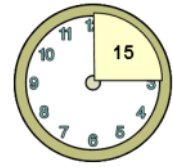
---

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.

<b>A.</b> Coordination	<b>B.</b> Concurrent	<b>C.</b> Integrated
<b>D.</b> Transitioning	<b>E.</b> Communicating	<b>F.</b> 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**

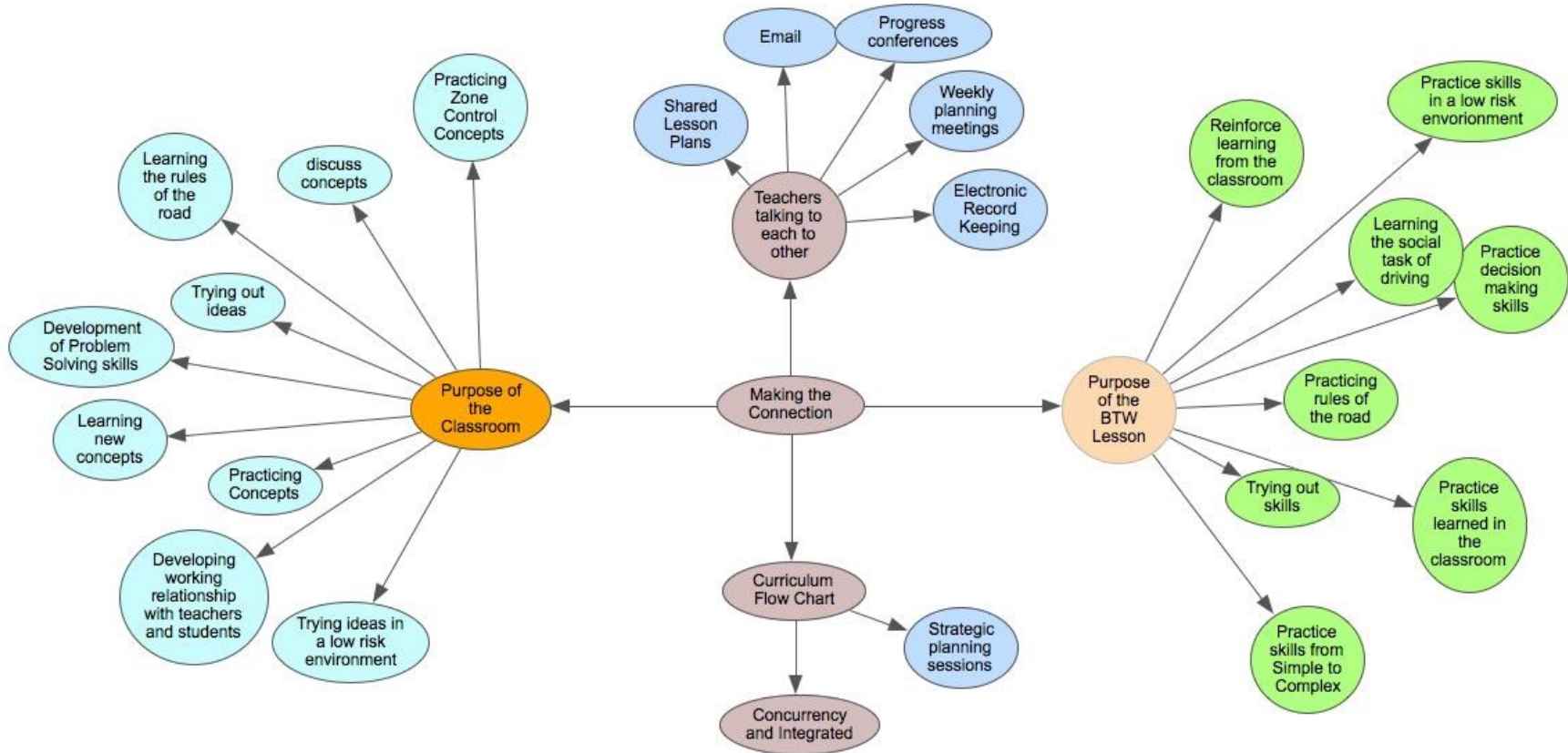
Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

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

ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

ANSTSE

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

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

# 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:

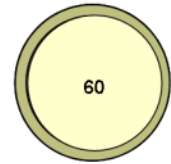
You will learn the following key words and their meaning as you proceed through this module:

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.

<b>A.</b> Presentation	<b>B.</b> Peer evaluation	<b>C.</b> 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.

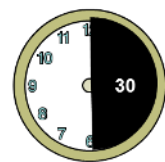
**End of unit or course (Summative) assessments** measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades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

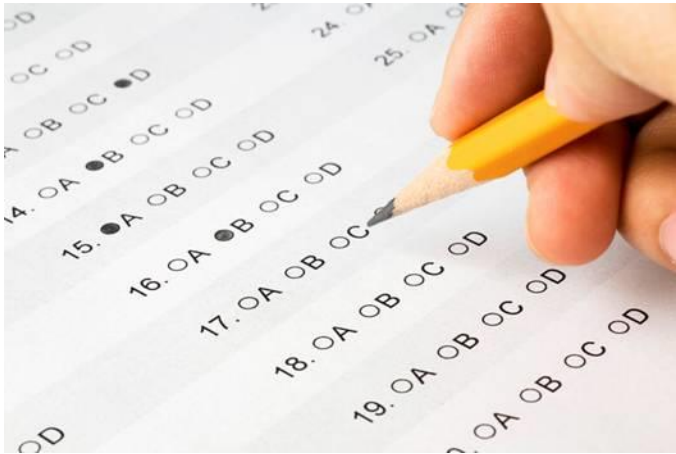
It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- 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**

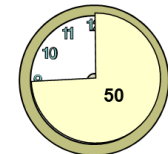


Section Time

---

**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

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**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

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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. \_\_\_\_\_
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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

<b>Module Overview</b> .....	<b>A-2</b>
<b>Section 1: Online Driver Education</b> .....	<b>A-3</b>
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
<b>Section 2: Virtual Classroom</b> .....	<b>A-5</b>
Activity #5: Experience Participating in a Virtual Classroom .....	A-6
<b>Module Summary</b> .....	<b>A-7</b>
<b>Summary Sheet</b> .....	<b>A-9</b>

# 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.

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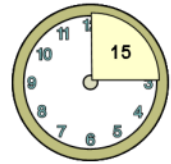
Section 1 Summary

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.

<b>A.</b> Online driver education	<b>B.</b> Virtual driver education instruction	<b>C.</b> Synchronous
<b>D.</b> 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

ANSTSE

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 ANSTSE

Slide A-3

## Module Sections

This module will cover two topics:

- ▶ Online driver education
- ▶ Virtual classroom

Module A PW page A-2 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

Slide A-7

Learning Activity

## Activity #1: Enroll in an Online Course

Module A

PW page A-3



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



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



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



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



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



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.

<b>A.</b> Special learning needs	<b>B.</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

ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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 ANSTSE

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><b>Objective #1</b> A very clear, distinct, specific statement of behavior that student should be able to achieve by end of lesson</p>	<p><b>LA #1</b> <b>LA #2</b> <b>LA #3</b> <b>Etc.</b> 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><b>Brief Content Descriptions</b> An outline/list of procedures covered <b>Evaluation</b> What the teacher will do/check to make sure the students have accomplished the SIO</p>	
<p><b>Objective #2</b></p>	<p><b>LA #1</b> <b>LA #2</b> <b>LA #3</b> <b>Etc.</b></p>
<p><b>Brief Content Descriptions</b> <b>Evaluation</b></p>	
<p><b>Objective #3</b></p>	<p><b>LA #1</b> <b>LA #2</b> <b>LA #3</b></p>

	<b>Etc.</b>
<b>Brief Content Descriptions</b>	
<b>Evaluation</b>	
<b>Objective #4</b>	<b>LA #1</b> <b>LA #2</b> <b>LA #3</b> <b>Etc.</b>
<b>Brief Content Descriptions</b>	
<b>Evaluation</b>	

**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: 1<sup>st</sup> \_\_\_/20pts 2<sup>nd</sup> \_\_\_/20pts 3<sup>rd</sup> \_\_\_/20pts

30 Min. Lessons 1<sup>st</sup> \_\_\_/30pts 2<sup>nd</sup> \_\_\_/30pts Evaluated by: \_\_\_\_\_

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
<b>Motivation</b>					
<b>Motivates Class</b>  <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
<b>Presentation</b>					
<b>Speaks Effectively</b> <b>Has Professional Presence</b>  <b>Has Effective Comportment for Public Speaking</b>  <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"> <li>• Generally engaged with learners and material</li> <li>• Prepared</li> <li>• Does not engage in eye contact with learners</li> </ul>	Meets at least three of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> <li>• Somewhat engaged with learners and material</li> <li>• Underprepared</li> <li>Disinterested</li> </ul>	Meets at least two of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> <li>• Appears unaware of learners and/or material</li> <li>• Inadequately prepared</li> <li>Phony</li> </ul>	<ul style="list-style-type: none"> <li>• Volume, speed, modulation, and tone make listening difficult</li> <li>• Mannerisms are overwhelming</li> <li>• Disingenuous</li> <li>• Rude</li> <li>• Inappropriate</li> <li>• Hostile</li> <li>• Listening to speaker is difficult</li> <li>• No engagement</li> </ul>

*Comments:*

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
<b>Presentation (continued)</b>					
<b>Demonstrates Knowledge of Curriculum</b>  <input data-bbox="312 310 384 384" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Uses all elements of the curriculum related to concept including non-presentation items such as FYI, etc., as appropriate</li> <li>• Introduces and concludes lesson/Uses material to interact with learners</li> </ul>	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>					
<b>Is Familiar with Material</b>  <input data-bbox="312 618 384 693" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Fully conversant with concepts</li> <li>• Connects concept taught to surrounding concepts</li> </ul>	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>					
<b>Uses Technology Effectively</b>  <input data-bbox="312 959 384 1034" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Uses technology to enhance student learning</li> <li>• All media (ppts, videos, etc.) are shown and used correctly</li> </ul>	Some of the play buttons are skipped over, but the ones that are used are used effectively	<ul style="list-style-type: none"> <li>• Uses some of the media, but not all</li> <li>• Video activity plays but instructor does not pause video to engage learners and</li> </ul>	Technology used incorrectly	Makes no attempt to use technology
<i>Comments:</i>					
<b>Understands Terminology</b>  <input data-bbox="312 1317 384 1391" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Appears fluent in terminology</li> <li>• Demonstrates an understanding of definitions and how they relate to concepts</li> </ul>	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
<b>Presentation (continued)</b>					
<b>Use Questions Effectively, Appropriately</b>  <input data-bbox="312 477 382 550" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Questions are used throughout the lesson</li> <li>• Listens to learner responses and clarifies or re-teaches as necessary</li> <li>• Questions allow students to apply and/or expand learning/knowledge</li> <li>• Questions are on topic and objective specific</li> <li>• A variety of questions are used throughout the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are used well but not throughout presentation</li> <li>• Questions are on topic and relevant</li> <li>• Variety is limited</li> <li>• Questions do not occur throughout the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal relevant questions in presentation</li> <li>• Questions asked are related to the concept but not specific to the objective of the particular lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are used, but are not related to topic or objective of lesson</li> <li>• Some questions are asked but are of limited connection to the concept</li> </ul>	<ul style="list-style-type: none"> <li>• No questions are asked, or questions asked are not relevant and do not allow learners to apply learning</li> <li>• Questions asked are unrelated to the concept or objective</li> </ul>
<i>Comments:</i>					
<b>Responds to Learner Questions Effectively</b>  <input data-bbox="312 899 382 972" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Listens fully to questions</li> <li>• Provides answers that further learner understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to questions</li> <li>• Responses are on topic/accurate but do not further understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to questions</li> <li>• Responses are correct but digress from topic</li> </ul>	<ul style="list-style-type: none"> <li>• Responds incorrectly</li> <li>• Response is either a result of poor listening or lack of knowledge</li> </ul>	Ignores questions entirely
<i>Comments:</i>					
<b>Handles Learner Responses Effectively</b>  <input data-bbox="312 1273 382 1346" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Listens fully to responses</li> <li>• Provides cogent feedback designed to aid learner understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to responses</li> <li>• Feedback is accurate but limited, or does not aid learner understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to responses</li> <li>• Feedback provided is invalid, unrelated, or weak</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to responses but does not acknowledge or provide feedback</li> </ul>	Does not listen to or does not acknowledge learner responses
<i>Comments:</i>					
<b>Presentation Score: _____/40</b>					

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
<b>Application</b>					
<b>Involves Class</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>All the class is fully engaged</li> </ul>	<ul style="list-style-type: none"> <li>Engages most of the class fully <b>OR</b></li> <li>Limited engagement of all of the class</li> </ul>	<ul style="list-style-type: none"> <li>Class is generally unengaged</li> <li>Instructor creates distraction</li> </ul>	Engages only one or two learners	No learner engagement
<i>Comments:</i>					
<b>Uses Student Centered Activities</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Uses all the provided lesson activities</li> <li>Effectively uses activities to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>Does not use all activities, but the ones used are effective <b>OR</b></li> <li>Uses all activities but only some are effective</li> </ul>	<ul style="list-style-type: none"> <li>Uses only some of the activities <b>AND</b></li> <li>Not all those used are effective</li> </ul>	<ul style="list-style-type: none"> <li>Activities were used in lesson but not effectively</li> <li>Learning was not enhanced by activities</li> </ul>	No student centered activities at all
<i>Comments:</i>					
<b>Application Score: _____ /10</b>					
Instructor:	Excellent – 4pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
<b>Evaluation</b>					
<b>Uses Formative Assessments</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Directly related to lesson objectives</li> <li>Occurs throughout presentation and application as well as at the end of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Directly related to lesson objectives</li> <li>Assessments occurs in application and in conclusion but not presentation</li> </ul>	<ul style="list-style-type: none"> <li>Directly related to lesson objectives</li> <li>Assessment occurs in presentation and in conclusion but not application</li> </ul>	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>					
<b>Uses Effective Assessment Strategies</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Observes performance and provides feedback</li> <li>Asks effective questions</li> <li>Evaluation addresses knowledge, attitude, and skill</li> </ul>	<ul style="list-style-type: none"> <li>Observes performance and provides feedback</li> <li>Asks effective questions</li> <li>Evaluation does not address all three domains</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal feedback</li> <li>Asks effective questions</li> <li>Evaluation does not address all three domains</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide feedback</li> <li>Asks effective questions</li> <li>Evaluation does not address all three domains</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide feedback</li> <li>Does not ask effective questions</li> </ul>
<i>Comments:</i>					
<b>Assigns Learner Work</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Clearly explains work</li> <li>Checks for learner understanding</li> </ul>	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>					
<b>Evaluation Score: _____ /15</b>					

Total Score: \_\_\_\_\_ /70 = .\_\_\_\_%

Calculate points earned: .\_\_\_\_% x \_\_\_\_\_ possible pts. = \_\_\_\_\_ points earned

## Classroom Evaluation Form

Practice Teacher Name: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_ 1<sup>st</sup> 30-Min. Lesson – 30 pts.\_\_\_\_ 2<sup>nd</sup> 30-Min. Lesson – 30 Pts.

\_\_\_\_ 60-Min. Lesson – 60 Pts.

<b><u>MOTIVATION:</u></b> <b>Guidelines</b>	<b>Comments &amp; Notes for Discussion</b>	<b>Did Instructor Meet Motivational Guidelines?</b>					
		<b>Yes</b>	<b>Some</b>	<b>Little</b>	<b>No</b>	<b>30 min.</b>	<b>60 min.</b>
<b>1. Introduction</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>2. Previous Learning:</b> Yesterday we...		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>3. Main Topic/Objective:</b> What am I learning?		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>4. Benefits to Learning:</b> Why am I learning it?		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>5. Learning Activities:</b> How am I learning?		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>6. Time Frame:</b> How long will it take?		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>Add total from each column &amp; multiply</b>						<b>x 1 = _</b>	<b>x 2 = _</b>
<b>6 pts. /30 min. lesson</b>		<b>12 pts. /60 min. lesson</b>		<b>Total Points Earned _____</b>			

<b>PRESENTATION: Guidelines</b>	<b>Comments &amp; Notes for Discussion</b>	<b>Did Instructor Meet Presentation Guidelines?</b>					
		<b>Yes</b>	<b>Some</b>	<b>Little</b>	<b>No</b>	<b>30 min.</b>	<b>60 min.</b>
<b>7. Very familiar with lesson content, materials</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>8. Appropriate terms, words &amp; phrases</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>9. Used visual aids properly in support of presentation</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>10. Questions posed were appropriate for content and assessment of student learning</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>11. Used a combination of types of questions</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>12. Listens to student's questions and provides clear answer to the question asked</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>13. Well modulated speech control</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>14. Appropriate speaking volume</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>15. Excellent and appropriate use of humor</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>16. Appropriate body language &amp; mannerisms</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>17. Was poised and confident</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>18. Good use of eye contact</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>Add total from each column &amp; multiply</b>						<b>x 1 = _</b>	<b>x 2 = _</b>
<b>12 pts. /30 min. lesson</b>		<b>24 pts. /60 min. lesson</b>		<b>Total Points Earned _____</b>			



<b>APPLICATION: Guidelines</b>	<b>Comments &amp; Notes for Discussion</b>	<b>Did Instructor Meet Application Guidelines?</b>					
		<b>Yes</b>	<b>Some</b>	<b>Little</b>	<b>No</b>	<b>30 min.</b>	<b>60 min.</b>
<b>19. Actively involves students in the lesson</b>		1	.50	.25	0		
<b>20. Provides physical equivalent and/or mental rehearsal activities in preparation for in-car lessons</b>		1	.50	.25	0		
<b>21. Students practiced skills, procedures or knowledge during activity?</b>		1	.50	.25	0		
<b>22. Asks appropriate questions</b>		1	.50	.25	0		
<b>23. Assigns homework</b>		1	.50	.25	0		
<b>Add total from each column &amp; multiply</b>						<b>x 1 = _</b>	<b>x 2 = _</b>
		<b>5 pts. /30 min. lesson</b>	<b>10 pts. /60 min. lesson</b>	<b>Total Points Earned _____</b>			

<b><u>EVALUATION:</u></b> <b>Guidelines</b>	<b>Comments &amp; Notes for Discussion</b>	<b>Did Instructor Meet Evaluation Guidelines?</b>					
		<b>Yes</b>	<b>Some</b>	<b>Little</b>	<b>No</b>	<b>30 min.</b>	<b>60 min.</b>
<b>24. Occurs during and following the presentation and application steps</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>25. Directly related to the stated objective(s) of the lesson</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>26. Behaviorally oriented (knowledge, attitudes &amp; skills)</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>27. Uses questions</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>28. Observes performance</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>29. Student projects, self assessments</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>30. Formal tests: entrance or exit exams, pop quizzes</b>		<b>1</b>	<b>.50</b>	<b>.25</b>	<b>0</b>		
<b>Add total from each column &amp; multiply</b>						<b>x 1 = _</b>	<b>x 2 = _</b>
<b>7 pts. /30 min. lesson</b>		<b>14 pts. /60 min. lesson</b>		<b>Total Points Earned _____</b>			

**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

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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

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(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**

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(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:** \_\_\_\_\_