

Part II: Teaching and Learning Theories for Classroom Course



Participant Workbook

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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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



Module Contents

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Welcome and Purpose of the Classroom Teaching and Learning Theory Course

Welcome

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

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

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

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

Objectives of the Classroom Teaching and Learning Theory Course

Objectives of the Classroom Teaching and Learning Theory Course

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

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

Course Completion Requirements

Course completion requirements

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

Course Agenda

Course agenda Your master instructor will handout a course agenda.

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

Module Summary

Module Summary

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

This module covered four topics:

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

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

Module 1

Preparing to Teach and Overview of Teaching Assignments



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Module Overview

Module Overview

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

Key Words:

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

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Section 1: The Process for Preparing to Teach

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

The importance of knowing the lesson plan

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

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.

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.

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.

Section 2: The Peer Teaching Process and Presentation

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

The purpose of the peer teaching presentation

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

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]

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.

Section 2: The Peer Teaching Process and Presentation

Conducting your presentation

Introduction / Summary Presentation

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

Full Presentation

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

Section 2
Summary

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

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.

Section 3: Evaluation of the Presentation

Roles played during the teaching – continued

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

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

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

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

Section 3
Summary

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

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		

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

Module 2

Classroom Management



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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” participants to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Module Overview

Module Overview

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

Key Words:

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

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

Section 1: Classroom Setup

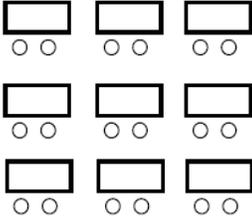
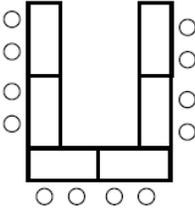
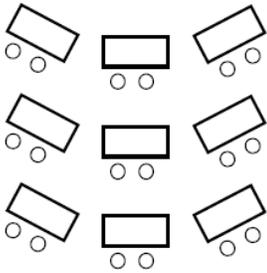
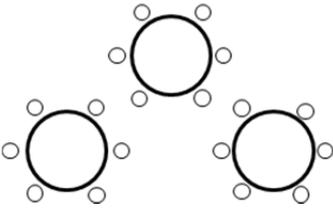
Introduction Section 1 will cover how to prepare the classroom, different types of seating arrangements, the purpose and use of visual aids, mentally preparing for teaching and what to do before the class begins.

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

Section 1: Classroom Setup

Classroom seating arrangements

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

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.

Section 1: Classroom Setup

Activity

Activity #1: Graphics in Curriculum

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

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

Graphic 1:

Graphic 2:

Graphic 3:

Graphic 4:

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.

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.

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

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

Section 1: Classroom Setup

Activity

Activity #3: Preparing the Classroom and Visual Aids

Write in the correct answer for each question.

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

2. What is the purpose of visual aids?

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

Section 1
Summary

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

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.

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.

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.

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.

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.

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 participant involvement)
- An authority figure (Wants to take something out on the instructor)
- Gotcha! (Wants to display superior knowledge to the instructor)

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Responding to those participants 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 participant, 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.
 - o Instead, offer them a compliment for their knowledge, but ask them to let another student respond.
 - o 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.

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.

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.

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” participants 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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

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 participant 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 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.

Managing Student Behavior

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

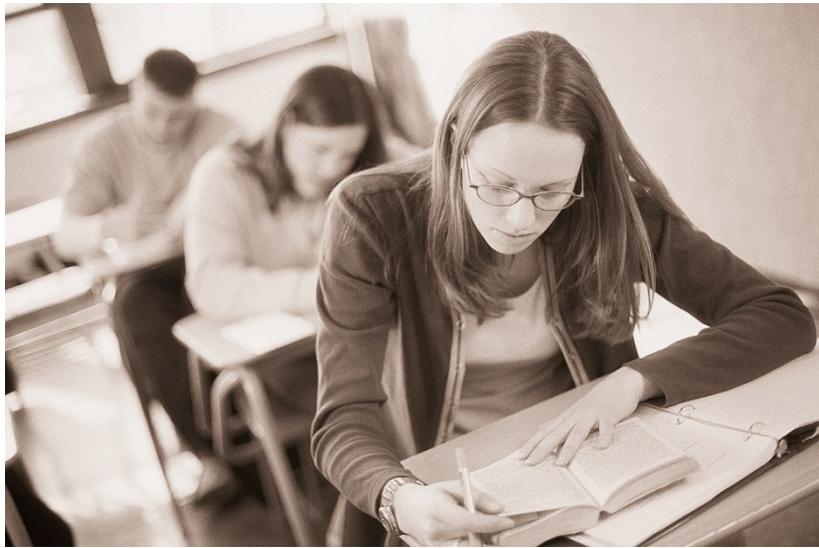
Managing Discussions

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.

Module 3

Student Assessment and Evaluation



Module Contents

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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

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.

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.

Section 1: Preparing for Student Assessment and Evaluation

Activity

Activity #2 Good Test Questions

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

Section 1
Summary

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

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.

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.

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.

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.

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.

Section 2: How to Assess the Student in the Classroom

Activity

Activity #5: Driver Education Topics Portfolio

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

Consider developing some other types of summative assessment tools:

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

Section 2 Summary

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

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction



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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.

Module Overview

Module
Overview

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

Key Words:

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

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)

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

Activity

Activity #1: Create a Wall Chart

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

Activity

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

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

Section 1
Summary

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

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

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.

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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

Module 5

Peer Teaching Presentations



Module Contents

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

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
--------------	-----------------	----------------

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.

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

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.

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
--------------	-----------------	----------------

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

Module 6
Classroom Teaching and Learning
Theories Course Wrap-Up



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

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.

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.

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.

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.

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.

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.

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.

Summary Sheet

Integrating
classroom with
BTW

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

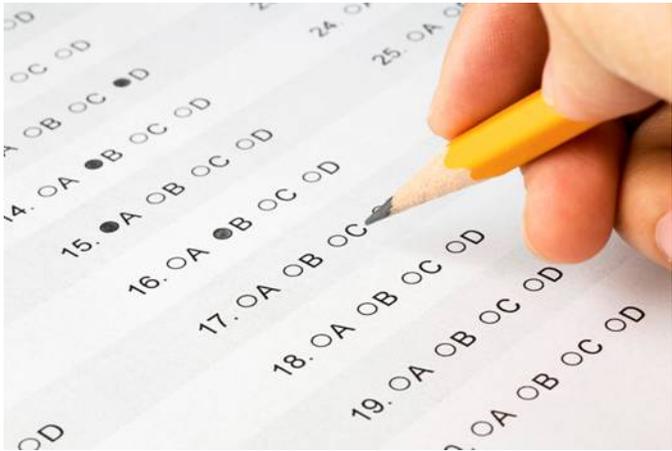
Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

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)

Module 7

**Classroom Teaching and Learning
Theory Knowledge Test**



Module Contents

Module Overview..... 7-2

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

Module Summary 7-5

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.

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.

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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.

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.

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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

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		

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.

Section 1: Online Driver Education

How to design your online course

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

Activity

Activity #3: Concept Application with Instruction and Assessment

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

Activity

Activity #4: Group Processing

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

How to teach your online course

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

Section 1 Summary

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

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.

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.

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		

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Online driver education	B. Virtual driver education instruction	C. Synchronous
D. Asynchronous		

1. _____ An online learning environment that is either web-based and accessed through a portal or software-based and requires a downloadable executable file.
2. _____ Communication exchanges which occur in elapsed time between two or more people.
3. _____ A course where the classroom/theory portion of driver education is delivered via the Internet.
4. _____ The instructor and students are logged into the virtual learning environment at the same time.

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.

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.

Module Contents

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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

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	
------------------------	------------------------	--

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

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.

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.

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.

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	
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Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Special learning needs	B. Special physical needs	
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1. _____ Limits mobility and/or hand functions.
2. _____ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.

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

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