

Part III: Teaching and Learning Theories for Behind-the-Wheel Course



Instructor's Guide

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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Behind-the-Wheel Evaluation Forms



2017 Driver Education Instructor Training

Part III: Teaching and Learning Theories for Behind-the-Wheel Course



Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part III: Teaching and Learning Theories for Behind-the-Wheel Course

Course Description:

This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills. The purpose of the Behind-the-Wheel Teaching and Learning Theory Course is to train individuals to conduct in-vehicle driver education. The course is designed to provide learning activities that focus on preparing the prospective driver instructor to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

Course Objectives:

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control of the vehicle.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom teacher, BTW teacher, teen, and parents.

Course Topics:

- **Lesson plans for in-vehicle instruction**
 - Lesson plan format
 - Different driving situations
 - On-street route development
 - BTW Activity
- **Managing the mobile classroom**
 - Preparing to drive
 - Giving directions
 - How to use mirrors during in- vehicle instruction
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
 - BTW Activity
- **In-vehicle teaching techniques**
 - Commentary teaching
 - Coaching the driver
 - In- vehicle instruction techniques
 - Evaluating and summarizing an in- vehicle lesson
 - BTW Activity
- **Driver evaluation**
 - Types and characteristics of in- vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
 - BTW Activity
- **Command and Control of the Mobile Classroom**
 - Managing and Taking Control of the Vehicle
 - Utilizing a dual brake in the Vehicle
 - What to do in an emergency or collision
 - BTW Activity
- **Putting it All Together and Practice Teaching**
 - Overview of Part III
 - Peer Teaching Assignments
 - Lesson Plan Format
 - BTW Activity
- **Peer teaching driving route demonstrations**
 - Conducting a practice driving route
- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the classroom instructor
 - Transitioning and relating classroom content to classroom content

- **On-board technologies**
 - The role and use of on-board technologies
- **Optional –driving ranges and driving simulators**
 - The role and use of driving simulators
 - The role and use of driving ranges

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 at least two on-road evaluations:
 - Each instructor candidate will deliver at least two on-road evaluations. Each evaluation will be assigned points.
 - You will be required to turn in lesson plans for each driving situation lesson being taught. Lesson plans must be typed.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 35 hours (5 days in length)

Orientation

Behind-the-Wheel Theories Course

Introduction and Overview



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Instructor Notes

Welcome Welcome the instructor candidate's to the Behind-the-Wheel Theory Course.



Section Time

Show Slides 0-1 through 0-4

Review The previous parts (I and II), if applicable and individual goals for Part III.

List Expectations of the course on a flip chart as they are mentioned.

Note This course can be used to train instructors for the management of behind-the-wheel training.

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

State The purpose and importance of the Behind-the-Wheel Theory Course.



Section Time

Show Slide 0-5

Handout Course syllabus

Activity Provide the instructor candidate with an approved driver education course syllabus that focuses upon the classroom and BTW portions of the driver education course. Highlight why it is important that the BTW utilizes those driving task concepts taught in the classroom program and that BTW builds upon these concepts.

Welcome and Purpose of the Behind-the-Wheel Theory Course

Welcome	<p>Welcome to the Behind-the-Wheel Theory course. We are pleased to be a part of this important course and look forward to working with all of you.</p> <p>This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills.</p>
Review of Part I	<p>In Part I Fundamental Concepts of Teaching and Learning you gained an understanding of the teaching and learning process and the knowledge, skills and attitudes necessary to teach driver education. The four steps of teaching and learning and the domains of learning were introduced. In this part, you learned how to use and modify a lesson plan, different types of questioning techniques and how to handle student responses and interact with students.</p>
Review of Part II, if applicable	<p>In Part II Teaching and Learning Theories for Classroom you became a classroom instructor and practiced presenting content from a lesson plan. This part introduced strategies for classroom and time management and how to assess and evaluate students.</p>

The purpose and importance of the Behind-the-Wheel Theory Course	<p>The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education.</p> <p>The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.</p> <p>Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.</p>
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Instructor Notes

Cover **The objectives of the Behind-the-Wheel Theory Course.**

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

Emphasize These are the objectives of the course.

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



Section Time

Objectives of the Behind-the-Wheel Theory Course

Objectives of the Behind-the-Wheel Theory Course

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

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Instructor Notes

Activity Before discussing the course requirements, ask the instructor candidates what they would expect to learn in a course titled “BTW theories.”



Section Time

Cover **The course completion requirements.**

Show **Slide 0-8**

Note Indicate how to make up missed time/work, if applicable.

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

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

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

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

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 will be required to turn in lesson plans for each driving environment lesson being taught. Lesson plans must be typed.
 - Must follow the Standard Lesson Plan Format.
6. You will be evaluated at least two times. These will be on-road evaluations. Please note that class size will determine if a third evaluation will be used.
 - Evaluations will be worth 75% of your grade.
7. You will be administered a final exam at the end of course. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.
 - The final exam will be worth 25% of your grade.

Instructor Notes

- Handout** **The course agenda.**
- Review** The course agenda with the instructor candidates.
- Note** See sample course agenda in Part III Addendum.
- Show** **Slides 0-9 through 0-10**



Section Time

Course Agenda

Course agenda The instructor will handout a course agenda.

- **Module 1** – Lesson Plans for In-Vehicle Instruction
- **Module 2** – Managing the Mobile Classroom
- **Module 3** – In-Vehicle Teaching Techniques
- **Module 4** – Driver Evaluation
- **Module 5** –Command and Control of the Mobile Classroom
- **Module 6** – Putting it All Together and Practice Teaching
- **Module 7** – Peer Teaching Driving Route Demonstrations
- **Module 8** – Coordination Between BTW and Classroom
- **Module 9** –On-Board Technologies
- **Module 10** – BTW Course Wrap-Up
- **Module 11** – BTW Knowledge Test
- **Addendum Module C** – Driving Ranges and Driving Simulators

Instructor Notes

Module Summary Summarize the purpose of this module “Behind-the-Wheel Theories Course Introduction and Overview.”



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 0-11 through 0-12**

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

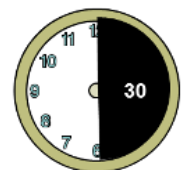
Ask A few short questions at the end of the lesson to evaluate the students’ understanding.

1. What is the purpose of the Behind-the-Wheel Theory Course?
2. What are the objectives of the Behind-the-Wheel Theory Course?

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

Transition The next module will cover lesson plans for in-vehicle instruction.

Note Take a short break if needed.



Elapsed Time

Module Summary

Module Summary

The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

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 behind-the-wheel theory course and the course requirements.

Transition

The next module will cover lesson plans for in-vehicle instruction.

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Instructor Training Agenda Sample

Part III Behind-the-Wheel Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 9:30 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (2 hours)
9:45 - 10:45 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (Continued)
10:45 - Noon	Module 1 – Lesson Plans for In-Car Instruction – BTW (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:45 pm	Module 1 – Lesson Plans for In-Car Instruction – BTW (Continued)
3:00 - 5:00 pm	Module 2 – Managing the Mobile Classroom – Classroom (2 hours)

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:15 am	Module 2 – Managing the Mobile Classroom – BTW (2 hours)
10:30 - Noon	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:30 pm	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (Continued)
2:30 - 5:00 pm	Module 4 – Driver Evaluation – Classroom (2.5 hours)

Note: Includes Breaks

Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:00 am	Module 3 In-Car Teaching Techniques and Module 4 Driver Evaluation– BTW (1 hour 45 minutes)
10:15 - 11:15 am	Module 5 – Command and Control of the Mobile Class – Classroom (1 hour)
11:15 - Noon	Module 5 – Command and Control of the Mobile Class – BTW (1.5 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Command and Control of the Mobile Class – BTW Continued
1:45 - 2:45 pm	Module 6 – Putting it All Together and Practice Teaching – Classroom (1 hour)
3:00 - 5:00 pm	Module 6 – Putting it All Together and Practice Teaching – BTW (5 hours 45 minutes)

Note: Includes Breaks

Part III Behind-the-Wheel Teaching and Learning Theories Course continued

Day 4


<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - Noon	Module 6 – Putting it All Together and Practice Teaching – BTW continued
Noon - 1:00 pm	Lunch
1:00 - 5:00 pm	Module 7 – Peer Teaching Driving Route Demonstrations – BTW (6.5 hours)

Note: Includes Breaks

Day 5

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 9:45 am	Module 7 – Peer Teaching Driving Route Demonstrations BTW continued
10:00 - 11:00 am	Module 8 – Coordination Between BTW Instruction and Classroom – Classroom (1 hour if not already conducted in Part II)
11:00 - Noon	Module 9 – On-Board Technologies (1 hour)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 10 – BTW Teaching and Learning Theory Course Wrap-Up (45 minutes)
2:00 - 3:30 pm	Module 11 – BTW Teaching and Learning Theory Knowledge Test (1 hour)
3:30 - 5:00	Part III Addendum Module C – Driving Ranges and Simulators (1.5 hours) – optional

Note: Includes Breaks



Orientation

Behind-the-Wheel Theory Course
Introduction and Overview

ANSTSE

Slide 0-2

Welcome!

This course will:

- ▶ Help prepare you to become a behind-the-wheel driver education instructor
- ▶ Be able to help novice drivers develop vehicle operational skills



Orientation PW page 0-2 ANSTSE

Slide 0-3

Review of Part I

- ▶ Gained an understanding of teaching and learning process.
- ▶ Knowledge, skills and attitudes necessary to teach.
- ▶ Four steps of teaching and learning.
- ▶ Domains of learning.
- ▶ Use and modify a lesson plan.
- ▶ Different types of questioning techniques.
- ▶ How to handle student responses and interact with students.

Orientation PW page 0-2

Slide 0-4

Review of Part II, if applicable

- ▶ Became a classroom instructor.
- ▶ Practiced presenting content from a driver education lesson plan.
- ▶ Learned strategies for classroom and time management.
- ▶ Learned how to assess and evaluate students.

Orientation PW page 0-2

Slide 0-5

Purpose of Course

- ▶ To train individuals to become professional instructors in driver education.
- ▶ Prepare the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.

Orientation PW page 0-2 ANSTSE

Slide 0-6

Objectives of the Course

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

- ▶ Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- ▶ Identify resource materials for use in the driver education laboratory setting.
- ▶ Utilize and edit lesson plans for on-street instruction.
- ▶ Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- ▶ Describe how to give directions that are simple and understandable.

Orientation PW page 0-3 ANSTSE

Slide 0-7

Objectives of the Course cont.


- ▶ Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- ▶ Demonstrate command and control.
- ▶ Understand and demonstrate in-vehicle teaching techniques.
- ▶ Demonstrate the various coaching techniques.
- ▶ Identify and describe the various types of in-vehicle evaluations.
- ▶ Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

Orientation PW page 0-3

Slide 0-8

Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Pass Module quizzes with 80% or greater.
- ▶ Conduct two on-road evaluations.
- ▶ Pass End-of-Course knowledge test with 80% or greater.



Orientation PW page 0-4

Slide 0-9

Agenda

- ▶ **Module 1** – Lesson Plans for In-vehicle Instruction
- ▶ **Module 2** – Managing the Mobile Classroom
- ▶ **Module 3** – In-vehicle Teaching Techniques
- ▶ **Module 4** – Driver Evaluation
- ▶ **Module 5** – Command and Control of the Mobile Classroom
- ▶ **Module 6** – Putting it All Together and Practice Teaching

Orientation PW page 0-5

Slide 0-10

Agenda

- ▶ **Module 7** – Peer Teaching Driving Route Demonstrations
- ▶ **Module 8** – Coordination Between BTW and Classroom
- ▶ **Module 9** – On-Board Technologies
- ▶ **Module 10** – BTW Course Wrap-Up
- ▶ **Module 11** – BTW Knowledge Test
- ▶ **Addendum Module C** – Driving Ranges and Driving Simulators

Orientation PW page 0-5

Slide 0-11

Module Summary

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

Orientation PW page 0-6

Slide 0-12

Questions?

?

Orientation PW page 0-6

Module 1

Lesson Plans for In- Vehicle Instruction



Instructor Notes

Activities

Activity #1: BTW Lesson Plan

Provide IC's with a sample BTW lesson plan and go into detail on each of the components and the importance of each in the lesson plan.

Activity #2: Off-Street Parking or Driving Range Diagram

Show IC's an off-street parking or multiple-vehicle driving range facility diagram and describe the main features which can be utilized for beginning drivers.

Activity #3: Components of Residential Driving

Activity #4: Components of Open Highway Driving

Activity #5: Components of Urban Environment

Activity #6: Components of Expressway Driving

Activity #7: Components of Night Driving

Have the IC's identify and describe the main components of each driving environment and view a video on driving in the specific environment. Then discuss the main components.

Activity #8: Developing Routes

Using a local map or google maps have the IC's practice designing a route using maps.

BTW Activity

Provide instructor candidates with an understanding of how a behind-the-wheel lesson is conducted by modeling a lesson.

Module Review Activity: Key Words Matchup

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

Note: Module 1 PowerPoint Slides takes a long time to open so make sure it is open prior to the class starting. It has video incorporated which makes the file bigger.

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Instructor Notes

Discuss

Module Overview

Prior to this module, we described the purpose of the BTW instructor course and the overall objectives of the course. Now it's time to focus on in-vehicle instruction lesson plan development.



Show

Slides 1-1 through 1-4

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

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

Note:

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

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

Module Overview

Module Overview

1. Prior to this module, you were provided with the Behind-the-Wheel Theory Introduction and Overview.
2. This module is titled “Lesson Plans for In-Vehicle Instruction.”
3. The purpose of this module is to give you an understanding of the in-vehicle instruction lesson plan structure.
4. This module will cover three topics:
 - Lesson plan format
 - Different driving environments
 - On-street route development
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
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 2 hours in the classroom and 3 hours behind-the-wheel.
9. This module will help you to modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words:

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Instructor Notes

Introduce **Section 1: Lesson Plan Format**



Section Time

Discuss **The in-vehicle lesson plan format and its various components.**

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

Hand out The sample in-vehicle instruction lesson plan.

Explain The content and layout.

Emphasize The driving skills which were discussed, highlighted, demonstrated, practiced and perfected in the driving task course needs to be included in the lesson plans for in-vehicle instruction.

Activity **Activity #1: BTW Lesson Plan**

Show **Slide 1-8**

The instructor should provide the instructor candidate with a sample BTW lesson plan which includes the necessary components for appropriately teaching a beginning driver that particular lesson. The instructor should go into detail on each of the components and the importance of each in the lesson plan.

Section 1: Lesson Plan Format

Introduction Section 1 will discuss the in-vehicle lesson plan format and its various components, the definition of off-street lessons and the various off-street tasks that can be performed.

The in-vehicle lesson plan format and its various components

The cover page of each lesson plan shall include:

- Overall goals or objectives will be listed first for the lesson.
- The required entry level for the lesson will be described.
- Any resources that are needed to teach the lesson.
- Assignments or reading for the lesson.

Each page following the cover page will include one instructional objective. Each instructional objective shall include:

- The instructional objective shall be written out in sentence form.
- Content for the instructional objective.
- Learning activities, which will help support the objective.
- Learning activities for observers, if applicable.
- Anticipated problems, which may arise during the teaching of the objective.
- Method of evaluation. How are the students going to be evaluated on that particular objective?
- Materials, equipment and resources needed.

A copy of the route should be attached to the lesson plan as well. This should be typed and written in manner that is easy to follow.

Activity

Activity #1: BTW Lesson Plan

Your instructor will provide you with a sample BTW lesson plan to review in detail.

Instructor Notes

Ask The instructor candidates what are off-street lessons?

Discuss **The definition of off-street lessons.**

Show **Slides 1-9 through 1-12**

Activity **Activity #2: Off-Street Parking or Driving Range Diagram**

Show **Slide 1-13**

Using a media device (whiteboard, chalkboard, PPT) show an off-street parking or multiple-vehicle driving range facility diagram. Show some of the main features an instructor can utilize with beginning drivers on such a facility. Refer to Google Earth picture of the area.

Section 1: Lesson Plan Format

Off-street lessons

Those driving skills needed before driving in the various on-street environments.

- Parking lots
- Multiple-car driving ranges

Activity

Activity #2: Off-Street Parking or Driving Range Diagram

Your instructor will show and describe an off-street parking or multiple-car driving range facility diagram to practice driving tasks.

Instructor Notes

Discuss **The various off-street tasks that can be performed outside the vehicle.**

Show **Slide 1-14**

Video **Slide 1-15**

Emphasize That driving tasks can be taught and practiced in an off-street facility.

Discuss **The various off-street tasks that can be performed inside the vehicle.**

Show **Slide 1-16**

Discuss **Example of vehicle checks – LSMILE**

Show **Slide 1-17**

Video **Slide 1-18**

Section 1: Lesson Plan Format

- Off-street tasks that can-be performed outside the vehicle
- Pre-start procedures.
 - Outside vehicle checks
 - Tires
 - Lights
 - Debris
 - Damage
 - Fluids

-
- Off-street tasks that can-be performed inside the vehicle
- Inside vehicle checks and adjustments
 - Items secured
 - Phone off
 - Adjust head restraint and seat position
 - Adjust mirrors
 - Gas gauge
 - Lock doors

-
- Example of vehicle checks
- LSMILE
- L – lock doors
 - S – seat belt, seat, steering wheel
 - M – mirrors
 - I – ignition
 - L – lights
 - E – e-brake or parking brake

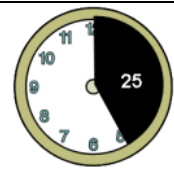
Instructor Notes

Discuss The various off-street tasks that can be performed.

Show Slide 1-19

Emphasize The activities listed in Slide 1-19 progress from the simple to complex.

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



Elapsed Time

Section 1: Lesson Plan Format

Off-street tasks
that can-be
performed

- Ignition procedures.
- Preparing to move.
- Stopping procedures.
- Tracking forward and backwards.
- Lane change procedures.
- Left turn procedures.
- Right turn procedures.
- Three-point turnabouts.
- Angle and perpendicular parking.
- Parallel parking.
- Responding to driver errors and vehicle failures.

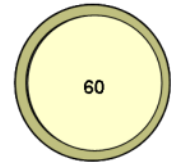
Section 1
Summary

This section covered the lesson plan format, definition of off-street lessons and the various off-street tasks that can be performed.

Instructor Notes

Introduce

Section 2: Different Driving Environments



Section Time

Discuss

The five different driving environments.

Show

Slide 1-20

Discuss

Components of low-speed, light traffic (i.e. residential).

Show

Slides 1-21 through 1-23

Section 2: Different Driving Environments

Introduction Section 2 will discuss the five different driving environments and their components.

The five different driving environments The five driving environments are:

1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving

- Low-speed, light traffic (residential) environment
- Low-speed, light traffic (residential) environment description.
 - Minimal traffic.
 - Low speeds (5-25mph)
 - Traffic controls consist mainly of pavement markings and signs.
 - Two-way and one-way streets.
 - Open and blind intersections.
 - Low-speed, light traffic (residential) objectives. Suggested maneuvers or skills include:
 - Entering/leaving the flow of traffic.
 - Negotiation intersections.
 - Identifying traffic controls.
 - Eye habits and practices (eye searching, checking mirrors, checking over shoulder, looking left, right, left for traffic, looking through turns)
 - Interacting with other users.
 - Negotiating turnabouts
 - Negotiating roundabouts/traffic circles
 - Parking on uphill/downhill grades.
 - Yielding/right-of-way
 - Low-speed, light traffic (residential) learning sets.
 - Lane change maneuvers (entering/leaving traffic)
 - Negotiating intersections
 - Single stops/double stops or safety stop/blind intersections
 - Two-way/one-way streets
 - Left and right turns
 - Negotiating two-point turnabouts
 - Negotiating three-point turnabouts

Instructor Notes

Discuss **Components of low-speed, light traffic (i.e. residential) – continued.**

Show **Slides 1-24 through 1-26**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #3: Components of Low Speed, Light Traffic (Residential Driving)**

Show **Slides 1-27 through 1-28**

Have the instructor candidates identify and describe the main components of residential driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in a residential environment and relate their previous discussion on the main components of residential driving to what was shown in the video.

Section 2: Different Driving Environments

The low-speed, light traffic (i.e. residential) environment

- Anticipated problems and common errors that may occur in the low-speed, light traffic (i.e. residential) environment.
 - Failing to check blind spot on lane changes.
 - Failing to check mirror at least once each block.
 - Improper lane position for intersection maneuvers (one-way and two-way streets).
 - Failing to stop properly.
 - Failing to stop for pedestrians.
 - Waiting to turn left with wheels pointed left.
 - Failing to search two-three times properly.
 - Failing to sight through turns.
 - Failing to follow curb radius on right turns.
 - Dry steering turnabouts.
 - Failing to recognize and obey signs, signals and pavement markings.
- Low-speed, light traffic (i.e. residential) learning activities.
 - Check licenses or permits, as applicable.
 - Introduction to the lesson. Describe the environment and objective that needs accomplished.
 - Introduce learning activities for observers. This may include the checklist for basic maneuvers or observation check sheet for eye habits (from the approved curricula).
 - End of lesson summarize students strong/weak points.

Activity

Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Your instructor will lead a discussion on the main components of residential driving. You will then view a video on driving in a residential environment and relate your previous discussion on the main components of residential driving to what was shown in the video.

Instructor Notes

Discuss **Moderate speed, light traffic (i.e. Open highway/rural).**

Show **Slides 1-29 through 1-32**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) Environment**

Show **Slides 1-33 through 1-34**

Have the instructor candidates identify and describe the main components of open highway/rural driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an open highway/rural environment and relate their previous discussion on the main components of open highway/rural driving to what was shown in the video.

Section 2: Different Driving Environments

Moderate speed, light traffic (i.e. Open highway/rural)

- Moderate speed, light traffic (Open highway) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable sight distance.
 - Various traffic controls.
 - Multiple lanes.
 - Shopping centers.

- Moderate speed, light traffic (Rural) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable lane widths.
 - Hill and curves.
 - Limited space.
 - Limited sight distance.
 - Limited pavement markings and traffic controls.

- Moderate speed, light traffic (Open highway/rural) objectives.
 - Suggested maneuvers or skills include:
 - Vehicle control.
 - Sight distance.
 - Identifying traffic controls.
 - Lane selections and positioning
 - Gap selection.
 - Communicating
 - Moving lane changes.
 - Negotiating shopping centers.

- Anticipated problems and common errors that may occur in the moderate speed, light traffic (open highway/rural) environment.
 - Improper speed control.
 - Entering curves too fast.
 - Failing to scan ahead.
 - Dropping off the roadway and onto the shoulder.
 - Failing to use mirrors.
 - Failing to identify traffic controls.
 - Improper lane positioning.

Activity

Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural)

You will view a video on driving in an open highway environment and relate your previous discussion on the main components of open highway driving to what was shown in the video.

Instructor Notes

Discuss **Moderate speed, dense traffic (i.e. Suburban/Urban/business district).**

Show **Slides 1-35 through 1-38**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Section 2: Different Driving Environments

Moderate speed, dense traffic (i.e. Suburban/Urban/business district)

- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) description.
 - Maximum number of users.
 - Reduced speeds (25-35mph).
 - Multiple traffic lanes and intersections.
 - Complex intersections.
 - Limited space and visibility.
 - One-way/two-way streets.
 - Alleyways.
 - Multiple traffic control devices.
 - Parking garages.
- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) objectives.

Suggested maneuvers or skills include:

 - Systematic search patterns.
 - Visual search and identification.
 - Interacting with a large number of users.
 - Negotiating a variety of intersections.
 - Designated turn lanes.
 - Roundabouts.
 - Using parking garages.
 - Maintaining space.
 - Timing.
 - Selecting path of travel.
 - Communicating.
 - Parallel parking/Angle parking/Perpendicular parking.
 - Backing.
 - Responding to traffic control devices.
- Anticipated problems and common errors that may occur in the moderate speed, dense traffic (i.e. Suburban /Urban/business district).
 - Improper lane change procedures.
 - Improper lane selection or path of travel.
 - Failing to search ahead and at intersections.
 - Failing to scan through turns.
 - Speed control.
 - Not communicating.
 - Failure to respond to traffic control devices.
 - Failing to stop for pedestrians.
 - Improper lane changes procedures.

Instructor Notes

Activity **Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment**

Show **Slides 1-39 through 1-40**

Have the instructor candidates identify and describe the main components of urban/business district driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an urban/business district environment and relate their previous discussion on the main components of urban/business district driving to what was shown in the video.

Section 2: Different Driving Environments

Activity

Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Your instructor will lead a discussion on the main components of a suburban/urban environment. You will then view a video on driving in a suburban/urban environment and relate your previous discussion on the main components of suburban/urban driving to what was shown in the video.

Instructor Notes

Discuss **High speed, moderate and heavy traffic (i.e. Expressway).**

Show **Slides 1-41 through 1-43**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #6: Components of High speed, moderate and heavy traffic (Expressway)**

Show **Slides 1-44 through 1-45**

Have the instructor candidates identify and describe the main components of expressway driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an expressway environment and relate their previous discussion on the main components of expressway driving to what was shown in the video.

Section 2: Different Driving Environments

High speed, moderate and heavy traffic (i.e. Expressway) environment

- High speed, moderate and heavy traffic (i.e. Expressway) description.
 - High speeds (55-70mph)
 - Divided by some barrier.
 - Moderate to high volume of traffic
 - Variety of exchanges.
 - Limited access.
- High speed, moderate and heavy traffic (i.e. Expressway) objectives.
Suggested maneuvers or skills include:
 - Entering and exiting.
 - Interacting with other users.
 - Identifying critical areas.
 - Sign usage.
 - Speed control.
 - Steering control.
 - Passing without exceeding the speed limit.
- Anticipated problems and common errors that may occur in the high speed, moderate and heavy traffic (i.e. Expressway).
 - Fluctuation in speed.
 - Poorly paced lane changes.
 - Improper use of exit and entrance ramps.
 - Improper lane change procedures.
 - Failure to scan well in advance.

Activity

Activity #6: Components of High speed, moderate and heavy traffic (i.e. Expressway)

Your instructor will lead a discussion on the main components of an expressway environment. You will then view a video on driving in an expressway environment and relate your previous discussion on the main components of expressway driving to what was shown in the video.

Instructor Notes

Discuss **Night driving**

Show **Slides 1-46 through 1-47**

Emphasize Night driving environments should progress from lighter to heavier traffic areas.

Activity **Activity #7: Components of Night Driving**

Show **Slides 1-48 through 1-49**

Using a media device (whiteboard, chalkboard, PowerPoint presentation), the instructor will have the instructor candidates identify and describe the main components of night driving. The instructor candidates will view an appropriate video on driving at night and relate their previous discussion on the main components of night driving to what was shown in the video.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto Section 3.



Elapsed Time

Section 2: Different Driving Environments

Night driving Night driving is one driving condition that should be included in driver education instruction if possible. Characteristics are the same as those with other routes, but with significantly reduced visibility.

Objectives for night driving:

- Preparing to drive (clean windshield).
- Searching and evaluating with the use of headlights.
- Speed control and tracking
- Reducing the risks at night with high/low beam use and speed control.

Night driving environments should progress from lighter to heavier traffic areas.

Activity

Activity #7: Components of Night Driving

Your instructor will lead a discussion on the main components of night driving. You will then view a video on driving at night and relate your previous discussion on the main components of night driving to what was shown in the video.

Section 2
Summary

This section covered the five different driving environments and their components.

Instructor Notes

Introduce **Section 3: On-Street Route Development**



Section Time

Discuss **Guidelines for on-street route development.**

Show **Slides 1-50 through 1-52**

Explain To the instructor candidates that there are guidelines that need to be followed when developing on-street routes.

Section 3: On-Street Route Development

Introduction

Section 3 will discuss how to develop on-street routes.

Guidelines for on-street route development

1. Always work from the simple to the more complex environments.
2. All lessons must start and end at a set location, preferably the driving school.
3. The characteristics of the environment must match with the objectives in the lesson plan.
4. Every on-street route must allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
5. The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.
6. Each route must contain:
 - Ideally twenty to thirty instructional minutes per student, but no more than ninety minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Instructor Notes

Discuss **Steps for setting up a route.**

Show **Slides 1-53 through 1-54**

Emphasize In most cases routes will already be established for you.
However, it is important learn how routes are established.

In some cases, you may need to modify existing routes.

Section 3: On-Street Route Development

Steps for setting up a route

1. Get a large map that shows streets and secondary roads in the area you want the route(s). (Note: You should have a pre-planned back-up route to use in case your normal route becomes blocked.)
2. If you are not familiar with the area, try to enlist the assistance of someone who is.
3. Lay out a route on the map (or a copy of the map).
 - Start at the driving school.
 - Then begin to fill in the places for the desired maneuvers.
4. Drive the potential route several times to see if the maneuvers will meet the requirements.
 - Look for locations for the maneuvers you could not locate on a map.
5. Repeat steps 3 and 4 until you are satisfied that you have a complete route.
6. Make a final tour of the route and note where you would give the driver directions for each maneuver and for general travel.

Instructor Notes

Discuss **Steps for setting up a route.**

Show **Slides 1-55 through 1-56**

Activity **Activity #8: Developing Routes**

Slide 1-57

Using a local map or google maps practice designing a route using maps.

Note The purpose of this activity is to give the instructor candidates a general idea of how a route is established. They are not expected to develop a route in this course.

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



Elapsed Time

Section 3: On-Street Route Development

Steps for setting up a route

7. Make a list of the environments on the route.
 - For each environment give:
 - the type of maneuver
 - the location
 - the point at which the directions are to be given; and
 - the directions to be given to the driver
 - Depending on how familiar you are with the area, it often takes one to two days to set up a good route.
 - There is no minimum or maximum length for the route.
 - The route is adequate when it allows the driver to meet the objectives of the behind-the-wheel lesson plan.
 - You can modify the route to make it more efficient.
 - You should have an alternate route in case of construction or traffic jams.
 8. As you become an established instructor you may need to pick students up at their home or other designated points. You will need to be completely familiar with the local area and lesson plan objectives. Considerable planning and preparation will be required.
-

Activity

Activity #8: Developing Routes

Your instructor will assist you in using a local map or google map to practice designing a route.

Identify general areas that will help to meet the in-vehicle lesson plan objectives.

Identify your starting and ending point as well as locations to change drivers.

Section 3
Summary

This section covered the guidelines for how to develop on-street routes.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**



Note: Take this section with you to the vehicle.

Elapsed Time

Have pre-planned driving routes that are efficient for the instructor candidate's teaching assignments in this course. The designed routes should allow the IC to teach existing BTW lesson plans within 20 – 30 minutes.

Show **Slides 1-58 through 1-62**

Purpose The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Objectives By the end of this activity, you will be able to:

- Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- Describe the different driving environments.

BTW Activity The following activities should be completed in the vehicle:

- Practice driving pre-planned routes for your teaching assignments in this course.

Note Conduct the activity then summarize the section and module of instruction.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will give you practice learning the driving routes for your teaching assignments.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Objectives By the end of this activity, you will be able to:

- Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- Describe the different driving environments.

BTW Activity You will perform the following activities in the vehicle:

Practice driving pre-planned routes for your teaching assignments in this course.

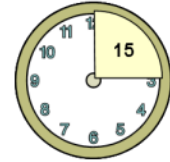
Materials Needed

- Clipboard
- Pens / pencils
- Pre-planned driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided practice driving pre-planned driving routes for your teaching assignments.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 1-63 through 1-66**

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

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

1. List the five driving environments.
2. Describe the objectives for the low speed, light traffic (residential) driving environment.
3. List the objectives for the night driving environment.
4. Describe the characteristics of the high speed, moderate and heavy traffic (expressway) environment.

Quiz Administer quiz on Module 1.

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

Transition The next module will cover managing the mobile classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give you an understanding of the in-vehicle instruction lesson plan structure.

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

- Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
- Describe the five different driving environments.
- Modify and utilize on-street driving routes for all environments and for evaluation.
- Describe the importance of planning for night driving in driver education.

The information presented in this module is essential for helping you modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Expressway	B. Off-street lessons	C. Open highway/ rural
D. Residential	E. Night driving	F. Suburban/urban/ business district

1. _____ Driving skills needed before driving in the various on-street environments.
2. _____ Driving environment with minimal traffic and speeds of 5-25 mph.
3. _____ Driving environment with light traffic and speeds of 35-50 mph.
4. _____ Driving environment with maximum number of users and speeds of 25-35 mph.
5. _____ Driving environment with moderate to high volume of traffic and speeds 55-70 mph.
6. _____ Driving condition with significantly reduced visibility with the same characteristics as those with other routes.

Instructor Notes

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

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary Sheet

Lesson Plan Format

The cover page of each lesson plan shall include overall goals or objectives, the required entry level for the lesson will be described, any resources that are needed to teach the lesson and assignments or reading for the lesson.

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

Off-street lessons are driving skills needed before driving in the various on-street environments (parking lots and multiple-car driving ranges).

Different Driving Environments


The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving - provides significantly reduced visibility.

On-Street Route Development


- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

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Module 1


Lesson Plans for In-vehicle Instruction



Slide 1-2


Purpose of the Module

- ▶ To give you an understanding of the in-vehicle instruction lesson plan structure.



Lesson Plans

Module 1 PW page 1-2



Slide 1-3


Module Sections


This module will cover three topics:

- ▶ Lesson plan format
- ▶ Different driving environments
- ▶ On-street route development


Driving Lessons

- ✓ Thorough knowledge of test route areas
- ✓ Individual lesson plans
- ✓ Varied driving routes cover same types of routes as test
- ✓ Real driving throughout lesson - theory taught whilst driving in real situations





Module 1 PW page 1-2




Slide 1-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education.


Module 1 PW page 1-2




Slide 1-5

The Cover Page of Each Lesson Plan

- ▶ Overall goals or objectives.
- ▶ Required entry level for the lesson.
- ▶ Resources needed.
- ▶ Assignments or reading for the lesson.



Module 1 PW page 1-3



Slide 1-6

In-vehicle Lesson Plan Format and its Various Components

- ▶ Instructional objective.
- ▶ Learning activities.
- ▶ Learning activities for observers, if applicable.
- ▶ Anticipated problems.
- ▶ Method of evaluation.
- ▶ Materials, equipment and resources needed.




Module 1 PW page 1-3



Slide 1-7

In-vehicle Lesson Plan Format and its Various Components

- ▶ A copy of the route attached to the lesson plan.
- ▶ Typed and written in manner that is easy to follow.



ANSTSE

Module 1 PW page 1-3

Slide 1-8

Learning Activity

Activity #1: BTW Lesson Plan

Review sample BTW lesson plan and go into detail on components and importance of each in the lesson plan.

ANSTSE

Module 1 PW page 1-3

Slide 1-9

Off-Street Lessons

- ▶ Those driving skills needed before driving in the various on-street environments.
 - Parking lots
 - Multiple-vehicle driving ranges





ANSTSE

Module 1 PW page 1-4

Slide 1-10

Off-Street Lessons: Driving Range



ANSTSE

Module 1 PW page 1-4

Slide 1-11

Off-Street Lessons: Driving Range



ANSTSE

Module 1 PW page 1-4

Slide 1-12

Off-Street Lessons: Parking Lot



ANSTSE

Module 1 PW page 1-4

Slide 1-13

Learning Activity

Activity #2: Off-Street Parking or Driving Range Diagram

Show an off-street parking or driving range diagram and review features to utilize.

Module 1 PW page 1-4 ANSTSE

Slide 1-14

Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
 - Outside vehicle checks
 - Tires
 - Lights
 - Debris
 - Damage
 - Fluids



Module 1 PW page 1-5 ANSTSE




Approaching the Vehicle

Slide 1-16

Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
 - Inside vehicle checks and adjustments
 - Items secured
 - Phone off
 - Gas gauge
 - Lock doors
 - Adjust head restraint, seat position, steering wheel
 - Seat belt
 - Adjust mirrors
 - Ignition
 - Headlights
 - E-brake or parking brake



Module 1 PW page 1-5 ANSTSE

Slide 1-17

Example of Vehicle Checks

- ▶ LSMILE
- ▶ Lock doors
- ▶ Seat belt, seat, steering wheel
- ▶ Mirrors
- ▶ Ignition
- ▶ Lights
- ▶ E-brake or parking brake

Module 1 PW page 1-5 ANSTSE






Lesson Introduction

Slide 1-19

Off-Street Tasks that Can be Performed

- ▶ Ignition procedures.
- ▶ Preparing to move.
- ▶ Stopping procedures.
- ▶ Tracking forward and backwards.
- ▶ Lane change procedures.
- ▶ Left and right turn procedures.
- ▶ Three-point turnabouts.
- ▶ Angle and perpendicular parking.
- ▶ Parallel parking.
- ▶ Responding to driver errors and vehicle failures.







Module 1 PW page 1-6 

Slide 1-20

The Five Different Driving environments

1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving


Module 1 PW page 1-7 


Slide 1-21

Low-Speed, Light Traffic (residential) environment

Description

- ▶ Minimal traffic.
- ▶ Low speeds (5-25mph)
- ▶ Traffic controls consist mainly of pavement markings and signs.
- ▶ Two-way and one-way streets.
- ▶ Open and blind intersections.




Module 1 PW page 1-7 


Slide 1-22

Low-Speed, Light Traffic (residential) Objectives

Suggested maneuvers or skills include:

- ▶ Entering/leaving the flow of traffic.
- ▶ Negotiation intersections.
- ▶ Identifying traffic controls.
- ▶ Eye habits and practices
- ▶ Interacting with other users.
- ▶ Negotiating turnabouts
- ▶ Negotiating roundabouts/traffic circles
- ▶ Parking on uphill/downhill grades.
- ▶ Yielding/right-of-way





Module 1 PW page 1-7 

Slide 1-23

Low-Speed, Light Traffic (residential) Learning Sets

- ▶ Lane change maneuvers (entering/leaving traffic)
- ▶ Negotiating intersections
- ▶ Single stops/double stops or safety stops/blind intersections
- ▶ Two-way/one-way streets
- ▶ Left and right turns
- ▶ Negotiating two-point turnabouts
- ▶ Negotiating three-point turnabouts





Module 1 PW page 1-7 

Slide 1-24

Low-Speed, Light Traffic (residential) Anticipated Problems

- ▶ Failing to check blind spot on lane changes.
- ▶ Failing to check mirror at least once each block.
- ▶ Improper lane position for intersection maneuvers (one-way and two-way streets).
- ▶ Failing to stop properly.
- ▶ Failing to stop for pedestrians.





Module 1 PW page 1-8 

Slide 1-25

Low-Speed, Light Traffic (residential) Anticipated Problems

- › Waiting to turn left with wheels pointed left.
- › Failing to search two-three times properly.
- › Failing to sight through turns.
- › Failing to follow curb radius on right turns.
- › Dry steering turnabouts.
- › Failing to recognize and obey signs, signals and pavement markings.





Module 1 PW page 1-8 

Slide 1-26

Low-Speed, Light Traffic (residential) Learning Activities

- › Check licenses or permits, as applicable.
- › Introduction to the lesson (environment and objectives).
- › Introduce learning activities for observers.
- › End of lesson summarize students strong/weak points.



Module 1 PW page 1-8 

Slide 1-27

Learning Activity

Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Identify the main components and watch a video of residential driving. Relate the discussions to what was shown in the video.


Module 1 PW page 1-8 


Low Speed Light Traffic

Slide 1-29

Moderate-Speed, Light Traffic (Open highway) Description

- › Variable speeds (35-55).
- › Moderate traffic.
- › Variable sight distance.
- › Various traffic controls.
- › Multiple lanes.
- › Shopping centers.





Module 1 PW page 1-9 

Slide 1-30

Moderate-Speed, Light Traffic (Rural) Description

- › Variable speeds (35-55).
- › Moderate traffic.
- › Variable lane widths.
- › Hill and curves.
- › Limited space.
- › Limited sight distance.
- › Limited pavement markings and traffic controls.




Module 1 PW page 1-9 

Slide 1-31

Moderate-Speed, Light Traffic (Open highway/Rural) Objectives

Suggested maneuvers or skills include:

- ▶ Vehicle control.
- ▶ Sight distance.
- ▶ Identifying traffic controls.
- ▶ Lane selections and positioning
- ▶ Gap selection.
- ▶ Communicating
- ▶ Moving lane changes.
- ▶ Negotiating shopping centers.




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Slide 1-32

Moderate-Speed, Light Traffic (Open highway/Rural) Anticipated Problems

- ▶ Improper speed control.
- ▶ Entering curves to fast.
- ▶ Failing to scan ahead.
- ▶ Dropping off the roadway and onto the shoulder.
- ▶ Failing to use mirrors.
- ▶ Failing to identify traffic controls.
- ▶ Improper lane positioning.



Module 1 PW page 1-9 ANSTSE

Slide 1-33

Learning Activity

Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) Environment

Identify the main components and watch a video of open highway/rural environment. Relate the discussions to what was shown in the video.


Module 1 PW page 1-9 ANSTSE

Moderate Speed Light Traffic

Slide 1-35

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Description

- ▶ Maximum number of users.
- ▶ Reduced speeds (25-35mph).
- ▶ Multiple traffic lanes and intersections.
- ▶ Complex intersections.
- ▶ Limited space and visibility.
- ▶ One-way/two-way streets.
- ▶ Alleyways.
- ▶ Multiple traffic control devices.
- ▶ Parking garages.




Module 1 PW page 1-10 ANSTSE

Slide 1-36

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Systematic search patterns.
- ▶ Visual search and identification.
- ▶ Interacting with a large number of users.
- ▶ Negotiating a variety of intersections.
- ▶ Designated turn lanes
- ▶ Roundabouts
- ▶ Using parking garages.




Module 1 PW page 1-10 ANSTSE


Slide 1-37

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Maintaining space.
- ▶ Timing.
- ▶ Selecting path of travel.
- ▶ Communicating.
- ▶ Parallel parking/Angle parking/Perpendicular parking.
- ▶ Backing.
- ▶ Responding to traffic control devices.





Module 1 PW page 1-10 

Slide 1-38

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Anticipated Problems

- ▶ Improper lane change procedures.
- ▶ Improper lane selection or path of travel.
- ▶ Failing to search ahead and at intersections.
- ▶ Failing to scan through turns.
- ▶ Speed control.
- ▶ Not communicating.
- ▶ Failure to respond to traffic control devices.
- ▶ Failing to stop for pedestrians.
- ▶ Improper lane changes procedures.




Module 1 PW page 1-10 

Slide 1-39

Learning Activity

Activity #5: Components of Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Identify the main components and watch a video of suburban/urban environment. Relate the discussions to what was shown in the video.


Module 1 PW page 1-11 


Moderate Speed Dense Traffic

Slide 1-41

High-Speed, Moderate & Heavy Traffic (Expressway) Description

- ▶ High speeds (55-70mph)
- ▶ Divided by some barrier.
- ▶ Moderate to high volume of traffic
- ▶ Variety of exchanges.
- ▶ Limited access.




Module 1 PW page 1-12 


Slide 1-42

High-Speed, Moderate & Heavy Traffic (Expressway) Objectives

Suggested maneuvers or skills include:

- ▶ Entering and exiting.
- ▶ Interacting with other users.
- ▶ Identifying critical areas.
- ▶ Sign usage.
- ▶ Speed control.
- ▶ Steering control.
- ▶ Passing without exceeding the speed limit.



Module 1 PW page 1-12 

Slide 1-43

High-Speed, Moderate & Heavy Traffic (Expressway) Anticipated Problems

- ▶ Fluctuation in speed.
- ▶ Poorly paced lane changes.
- ▶ Improper use of exit and entrance ramps.
- ▶ Improper lane change procedures.
- ▶ Failure to scan well in advance.



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Slide 1-44

Learning Activity

Activity #6: Components of High Speed, Moderate and Heavy Traffic (Expressway)

Identify the main components and watch a video of expressway environment. Relate the discussions to what was shown in the video.


Module 1 PW page 1-12 ANSTSE

High Speed Moderate-Heavy Traffic

Slide 1-46

Night Driving

- ▶ Should be included in driver education instruction if possible.
- ▶ Characteristics are the same as other environments but with significantly reduced visibility.



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Slide 1-47

Objectives for Night Driving

- ▶ Preparing to drive (clean windshield).
- ▶ Searching and evaluating with the use of headlights.
- ▶ Speed control and tracking
- ▶ Reducing the risks at night with high/low beam use and speed control.



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Slide 1-48

Learning Activity

Activity #7: Components of Night Driving

Identify the main components and watch a video of night driving. Relate the discussions to what was shown in the video.

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Night Driving

Guidelines for On-Street Route Development

Slide 1-50

- ▶ Work from the simple to the more complex environments.
- ▶ Must start and end at a set location, preferably the driving school.
- ▶ Characteristics of the environment must match with the objectives in the lesson plan.



PW page 1-14

Module 1



Guidelines for On-Street Route Development

Slide 1-51

- ▶ Every on-street route must allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
- ▶ The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.



PW page 1-14

Module 1



Guidelines for On-Street Route Development

Slide 1-52

- ▶ Each route must contain:
 - Ideally twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations



PW page 1-14

Module 1



Steps for Setting Up a Route

Slide 1-53

- ▶ Get a large map for the area you want the route(s).
- ▶ If not familiar with the area, try to find help.
- ▶ Lay out a route on the map.
 - Start at the driving school.
 - Fill in the places for the desired maneuvers.



PW page 1-15

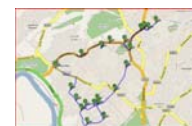
Module 1



Steps for Setting Up a Route

Slide 1-54

- ▶ Drive the potential route several times.
 - Look for locations for the maneuvers you could not locate on a map.
- ▶ Repeat until you have a complete route.
- ▶ Make a final tour of the route and note where you would give the driver directions.



PW page 1-15

Module 1



Slide 1-55

Steps for Setting Up a Route

- ▶ Make a list of the environments on the route.
 - For each environment give:
 - the type of maneuver
 - the location
 - the point at which the directions are to be given; and
 - the directions to be given to the driver

Examples:


- At the next traffic light turn right.
- Continue on George Street.
- At the next intersection turn left.

Module 1 ANSTSE

Slide 1-56

Steps for Setting Up a Route

- ▶ Takes one to two days to set up a route.
- ▶ No minimum or maximum length for the route.
- ▶ Must meet the objectives of the behind-the-wheel lesson plan.
- ▶ Can modify the route for efficiency.
- ▶ Have an alternate route in case of construction or traffic jams.
- ▶ Considerable planning is required if meeting students at their home or other designated points.



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Slide 1-57

Learning Activity

Activity #8: Developing Routes

Using a local map or google maps practice designing a route.

Module 1 ANSTSE

Slide 1-58

STW Activity

Behind-the-Wheel Activity


Take page 1-17 with you to the vehicle when conducting the behind-the-wheel activity.

Module 1 ANSTSE

Slide 1-59

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.




Module 1 ANSTSE

Slide 1-60

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- ▶ Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- ▶ Describe the different driving environments.




Module 1 ANSTSE


Slide 1-61

Specific Activities

You will perform the following activities in the vehicle:

- ▶ Practice driving pre-planned routes for your teaching assignments in this course.





Module 1 PW page 1-17 

Slide 1-62

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook




Module 1 PW page 1-17 


Slide 1-63

Module Summary

- ▶ With the conclusion of this Module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education


Module 1 PW page 1-18 

Slide 1-64

 Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 1 PW page 1-19 

Slide 1-65

Questions and Answers

- ▶ List the five driving environments.
- ▶ Describe the objectives for the low speed, light traffic (residential) driving environment.
- ▶ List the objectives for the night driving environment.
- ▶ Describe the characteristics of the high speed, moderate and heavy traffic (expressway) environment.

Module 1 ANSTSE

Slide 1-66

Questions?



Module 1 ANSTSE

Part III Module 1 Quiz

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

1. Which is true when developing an on-street route?
 - a. Lessons should begin and end at different locations.
 - b. Must contain static and dynamic situations.
 - c. Should contain no more than 30 instructional minutes.

2. Low speed and light traffic driving environments, should consist of:
 - a. Multiple traffic lanes and intersections.
 - b. Traffic controls which consist mostly of pavement markings and signs.
 - c. Various traffic controls, such as traffic signals and signs.

3. Maneuvers which should be taught during the moderate speed, light traffic driving environments include?
 - a. Lane selections and positioning
 - b. Negotiating turnabouts.
 - c. Passing without exceeding the speed limit.

4. Moderate speed, dense traffic driving environments, should consist of?
 - a. A variety of exchanges.
 - b. Multiple traffic lanes and intersections.
 - c. Parking on uphill/downhill grades.

5. Maneuvers that should be taught during the high speed, moderate and heavy traffic driving environment include?
 - a. A variety of exchanges.
 - b. Multiple traffic control devices.
 - c. One-way/two-way streets.

6. What is true of the open highway and rural driving environments?
 - a. The open highway has various traffic controls and the rural has limited traffic controls.
 - b. They both have limited traffic controls.
 - c. The open highway has limited sight distance and the rural has variable sight distance.

7. What components should be in an in-car lesson plan?

8. List 5 tasks that can be performed in an off-street facility or space?

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

9. List 2 objectives to include for night driving?

- a.
- b.

10. What should every on-street route allow for?

Module 2

Managing the Mobile Classroom



Instructor Notes

Activities

Activity #1: Giving Directions

Using a series of slides ask IC's to demonstrate how to give directions for various driving scenarios.

Activity #2: Using Instructor Rearview and Eye Mirrors

Have IC's determine where to place instructor rearview and eye mirrors on the driver education vehicles and practice securing the mirrors.

BTW Activity

Have IC's practice driving the route, managing the mobile classroom and giving directions.

Module Review Activity: Key Words Matchup

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

Module Contents

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Instructor Notes

Discuss

Module Overview

Module 1 discussed the in-vehicle lesson plans. Let's look at how to manage the mobile classroom and techniques of giving directions.



Section Time

Show

Slides 2-1 through 2-4

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

Note

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

Key Words:

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Note:

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

Module Overview

Module Overview

1. Prior to this module, we discussed in-vehicle lesson plans.
2. This module is titled “Managing the Mobile Classroom.”
3. The purpose of this module is to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.
4. This module will cover five topics:
 - Preparing to drive
 - Giving directions
 - How to use instructor mirrors
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
5. By the end of this module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting BTW instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
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 in the classroom and 2 hours behind-the-wheel.
9. This module will teach you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words:

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Instructor Notes

Introduce **Section 1: Preparing to Drive**



Section Time

Discuss **Procedures for Teaching an In-Vehicle Lesson.**

Show **Slides 2-5 through 2-9**

Demonstrate Using a chair, the proper seating position for instructing an in-vehicle lesson.

Ask For a volunteer to act like they are driving the vehicle and explain the importance of the instructors seating position.

Then switch roles.

Emphasize That before leaving the parking lot, test the instructor's brake.

Section 1: Preparing to Drive

Introduction Section 1 will discuss the procedures that must be followed when getting ready to teach an in-vehicle lesson.

- Procedures for Teaching an In-Vehicle Lesson
1. Check the student's permit/license, if required.
 - Is the license/permit valid?
 - What are the restrictions?
 - When does it expire?
 - Address issues on student health/medical form.
 2. Select a first driver based either on skill level or student rotation, if applicable. May not be feasible if provided a driving schedule.
 - Is the student capable of driving the vehicle to the desired environment?
 - If the student drivers are not competent to drive to the environment the instructor shall drive the vehicle to the desired environment.
 3. Always begin the lesson with a lesson overview while standing outside the driver education vehicle.
 - Provide a quick review of the preceding session.
 - State the lesson objectives (relate to classroom lesson). Make sure the student driver and observer understand the objectives of the lesson.
 - Type of traffic environment.
 - General description of route.
 - Explain the benefits of the lesson.
 - Explain observer activity sheets.
 4. Instructor must be seated in the proper position to instruct the lesson.
 - Body should be positioned towards driver.
 - Right leg should be able to reach instructors pedal.
 - Left hand should be used as a brace or to take emergency action.

Instructor Notes

- Discuss** **Procedures for Teaching an In-Vehicle Lesson.**
- Show** **Slides 2-10 through 2-12**
- Video** **Slide 2-13**
- Handout** An example of a behind-the-wheel lesson, i.e. refer to ADTSEA in-vehicle lesson plans, Lesson #1 page A-6.

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



Elapsed Time

Section 1: Preparing to Drive

Procedures for Teaching an In-Vehicle Lesson

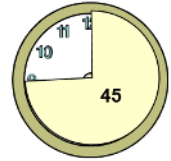
5. Check the dual instructor brake before beginning the lesson.
 - Is the safety pin disengaged?
 - Is the cable in good condition?
 - When the vehicle is moving will it stop the vehicle?
6. If the vehicle has a center pull emergency brake does it work?
 - Used only as a back up to the instructor's brake.
 - Can cause rear wheel lock if used improperly.
7. Setting of the instructor's mirrors before beginning the lesson.
 - Make sure they will not block driver's vision.
 - Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

Section 1 Summary

This section covered the procedures that must be followed when getting ready to teach an in-vehicle lesson.

Instructor Notes

Introduce **Section 2: Giving Directions**



Section Time

Discuss **The guidelines for giving directions.**

Show **Slides 2-14 through 2-16**

Section 2: Giving Directions

Introduction

Section 2 will discuss the guidelines for giving directions.

The guidelines for giving directions

1. Always begin the lesson with a lesson overview and provide a general description of the route.
2. Directions influence the driver's performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is used.
3. The main objectives that must be remembered when giving directions by the instructor are:
 - Write out the directions to negotiate a route, which will minimize misunderstanding.
 - Verbalize directions slowly in order to maximize hearing and understanding of the direction.
 - Talk loudly so the student can clearly hear the directions.
 - Identify where/when directions should be given that minimize driver overload.
4. If directions are to be followed they must be:
 - Short and concise.
 - As few as possible.
 - When possible, avoid giving directions for two maneuvers at the same time.
 - Easy to state and remember.
 - In a way that is natural for you.
 - Easy for you and the driver to remember.
 - Easy to understand and follow.
 - Stated as commands, not requests.
 - Precisely what the driver is to do.
 - In common language, avoid slang terms.
 - Directions must be consistent.
 - Don't change style to avoid repetition
 - Directions for similar situations should be stated in the same form.

Instructor Notes

- Discuss** **The guidelines for giving directions – continued.**
- Show** **Slides 2-17 through 2-20**
- Explain** To the instructor candidates that various methods of giving directions must be followed.
- Discuss** Techniques to ensure the driver will follow the directions properly.
- Emphasize** It is the instructor's responsibility to keep the car and passengers safe. The instructor should be in the mindset that he/she is driving the car and therefore responsible for it and its passengers.
- Discuss** The rules that must be followed when giving directions.

Section 2: Giving Directions

The guidelines for giving directions – continued

5. Various methods of giving directions must be followed.
 - Consciously plan the terminology and specific directions.
 - Select the time and location where you can safely obtain the driver's attention.
 - Get the drivers attention before giving the direction.
 - Check for understanding once the directions are given.
 - Where/when to begin the direction.
 - Redirect when necessary.
 - Ask student to verbalize directions.

6. Techniques to ensure the driver will follow the directions properly.
 - Anticipate which drivers may have or are going to have problems. Such as:
 - Searching
 - Steering too much or too little
 - Braking too much or not enough
 - Accelerating too much or not enough
 - Prematurely performing the directions
 - Delaying in performing the direction

 - Remind the students to listen carefully to the directions.
 - Repeat the directions.
 - Students may be nervous and may have difficulties in determining left from right when receiving directions.
 - When giving direction, you can also point in the direction you want the student to turn.

7. Never give more than two directions at one time. Some student drivers may become confused with multiple directions. Break it down in one to two segments as you drive.
 - Directions should be stated in two parts.
 - First, say “**Where**” you want the maneuver done, then, say “**What**” you want the driver to do.

Instructor Notes

- Discuss** The guidelines for giving directions – continued.
- Show** Slides 2-21 through 2-22
- Video** Slide 2-23
- Show** Slides 2-24 through 2-25
- Discuss** The importance of using specific terms when giving directions.
- Emphasize** Continue to emphasize that directions must be clear and concise.

Section 2: Giving Directions

The guidelines
for giving
directions –
continued

8. Use specific terms when giving directions.
 - Avoid using street names
 - The location of street names will vary.
 - Street signs may not be there at all.
 - Street signs are small and hard to identify.
 - You can use well-marked highway or interstate route markers.
 - State the route number.
 - State the direction of travel (North, South, West, East) only if needed.
 - State the major city in either direction.
 - Use designations such as:
 - Next intersection
 - Next major intersection
 - Next controlled intersection
 - First crossroad
 - Next stop sign
 - Next traffic signal
 - Second traffic signal
 - Following street
 - End of road
 - Directions should be started with a prepositional phrase such as:
 - “At the...” (Where the location is visible)
 - “Go to the ...” (When the location is visible)
 - “Continue to the ...” (When the location is not visible)
 - Avoid double –meaning or confusing words such as:
 - Right – say correct
 - Straight – say ahead or forward
 - Red light – traffic signal
 - Slang – for the action you want: “step on it, OK.”
 - Improper phrases: “right **hand** turn,” “left **hand** turn.”
 - Curve vs. a Turn

Instructor Notes

Discuss The guidelines for giving directions – continued.

Show Slides 2-26 through 2-30

Discuss The importance of when/where to give directions.

Section 2: Giving Directions

The guidelines for giving directions – continued

9. How to give directions is critical in the driver's performance.
 - Talk loudly and clearly to the driver.
 - Talk at a normal talking rate.
 - Pause between the “where/when” and the “what” components of the directions.
 - If you have a long distance to go, use a standard phrase such as “continue ahead until I give you further directions.”

10. When/where to give directions.
 - Use a location that is easy to remember.
 - Physical landmarks that don't change.
 - Give the direction as soon as the driver has completed the tasks associated with your last direction if the next action is to follow immediately.
 - Depending on the distance to be traveled, time your directions to coordinate with the needed action.

 - Use a location that gives the driver time and distance to prepare to follow the direction.
 - Given well in advance.
 - Driver may not hear or understand the directions.
 - May be necessary to repeat the direction.
 - Know the route and area of instruction well. Have a plan B if a turn is missed or needs to be aborted. The plan B will allow easy access back to the planned route.

 - Use a cue that is obvious and will not change over time.

 - Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.

 - Discuss the factors that need to be considered when giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility.
 - The speed of the vehicle.
 - The volume and speed of other traffic.
 - Roadway signs and signals.
 - Types of roadway and environments.
 - Sightlines.

Instructor Notes

Summarize Giving directions.

Show Slide 2-31

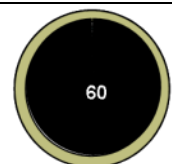
Activity Activity #1: Giving Directions

Show Slides 2-32 through 2-37

Show the next series of slides and ask instructor candidates to demonstrate how to give directions for the various scenarios. For example, turning left, turning right, going straight.

Note: Prepare in advance your own responses.

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



Elapsed Time

Section 2: Giving Directions

Summary of giving directions

- The same for every driver, unless a student is not catching on or slow to respond, you may need to adjust the way you give directions.
- Short/concise directions.
- Easy to state and remember.
- Easy to understand and follow.
- Same style and similar content.
- “Where” first, then “what”.
- Given clearly and early.
- Timed for repeat if necessary.
- Timed so not to overload the driver.

Activity

Activity #1: Giving Directions

Your instructor will show you a series of slides for you to demonstrate how to give directions for the various scenarios.

Section 2
Summary

This section covered the guidelines for giving directions.

Instructor Notes

Introduce

**Section 3: How to use Instructor Mirrors
During In-vehicle Instruction**



Section Time

Discuss

**How to use an instructor's interior rearview mirror
during in-vehicle instruction.**

Show

Slide 2-38

Section 3: How to Use Mirrors During In-Vehicle Instruction

Introduction Section 3 will discuss how to utilize the instructor rear view mirror and eye mirror.

How to use an instructor's rearview mirror during in-vehicle instruction Take care to select mirrors that are designed to reduce potential hazards, such as sharp edges and protruding parts. Look for devices that have protective materials around them and shatter proof mirrors and mounting brackets.

Instructor's Rearview Mirror

The instructor's rearview mirror should be fastened on the inside of the windshield with suction cups and positioned so that the instructor can see to the rear of the vehicle with a quick glance. Use a small amount of glycerin to spread a thin layer on the suction cup of the mirror to help adhere to the windshield.

Avoid areas in the vehicle where the mirrors might be impacted by the vehicle's airbags in a crash, thereby propelling the mirrors into the instructor and/or students.

Instructor Notes

Discuss **How to use an instructor's eye mirror during in-vehicle instruction.**

Show **Slides 2-39 through 2-43**

Section 3: How to Use Mirrors During In-Vehicle Instruction

How to use an instructor's eye mirror during in-vehicle instruction

Instructor's Eye Mirror

1. The mirrors used to monitor a driver's visual glance behavior are typically a 2 ½" by 6" or 6.5 cm by 15 cm flat mirror. This size is sufficient to allow their use in any passenger vehicle.
2. Flat mirror glass is used since any degree of convexity will reduce the definition of the image and consequently the resolution and information available. Choose an eye mirror of good quality that employs a suction base with a swivel joint that allows for sufficient degrees of rotation to work on all windshields, especially those with considerable slope.
3. An instructor's eye mirror should be fastened to the windshield in a position where the instructor can see the student's eye movements.
4. An instructor eye mirror allows the instructor to see at a glance where the student is looking and where the student is searching and tracking. A fixed stare, failure to check blind spots before moving to a new lane, failure to check to the rear before slowing down, etc. are easily detected, allowing the instructor to coach the student until the correct habits are in place. The mirror should be a flat mirror.
5. Ideally, the eye mirror should be positioned low on the windshield. It must be low enough that it will not block the driver's sightline to anything of significance in the forward field of view; but high enough that the driver's hands positioned on the wheel will not obstruct the instructor's view of their eye movements.
6. In a passenger vehicle, the eye mirror is typically placed on or slightly left of the windshield centerline. Positions significantly to the right of this will decrease the quality of information available to the instructor.
7. The windshield must be clean to ensure the suction of the base is sufficient to preclude the possibility of the mirror falling off. Any good quality glass cleaner should work well. Typically, the mirror may need to be reattached twice a year.

Instructor Notes

Discuss **Steps to properly place and use an instructor's eye mirror.**

Show **Slide 2-44**

Activity **Activity #2: Using Instructor Rearview and Eye Mirrors**

Show **Slide 2-45**

Go outside to the driver education vehicles and have instructor candidates determine where to place instructor rearview and eye mirrors and have instructor candidate's practice securing mirrors.

Note Details on how to use eye mirrors will be covered later in the BTW activity.

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



Elapsed Time

Section 3: How to Use Mirrors During In-Vehicle Instruction

Steps to properly place and use an instructor's eye mirror

Properly place the eye mirror to allow the instructor to see student eye movements by:

- Properly adjusting the instructor's seat.
- Place the eye mirror in a location on the windshield where the instructor can see the student's eye movements.
- Adjusting the eye mirror so the instructor can see the student's eyes while they are in the proper instructor position.
- Observe the student's eye movements.
- Tell the student where to look to see properly.

Activity

Activity #2: Using Instructor Rearview and Eye Mirrors

Your instructor will take you outside to the driver education vehicles to have you determine where to place and practice securing eye and instructor's mirrors.

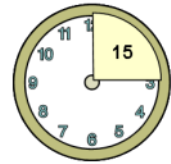
Note: Details on how to use eye mirrors will be covered later in the BTW activity.

Section 3
Summary

This section covered how to utilize the instructor rear view mirror and eye mirror during in-vehicle instruction.

Instructor Notes

Introduce **Section 4: Challenges to In-Vehicle Training**



Section Time

Discuss **Relationship and Referral of the Driver Rehabilitation Specialist**

Show **Slides 2-46 through 2-47**

Emphasis The importance of the relationship with a Driver Rehabilitation Specialist(s) and referrals in consultation with the parent(s).

Note Additional instructor training is required to conduct driver training for the hearing impaired.

Discuss **How to address learning/cognitive/physical challenges during in-vehicle training.**

Show **Slides 2-48 through 2-51**

Section 4: Challenges to In-Vehicle Training

Introduction Section 4 will discuss challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Relationship and Referral of the Driver Rehabilitation Specialist Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s). These specialists are properly trained to assist persons with disabilities in learning to drive. In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.

- Never deny a person training because of a disability.
- Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
- Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Addressing learning/physical challenges during in-vehicle training Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.

- Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
 - While learning disabilities are a type of cognitive or developmental disability, there are many other types of cognitive and developmental disabilities. They can occur from tumors, strokes, head injuries, infections, etc. Notice any type of difficulties to mentally process tasks such as the driving task.
- Physical disabilities: when a person has the lack of adequate power or strength than the average person.
 - Notice any difference in gait or walk. Instructor should be very aware of any limp or difference in limbs. Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
 - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Instructor Notes

Discuss **The American's with Disabilities Act**

Show **Slides 2-52 through 2-53**

Discuss **How to manage multiple tasks while conducting in-vehicle training.**

Show **Slides 2-54 through 2-55**

Section 4: Challenges to In-Vehicle Training

The American's with Disabilities Act

The American's with Disabilities Act requires that services should be available to everyone, even those with disabilities. As an instructor, you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

The purpose of the American's with Disabilities Act is to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. A physical or mental disability in no way diminishes a person's right to fully participate in aspects of society.

Higher level disabilities should be referred to a driver rehabilitation specialist. The driver education instructor should assist in coordinating and assisting with this referral.

There must be reasonable accommodations. For example, the student taking the classroom portion of the course and via a referral to a driver rehabilitation specialist the in-vehicle training portion could be provided.

How to manage multiple tasks while conducting in-vehicle training

The instructor candidate must learn to manage multiple tasks while instructing:

- To supervise student instruction.
- Maintain control of the instructional vehicle.
- Maintain situational awareness.
- Coordinate instruction of the driving route.
- Engage the student observers in the back seat during the driving lesson.

To manage multiple tasks while instructing, you should:

- Have the lesson and car prepared and routes established.
- Preview the lesson to be taught with your students so that they have a better understanding of the lesson and so they can operate more naturally.
- Make sure your cell phone is turned off, put away and out of reach during instruction.
- Pay close attention to the action of the student driver and envision yourself as the driver to maintain vehicle control by looking ahead as far as possible.

Instructor Notes

Discuss **How to manage distractions while conducting in-vehicle instruction.**

Show **Slides 2-56 through 2-58**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Challenges to In-Vehicle Training

How to manage distractions while conducting in-vehicle instruction

- The instructor candidate must manage the distractions inside and outside of a vehicle.
- The instructor candidate does this by being alert to potential distractions so he/she can prepare the students driving and tell them how to control their actions in response to the distraction prior to the occurrence.
- To manage distractions in the vehicle while conducting in-vehicle training instruction you should:
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson during the time period you will be teaching the lesson to your students to determine the types of distractions that may be found on the route.
 - Alert your students of potential distractions that may occur inside and outside of your car during your lesson and discuss possible countermeasures.
 - Eliminate distractions in the car by placing any student materials, e.g. books, bags, telephones, computers, etc. out of the car's passenger compartment.
 - Set ground rules for the students.
 - Make sure electronic components (cell phone, tablet, etc.) are turned off and stored away.
 - Make sure conversation is focused on driving.
 - Practice distraction reducing strategies with your students.

Section 4
Summary

This section covered challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Instructor Notes

Introduce **Section 5: Changing Drivers and Observer Responsibilities**



Section Time

Discuss **Driver rotation and observer responsibilities.**

Show **Slides 2-59 through 2-60**

Section 5: Changing Drivers and Observer Responsibilities

Introduction Section 5 will discuss the driver rotation process and the procedures for changing drivers.

Driver rotation and observer responsibilities

1. Inform observer(s) of responsibilities, if applicable.
 - Inform the observers what they should be doing while driving in the backseat of the vehicle. Observers should have a clear understanding of their responsibilities before the lesson.
 - Observers should be active while in the vehicle and observe the student driver. The observer should complete an observation form noting vehicle speed and position changes.
 - Check flow of traffic before allowing observers to exit vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.
2. Identify a time to change drivers.
 - Ideally allow twenty to thirty minutes for each student, but **no more than** ninety minutes per day. **[Insert state specific information on maximum length of drive.]**
3. Identify a safe location for changing drivers.
 - Parking lots are the easiest and safest.
4. Identify how to position students.
 - Depending on environment, students with better road skill should drive first.

Instructor Notes

Discuss **Changing drivers.**

Show **Slide 2-61**

Emphasize The importance of finding a safe place to change drivers and why a street should not be used.

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



Elapsed Time

Section 5: Changing Drivers and Observer Responsibilities

Changing drivers

1. Choose a safe location to change drivers and include in the pre-planned route.
 - Use public parking areas unless you have permission from the private property owners.
 - Be certain it is a safe area with limited traffic.
 - Have a good sight distance ahead and behind (not around curves or over hills).
 - Pull completely off the roadway (parking lot is the best).
 - If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.

Section 5 Summary

This section covered the driver rotation process and the procedures for changing drivers.

Instructor Notes

Introduce **Section 6: Behind-the-Wheel Activity**



Note: Take this section with you to the vehicle.

Show **Slides 2-62 through 2-66**

Purpose The purpose of this BTW activity is to manage the mobile classroom and give directions.

Objectives By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.

BTW Activity **The following activities should be completed:**

- Using an on-street route and lesson plans developed by the instructor have the IC's practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures.
 - Uses correct terminology.
 - Gives directions clear and concise.
 - Gives directions in a timely manner.
 - Manage multiple tasks in the vehicle.
 - Manage distractions in the back seat.
 - Use instructor rearview and eye check mirrors.
 - Rotates drivers in a safe place and at the correct time.
 - If applicable, engages back seat observers.
-

Section Summary Give a brief summary of Section 6. Ask a few short questions before proceeding onto the Module Summary.

Section 6: Behind-the-Wheel Activity

Introduction Section 6 will allow you to work with your instructor in the vehicle to practice driving the route and giving directions.

Note: Take this section with you to the vehicle.

Purpose The purpose of the BTW activity is to manage the mobile classroom and give directions.

Objectives By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street.
- Demonstrate how to engaging observers.

BTW Activity The following activities should be completed:

- Using an on-street route and lesson plans developed by the instructor you will practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Perform pre-drive procedures.
- Use correct terminology.
- Give directions clear and concise.
- Give direction in a timely manner.
- Manage multiple tasks in the vehicle.
- Manage distractions in the back seat.
- Use instructor rearview and eye check mirrors.
- Rotate drivers in a safe place and at the correct time.
- If applicable, engage back seat observer.

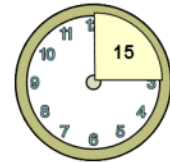
Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 6 Summary This section provided the opportunity to demonstrate how to drive the route, manage the mobile classroom and give directions for the route.

Instructor Notes

Module Summary Summarize the purpose of the module “Managing the Mobile Classroom.”



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 2-67 through 2-70**

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

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

1. Describe what words should not be used when giving directions.
2. What guidelines should be followed when determining when/where to give directions?
3. Describe the driver rotation process.

Quiz Administer quiz on Module 2.

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

Transition The next module will cover in-vehicle teaching techniques.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.

This module covered five topics:

- Preparing to drive
- Giving directions
- How to use instructor mirrors
- Challenges to in-vehicle training
- Changing driver s and observer responsibilities

The information presented in this module is essential for teaching you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

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

Module Review Activity

Module Review
Activity

Key Words Matchup

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

A. Driver rotation	B. Observers	C. Multiple tasks
D. Distractions	E. Instructor eye mirror	F. Instructor rearview mirror

1. _____ Passengers in the vehicle during a behind-the-wheel lesson who receive perceptual practice in how to manage time and space for risk reduction.
2. _____ The divided attention of an individual to other areas inside or outside of the vehicle.
3. _____ Allows the instructor to see at a glance where the student is looking.
4. _____ Changing drivers after 20 – 30 minutes of driving but no more than 90 minutes per day.
5. _____ Allows the instructor to see to the rear of the vehicle with a quick glance.
6. _____ Various responsibilities which need to be completed by the in-vehicle instructor.

Instructor Notes

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

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary Sheet

Preparing to Drive

1. Check the student's permit/license.
2. Select a first driver based either on skill level or student rotation.
3. Be seated in the proper position to instruct the lesson.
4. Check the dual instructor brake before beginning the lesson.
5. Check the center pull emergency brake, if equipped.
6. Set the instructor's mirrors before beginning the lesson, including eye mirror.
7. Begin the lesson with a lesson overview while standing outside the driver education vehicle.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.

Directions should be short and concise, easy to state and remember, easy to understand and follow, and consistent.

Before giving directions consciously plan the directions, get the drivers attention, and check for understanding once the directions are given.

To ensure the driver will follow the directions properly anticipate when drivers may have or are going to have problems, remind the students to listen carefully to the directions, and repeat the directions. Never give more than two directions at one time. Some student drivers may become confused with multiple directions.

When giving directions avoid using street names, but you can use well-marked highway or interstate route markers. Use destinations such as next intersection, first crossroad, second traffic light, the following street or end of road.

Directions should be started with a prepositional phrase such as, at the, go to the, continue to the...

Avoid double meaning or confusing words such as, right, straight, and red light.

Instructor Notes

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

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

Guidelines for Giving Directions continued

How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions. Use a location that is easy to remember and a location that gives the driver time and distance to prepare to follow the direction.

Avoid giving directions when the driver is busy performing a maneuver or needs to be attentive to environment or traffic conditions.

Using Instructor mirrors

- **Instructor rearview mirror** – Allows the instructor to see to the rear of the vehicle with a quick glance and should be fastened on the inside of the windshield.
- **Eye mirror** – Fastened to the windshield in a position where the instructor can see the student's eye movements and where they are searching or tracking.

Challenges to In-Vehicle Training

- **Addressing learning/physical challenges**
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- **Managing multiple tasks during BTW**
 - To supervise student instruction.
 - Maintain control of the instructional vehicle.
 - Maintain situational awareness.
 - Coordinate instruction of the driving route.
 - Engage the student observers in the back seat during the driving lesson.
- **Managing distractions during BTW**
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson
 - Eliminate distractions in the car
 - Set ground rules for the students.
 - Make sure conversation is focused on driving

Instructor Notes

**Summary
Sheet –
continued**

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

Review

Module highlights with instructor candidates.



Elapsed Time

Summary Sheet


Summary
Sheet –
continued

Changing Drivers

Allow twenty to thirty minutes for each student, but no more than ninety minutes per day. Parking lots are the easiest and safest place to change drivers. Depending on environment, students with better road skill should drive first. Observers should have a clear understanding of their responsibilities before the lesson. Check flow of traffic before exiting vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.

Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

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Module 2


Managing the Mobile Classroom

ANSTSE

Slide 2-2

Purpose of the Module

- ▶ To teach you how to manage the behind-the-wheel portion of a driver education class through:
 - proper procedures for giving directions,
 - how to use instructor mirrors;
 - dealing with challenges during in-vehicle instruction,
 - when to change drivers; and
 - observer responsibilities.



Module 2 PW page 2-2



ANSTSE

Slide 2-3

Module Sections

This module will cover five topics:

- ▶ Preparing to drive
- ▶ Giving directions
- ▶ How to use instructor mirrors during in-vehicle training
- ▶ Challenges to in-vehicle training
- ▶ Changing drivers and observer responsibilities

Module 2 PW page 2-2

ANSTSE

Slide 2-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.


Module 2 PW page 2-2

ANSTSE

Slide 2-5

Procedures for Teaching an In-vehicle Lesson

1. Check the student's permit/license, if required.
 - ▶ Is the license/permit valid?
 - ▶ What are the restrictions?
 - ▶ When does it expire?
 - ▶ Address issues on student health/medical form.




Module 5 PW page 2-3

ANSTSE

Slide 2-6

Procedures for Teaching an In-vehicle Lesson

2. Select a first driver based either on skill level or student rotation, if applicable.
 - ▶ Is the student capable of driving the vehicle to the desired environment?



Module 5 PW page 2-3


ANSTSE

Slide 2-7

Procedures for Teaching an In-vehicle Lesson

3. Begin the in-vehicle lesson procedure with a lesson overview while standing outside the vehicle.

- State the lesson objectives (relate to classroom lesson).
- Provide quick review of session.
- Type of traffic environment.
- General description of route.
- Explain the benefits of the lesson.
- Explain observer activities sheets.




Module 5 PW page 2-3 ANSTSE

Slide 2-8

Procedures for Teaching an In-vehicle Lesson

4. Seated in the proper position to instruct the lesson.

- ▶ Body should be positioned towards driver.
- ▶ Right leg should be able to reach instructor's pedal.
- ▶ Left hand should be used as a brace or to take emergency action.



Module 5 PW page 2-3 ANSTSE

Slide 2-9

? Question

Explain the importance of the instructor's seating position?


Module 5 ANSTSE

Slide 2-10

Procedures for Teaching an In-vehicle Lesson

5. Check the dual instructor brake before beginning the lesson.

- ▶ Is the safety pin disengaged?
- ▶ Is the cable in good condition?
- ▶ When the vehicle is moving will it stop the vehicle?




Module 5 PW page 2-4 ANSTSE

Slide 2-11

Procedures for Teaching an In-vehicle Lesson

6. If the vehicle has a center pull emergency brake does it work?

- ▶ Used only as a back up to the instructor's brake.
- ▶ Can cause rear wheel lock if used improperly.




Module 5 PW page 2-4 ANSTSE

Slide 2-12

Procedures for Teaching an In-vehicle Lesson

7. Set the instructor's mirrors.

- ▶ Make sure they will not block driver's vision.
- ▶ Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.




Module 5 PW page 2-4 ANSTSE



Slide 2-14

Guidelines for Giving Directions

- ▶ Always begin the lesson with a lesson overview and a general description of the route.
- ▶ Directions influence the drivers performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is said.




Module 2
PW page 2-5
ANSTSE

Slide 2-15

Guidelines for Giving Directions

- ▶ Write out the directions to negotiate a route.
- ▶ Verbalize directions slowly.
- ▶ Talk loudly.
- ▶ Identify where/when directions should be given.




Module 2
PW page 2-5
ANSTSE

Slide 2-16

Guidelines for Giving Directions

Directions must be:

- ▶ Short and concise.
 - Avoid giving directions for two maneuvers at the same time.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Consistent, stated in the same form




Module 2
PW page 2-5
ANSTSE

Slide 2-17

Guidelines for Giving Directions

- ▶ Consciously plan the directions.
- ▶ Select a safe time and location.
- ▶ Get the drivers attention.
- ▶ Check for understanding once the directions are given.




Module 2
PW page 2-6
ANSTSE

Slide 2-18

Techniques to Ensure the Driver Will Follow Directions

- ▶ Anticipate which drivers may have or are going to have problems. Such as:
 - Searching
 - Steering too much or too little
 - Braking too much or not enough
 - Accelerating too much or not enough
 - Prematurely performing the directions
 - Delaying in performing the direction




Module 2
PW page 2-6
ANSTSE

Slide 2-19

Techniques to Ensure the Driver Will Follow Directions

- ▶ Remind the students to listen carefully to the directions.
- ▶ Repeat the directions.
- ▶ Students may be nervous and may have difficulties in determining left from right when receiving directions.
- ▶ When giving direction you can also point in the direction you want the student to turn.



Module 2 PW page 2-6 ANSTSE

Slide 2-20

Guidelines for Giving Directions

- ▶ Never give more than two directions at one time. Break it down in 1 or 2 segments as you drive
- ▶ Directions should be stated in two parts.
 - First, say "Where" you want the maneuver done, then, say "What" you want the driver to do.


1. At the traffic signal
2. Turn right

Module 2 PW page 2-6 ANSTSE

Slide 2-21

Guidelines for Giving Directions

- ▶ Use specific terms when giving directions.
 - Avoid using street names
- ▶ You may use highway markers.
 - State the route number.
 - State the direction of travel (North, South, West, East) only if needed.
 - State the major city in either direction.




Module 2 PW page 2-7 ANSTSE

Slide 2-22

Guidelines for Giving Directions

- ▶ Use designations such as:
 - Next intersection
 - Next major intersection
 - Next controlled intersection
 - First crossroad
 - Next stop sign
 - Next traffic signal
 - Second traffic signal
 - Following street
 - End of road




Module 2 PW page 2-7 ANSTSE

Giving Directions

Slide 2-24

Guidelines for Giving Directions

- ▶ Directions should be started with a prepositional phrase such as:
 - "At the..." (Where the location is visible)
 - "Go to the ..." (When the location is visible)
 - "Continue to the ..." (When the location is not visible)




Module 2 PW page 2-7 ANSTSE

Slide 2-25

Guidelines for Giving Directions

- ▶ Avoid double -meaning or confusing words such as:
 - Right – say correct
 - Straight – say ahead or forward
 - Red light – traffic signal
 - Slang – for the action you want: “step on it, OK.”
 - Improper phrases: “right hand turn,” “left hand turn.”
 - Curve vs a Turn




Module 2 PW page 2-7 ANSTSE

Slide 2-26

Guidelines for Giving Directions

- ▶ Talk loudly and clearly to the driver.
- ▶ Talk at a normal talking rate.
- ▶ Pause between the “where/when” and the “what” components.
- ▶ If you have a long distance to go, use a standard phrase such as “continue ahead until I give you further directions.”




Module 2 PW page 2-7 ANSTSE

Slide 2-27

When/Where to Give Directions

- ▶ Use a location that is easy to remember.
- ▶ Physical landmarks that don't change.
- ▶ Give the direction as soon as the driver has completed the last direction.
- ▶ Time directions to coordinate with the needed action.




Module 2 PW page 2-7 ANSTSE

Slide 2-28

When/Where to Give Directions

- ▶ Give well in advance.
- ▶ May be necessary to repeat the direction.
- ▶ Know the route and area of instruction well.
- ▶ Have a plan B if a turn is missed or needs to be aborted.




Module 2 PW page 2-7 ANSTSE

Slide 2-29

When/Where to Give Directions

- ▶ Use a cue that is obvious and will not change over time.
- ▶ Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.




Module 2 PW page 2-7 ANSTSE

Slide 2-30

When/Where to Give Directions

- ▶ Factors to consider where giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility
 - The speed of the vehicle
 - The volume and speed of other traffic
 - Roadway signs and signals
 - Types of roadway and environments
 - Sightlines




Module 2 PW page 2-7 ANSTSE

Slide 2-31

Summary of Giving Directions

- ▶ The same for every driver.
- ▶ Short/concise.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Same style and similar content.
- ▶ "Where" first, then "what".
- ▶ Given clearly and early.
- ▶ Timed for repeat if necessary.
- ▶ Timed so not to overload the driver.



Module 2 PW page 2-8 ANSTSE

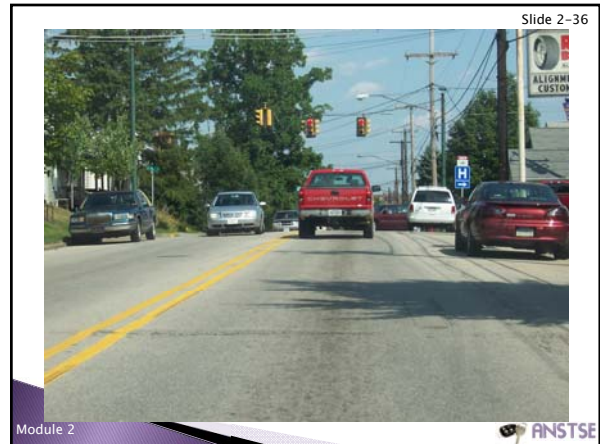
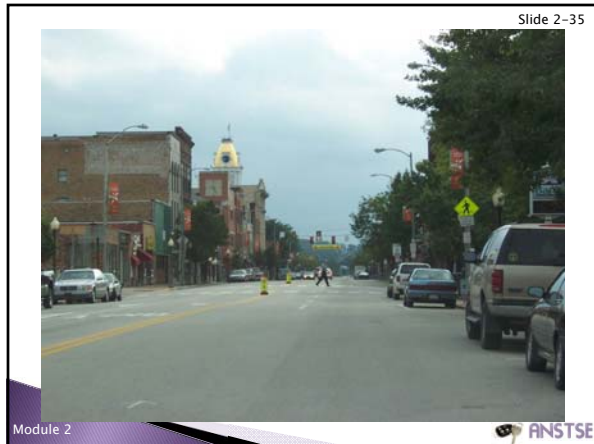
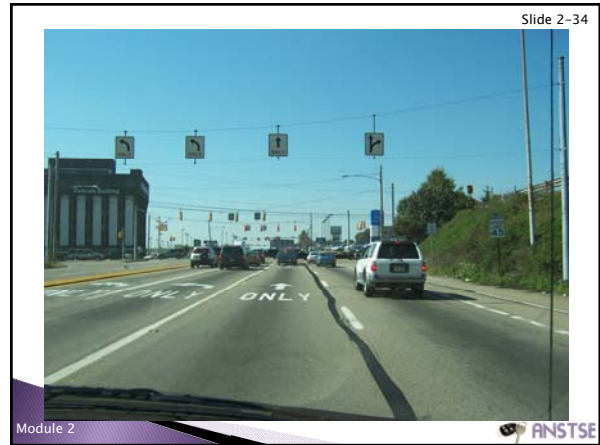
Slide 2-32

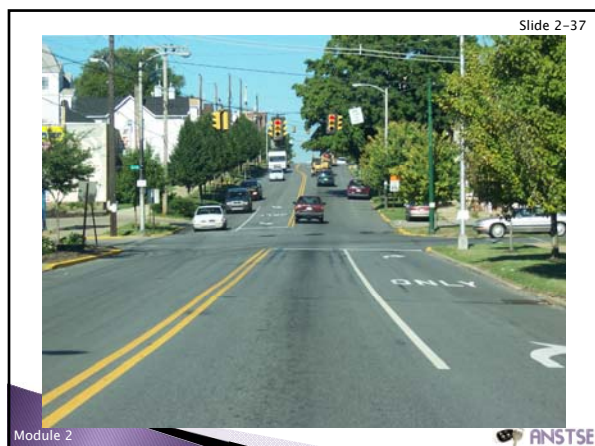
Learning Activity

Activity #1: Giving Directions

Review slides and demonstrate how to give directions for the various scenarios.

Module 2 PW page 2-8 ANSTSE





Slide 2-38

Instructor's Rearview Mirror

- ▶ Fastened on the inside of the windshield with suction cups.
- ▶ Positioned so that the instructor can see to the rear of the vehicle with a quick glance.

Module 2 PW page 2-10 ANSTSE

Slide 2-39

Instructor's Eye Mirror

- ▶ Typically a 2 ½" by 6" flat mirror.
- ▶ Flat mirror glass used.
- ▶ Choose one of good quality with a suction base and a swivel joint which allows for degrees of rotation.

Module 2 PW page 2-11 ANSTSE

Slide 2-40

Instructor's Eye Mirror

- ▶ Fastened to the windshield in a position where the instructor can see the student's eye movements.
- ▶ Allows the instructor to see at a glance where the student is looking and where the student is searching and tracking.

Module 2 PW page 2-11 ANSTSE

Slide 2-41

Instructor's Eye Mirror

- ▶ Easily detects:
 - A fixed stare
 - Failure to check blind spots before moving to a new lane
 - Failure to check to the rear before slowing down
- ▶ Allows the instructor to coach the student until the correct habits are in place.
- ▶ The mirror should be a flat mirror.

Module 2 PW page 2-11 ANSTSE

Slide 2-42

Instructor's Eye Mirror


- ▶ Ideally should be positioned low on the windshield to not block the driver's sightline.
- ▶ But high enough that the driver's hands on the wheel will not obstruct the instructor's view.
- ▶ Typically placed on or slightly left of the center of the windshield.

Module 2 PW page 2-11 ANSTSE

Slide 2-43

Instructor's Eye Mirror

- ▶ Windshield must be clean to ensure the suction is sufficient.
- ▶ The mirror may need to be reattached twice a year.




Module 2 PW page 2-11 ANSTSE

Slide 2-44

Steps to Place and Use Instructor's Eye Mirror

- ▶ Properly adjust the instructor's seat.
- ▶ Place on the windshield where you can see the student's eye movements.
- ▶ Observe the student's eye movements.
- ▶ Tell the student where to look to see properly.



Module 2 PW page 2-12 ANSTSE

Slide 2-45

Learning Activity

Activity #2: Using Instructor Rearview and Eye Mirrors

Determine where to place and practice securing instructor rearview and eye mirrors.




Module 2 PW page 2-12 ANSTSE

Slide 2-46

Relationship and Referral of the Driver Rehabilitation Specialist

- ▶ Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s).
- ▶ These specialists are properly trained to assist persons with disabilities in learning to drive.



Module 2 PW page 2-13 ANSTSE

Slide 2-47

Relationship and Referral of the Driver Rehabilitation Specialist


- ▶ In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.
 - Never deny a person training because of a disability.
 - Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
 - Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Module 2 PW page 2-13 ANSTSE

Slide 2-48

Addressing Learning/Physical Challenges During In-vehicle Training

- ▶ Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.




Module 2 PW page 2-13 ANSTSE

Slide 2-49

Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.

Module 2 PW page 2-13 

Slide 2-50

Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
 - They can occur from tumors, strokes, head injuries, infections, etc.
 - Notice any type of difficulties to mentally process tasks such as the driving task.

Module 2 PW page 2-13 

Slide 2-51

Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Physical disabilities: when a person has the lack of adequate power or strength than the average person.
 - Notice any difference in gait or walk.
 - Instructor should be very aware of any limp or difference in limbs.
 - Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
 - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Module 2 PW page 2-13 

Slide 2-52

The American's with Disabilities Act


- ▶ Requires that services should be available to everyone, even those with disabilities.
- ▶ As an instructor you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

Module 2 PW page 2-14 

Slide 2-53

The American's with Disabilities Act


- ▶ To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- ▶ Higher level disabilities should be referred to a driver rehabilitation specialist.
- ▶ The driver education instructor should assist in coordinating and assisting with this referral.


Module 2 PW page 2-14 

Slide 2-54

Learn to Manage Multiple Tasks While Conducting In-vehicle Training

- ▶ To supervise student instruction.
- ▶ Maintain control of the instructional vehicle.
- ▶ Maintain situational awareness.
- ▶ Coordinate instruction of the driving route.
- ▶ Engage the student observers in the back seat during the driving lesson.





Module 2 PW page 2-14 

Slide 2-55

Managing Multiple Tasks While Conducting In-Vehicle Training

- ▶ Lesson and car prepared and routes established.
- ▶ Preview the lesson to be taught with your students.
- ▶ Turn off your cell phone and put away.
- ▶ Envision yourself as the driver to maintain vehicle control.





Module 2 PW page 2-14 

Slide 2-56

Managing Distractions While Conducting In-vehicle Training

- ▶ Manage the distractions inside and outside of a vehicle.
- ▶ Be alert to potential distractions to prepare the students driving.





Module 2 PW page 2-15 

Slide 2-57

Managing Distractions While Conducting In-vehicle Training

- ▶ Pre-plan your lesson and driving routes.
- ▶ Drive the driving route prior to the lesson during the time period you will be teaching.
- ▶ Alert students of potential distractions that may occur and possible countermeasures.





Module 2 PW page 2-15 

Slide 2-58

Managing Distractions While Conducting In-vehicle Training

- ▶ Placing non-essential student materials out of passenger compartment.
- ▶ Set ground rules for the students.
- ▶ Make sure electronic components are turned off and stored away.
- ▶ Conversation is focused on driving.
- ▶ Practice distraction reducing strategies with your students.





Module 2 PW page 2-15 

Slide 2-59

Inform Observer of Responsibilities

- ▶ Inform observers what they should be doing.
- ▶ Make sure they have a clear understanding of their responsibilities before the lesson.
- ▶ Observers should be active while in the vehicle and observe the student driver.
- ▶ Check flow of traffic before allowing them to exit vehicle.





Module 2 PW page 2-16 

Slide 2-60

Driver Rotation

- ▶ Identify a time to change drivers.
 - Ideally allow 20 - 30 minutes for each student, no more than 90 minutes
- ▶ Identify a safe location for changing drivers.
 - Parking lots are the easiest and safest.
- ▶ Identify how to position students.
 - Depending on environment, students with better road skill should drive first.




Module 2 PW page 2-16 

Slide 2-61

Changing Drivers

- ▶ Choose a safe location and include in the pre-planned route.
- ▶ Use public parking areas.
- ▶ Be certain it is a safe area with limited traffic.
- ▶ Have a good sight distance ahead and behind.
- ▶ Pull completely off the roadway (parking lot is the best).
- ▶ If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.



Module 2 PW page 2-17 ANSTSE

Slide 2-62

STW Activity

Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 2 PW page 2-18 ANSTSE

Slide 2-63

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to manage the mobile classroom and give directions.



Module 2 PW page 2-18 ANSTSE

Slide 2-64

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor rearview and eye mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.
- ▶ Demonstrate how to change drivers on street and engaging observers.


Module 2 PW page 2-18 ANSTSE

Slide 2-65

Specific Activities

The following activities should be completed:

- ▶ Using an on-street route and lesson plans developed by the instructor you will practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.




Module 2 PW page 2-18 ANSTSE

Slide 2-66

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook



Module 2 PW page 2-18 ANSTSE

Slide 2-67

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.

Module 2 PW page 2-19 ANSTSE

Slide 2-68

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 2 PW page 2-20 ANSTSE

Slide 2-69

Questions and Answers

- ▶ Describe what words should not be used when giving directions.
- ▶ What guidelines should be followed when determining when/where to give directions?
- ▶ Describe the driver rotation process.

Module 2 ANSTSE

Slide 2-70

Questions?

?

Module 2 ANSTSE

Part III Module 2 Quiz

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

1. Where should the eye mirror be placed in the vehicle?
 - a. On the side view mirror where you can see the traffic to the left of you.
 - b. On the windshield where you can see the traffic behind you.
 - c. On the windshield where you can see the student's eye movements.

2. Which order should directions be stated in?
 - a. First say what you want the driver to do, then where you want the maneuver done.
 - b. First say where you want the maneuver done, then how you want the driver to do it.
 - c. First say where you want the maneuver done, then what you want the driver to do.

3. Which of the following is true when giving directions?
 - a. Avoid using street names.
 - b. Say the word right if the driver asks a question.
 - c. Use local landmarks.

4. What should you do to help manage distractions in the vehicle?
 - a. Allow students to have conversations in the vehicle.
 - b. Place non-essential student materials out of the passenger compartment.
 - c. Determine the driving route during the lesson.

5. When should you change drivers?
 - a. After 2 hours of driving.
 - b. Ideally after 20 – 30 minutes.
 - c. When the driver determines they are ready to stop.

6. Which driver should drive first?
 - a. The oldest driver.
 - b. Those with better road skill.
 - c. Those with poorer road skill.

7. How should the instructor be positioned in the vehicle?
 - a. Left hand should be used as a brace or to take emergency action.
 - b. Both hands placed on their lap.
 - c. Body positioned away from the driver.

8. When should you avoid giving directions to the driver?

9. List 3 tasks the instructor must manage in the vehicle?

a.

b.

c.

10. Where is the safest place to change drivers?

Module 3

In-Vehicle Teaching Techniques (Coaching and Correcting)



Instructor Notes

Activities

Activity #1: Questioning Techniques for In-Vehicle Teaching

Have IC's convert the questions from a closed question into an open question for example.

Activity #2: Commentary Teaching

Show a picture of an approaching intersection and have the IC describe the steps for the maneuver.

Activity #3: Coaching Your Peers

In small groups have IC's coach their peers through an activity. When finished, have the group discuss how they might have been better "coached" in the activity. Have the IC's discuss how this process may be related to teaching the driving task to new drivers.

BTW Activity

Have IC's demonstrate the necessary steps for conducting an in-vehicle lesson and practice giving directions and providing commentary while searching the road ahead and checking eye movement of the driver.

Module Review Activity: Key Words Matchup

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

Module Contents

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Instructor Notes

Discuss

Module Overview



Module 1 discussed in-vehicle lesson plans and Module 2 discussed managing the mobile classroom. Now let's look at the techniques for preparing and conducting an in-vehicle lesson.

Show

Slides 3-1 through 3-5

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (2 hrs 45 min classroom)
9. How the module will benefit the IC in the real world

Note:

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

Key Words:

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

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Note:

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

Module Overview

Module Overview

1. Prior to this module we discussed managing the mobile classroom.
2. This module is titled “In-Vehicle Teaching Techniques (Coaching and Correcting).”
3. The purpose of this module is to teach the necessary steps for conducting an in-vehicle lesson.
4. This module will cover five topics:
 - In-vehicle teaching techniques
 - Commentary teaching and driving
 - Engaging the non-driving student
 - Coaching the driver
 - Evaluating or summarizing an in-vehicle lesson
5. By the end of this module, you will be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.
 - Demonstrate questioning techniques for in-vehicle teaching.
 - Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
 - Demonstrate how to summarize the lesson when finished.
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 3 hours in the classroom.
9. This module will teach you necessary steps for preparing an in-vehicle lesson.

Key Words:

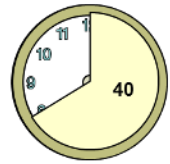
You will learn the following key words and their meaning as you proceed through this module:

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Instructor Notes

Introduce

Section 1: In-Vehicle Teaching Techniques



Section Time

Discuss

The value of questions.

Show

Slide 3-6

Discuss

How to establish good questions.

Show

Slides 3-7 through 3-8

Section 1: In-Vehicle Teaching Techniques

Introduction Section 1 will discuss the value of questions, how to establish good questions, examples of coaching questions, questioning techniques, tips for active listening and reflecting back.

- The value of questions
- They heighten student's involvement.
 - They give the students an opportunity to quickly apply knowledge.
 - They help in the retention of information being learned.
 - They allow students to learn from each other.
 - They provide an opportunity to evaluate how well students are grasping the information.
 - They provide the instructor a means of evaluating how well they are coaching.
 - They provide the instructor a means of monitoring and adjusting their teaching accordingly.
-

How to establish good questions To raise the awareness of the student and give them responsibility. Questioning techniques are one of the key skills of an instructor.

To establish good questions, utilize these principles:

- Questions should follow the interest of the student and use their words.
- Questions should start broadly and then increasingly focus on detail.
- The instructor should only ask one question at a time.
- Effective questions are clear and concise. Use open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental.
- Questions can and should focus on the senses (seeing, hearing, touching, etc.), emotions (moods, feelings), attitudes (opinions, values), goals and motives as well as cognitive factors (knowledge, habits).
- Questions can relate current experience to prior experience.

Instructor Notes

Give **Some basic examples of coaching questions in the context of in-vehicle driver training.**

Show **Slides 3-9 through 3-10**

Section 1: In-Vehicle Teaching Techniques

Some basic examples of coaching questions in the context of in-vehicle driver training

- What is your main concern today?
- What do you want to do next?
- Have you done this before?
- How did it go?
- What do you need to know to do this?
- What do you need to particularly watch out for in this situation?
- What can you hear/see/feel?
- What are you feeling at this moment?
- How are you going to deal with this?
- Where are you looking?
- What did you actually do?
- How did you feel in the situation?
- What did you do well?
- What could you do in the future to avoid such a situation?
- What would make it easier for you to do this?

Instructor Notes

- Discuss** **Questioning techniques for in-vehicle teaching.**
- Show** **Slides 3-11 through 3-17**
- Ask** Instructor candidates to brainstorm ideas about typical instructions used in training and list them on the board.
- Ask** What the effect of these questions is on the student (instead of instructions?)
- Ask** The group to consider if these questions can be used as easily as instructions in in-vehicle training?
- Convert** These instructions into various categories of questions.
- Emphasize** Later a video will be shown which demonstrates questioning techniques.

Section 1: In-Vehicle Teaching Techniques

Questioning techniques for in-vehicle teaching

- **Open vs. closed questions** – closed questions are to be answered with yes or no, either or, etc., open questions are those which begin with why, how, when, who, etc.
 - Example for closed: Do you feel nervous?
 - Example for open: How (nervous) do you feel?
- **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding on this speed?
- **Questions on sense and body-awareness vs. intellectual questions** – sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
 - Example: On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?
- **Coaching questions vs. questioning development** – in coaching questions the answer is up to the student. In question developing the learning content is already clear right from the beginning but will be elaborated by asking in order to activate the student.
 - Example for questioning development: What does this traffic sign mean?
 - Example for a coaching question: How stressed do you feel when you enter a roundabout?
- **Questions on internal subject (e.g. feelings, beliefs, self-evaluation, etc.) vs. questions on external facts (e.g. traffic rules, driving techniques, risk perception)**
 - Example for internal question: What signs are there when you are getting tired?
 - Example for external question: What is written in the law about fatigue?

Instructor Notes

Activity **Activity #1: Questioning Techniques for In-Vehicle Teaching**

Show **Slide 3-18**

Have instructor candidates convert the questions from a closed question into an open question for example.

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

Answer Key

1. How (nervous) do you feel?
2. What factors did you take into account before deciding for this speed?
3. What signs are there when you are getting tired?
4. Examples include: Why do you feel safe? How do you know if this is safe? What can you do if you want to control the safety margin?

Section 1: In-Vehicle Teaching Techniques

Activity

Activity #1: Questioning Techniques for In-Vehicle Teaching

Convert the questions into the type of question listed.

1. Change “Do you feel nervous?” into an open question.

2. Change “Why did you drive so fast?” into a non-judgmental question.

3. Change “What is written in the law about fatigue?” into an internal question.

Change the instruction into an open question.

4. Instruction: Drive with the safety margin where you feel safe.

Instructor Notes

Discuss **Tips for active listening.**

Show **Slide 3-19**

Discuss **How to reflect back.**

Show **Slides 3-20 through 3-21**

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



Elapsed Time

Section 1: In-Vehicle Teaching Techniques

Tips for active listening

If the student has the responsibility and decision-making in driver education, the instructor has to listen to make sure the student's needs are being met. This makes listening an important skill for instructors.

Some tips for active listening include:

- Look at the student when they are talking
- Light nodding and friendly facial gestures are useful if the student is shy and needs encouragement
- Do not try to finish off someone's sentence
- Do not cut off the person when he/she is talking, even if you think you have understood the essence of what they are saying

How to reflect back

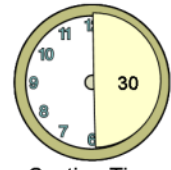
- Reflecting back is an important method for ensuring that nothing is lost in the questioning and listening process and for summarizing the student's words.
- An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
- This shows you are listening and that the student's input is being appreciated and allows both of you to establish if you are on the same wavelength.
- If reflecting back can summarize the words of the student, this can also help structure their thoughts.

Section 1 Summary

Section 1 discussed questioning techniques, tips for active listening and how to reflect back, which can be used for in-vehicle training.

Instructor Notes

Introduce **Section 2: Commentary Teaching / Student Driver and Observer Commentary**



Section Time

Discuss **Commentary teaching techniques.**

Show **Slide 3-22**

Video **Slide 3-23**

Give Verbal examples of commentary teaching.

Discuss **Student Driver and Observer Commentary techniques.**

Show **Slide 3-24**

Videos **Slides 3-25 through 3-26**

Give Verbal examples of commentary teaching.

Discuss **Both commentary teaching and student driver commentary.**

Show **Slide 3-27**

Section 2: Commentary Teaching / Student Driver and Observer Commentary

Introduction Section 2 will discuss what commentary teaching and student driver commentary is and how it can benefit both the instructor and the student driver.

Commentary teaching techniques

1. **Commentary teaching** – The instructor verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and maneuver (speed control or lane position), executed in short bursts, one to two minutes at a time.
 - This is used in the initial part of training or when teaching any new procedure.
 - It helps to familiarize the students with what they are expected to do and the changes in the roadway by having the instructor verbalize what they are doing.
 - Commentary teaching verbalizes both perceptual and psychomotor skills.

Student driver and observer commentary techniques

2. **Student driver and observer commentary** – The student verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and their responses.
 - Used after the instructor commentaries.
 - Helps to evaluate students and aids in their retention by having them verbalize what they are doing and the condition of the roadway.
 - Helps the instructor become aware of what the student is thinking and how they plan to respond to the traffic condition.
 - Students identify conditions that would cause a change in speed or direction (perception).
 - Students can recite selected procedures.
 - Students can read the traffic picture aloud.

Both commentary teaching and student driver commentary

Both teaching methods, commentary teaching and student commentary, are very important components to the in-vehicle training process.

- Helps to create interaction.
- Helps students to understand what they need to do.
- Provides sequential steps.
- Aids in retention of information taught.
- Reinforces visual perceptual skills.

Instructor Notes

Activity **Activity #2: Commentary Teaching**

Show **Slides 3-28 through 3-32**

1. Place two (2) chairs in the front of the classroom facing the screen.
2. Select one (1) instructor candidate to play the role of the instructor and one (1) to play the role of the student driver.
3. Using the pictured scene in slide 3-10 have the instructor candidates practice Commentary Teaching and Student Commentary respectively.
4. Have the instructor candidates switch seats to practice the other role.
5. Select two new instructor candidates and repeat steps 2-4 for slide 3-11.
6. Repeat steps 2-5 using slides 3-10 through 3-13 until all instructor candidates have had an opportunity to practice both Commentary Teaching and Student Commentary.

Summarize Summarize the Activity.

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



Section 2: Commentary Teaching

Activity

Activity #2: Commentary Teaching

Your instructor will guide you through this activity. You will practice using commentary teaching.

Summary

Commentary Teaching and Student Commentary are critical components to the in-vehicle training process.

They create a dialog in the teaching and learning process between the instructor and student.

With practice, you will become proficient conducting both Commentary Teaching and Student Commentary.

Section 2
Summary

This section covered commentary teaching and driving and how it can benefit both the instructor and the student driver.

Instructor Notes

Introduce **Section 3: Engaging the Non-Driving Students**



Section Time

Identify **Ways to engage the observers.**

Show **Slides 3-33 through 3-35**

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



Elapsed Time

Section 3: Engaging the Non-Driving Students

Introduction Section 3 will identify ways to engage the observers.

- Ways to engage the observers
- All students need to be active participants at all time during the in-vehicle training.
 - When one student is driving the other student(s) must be observing and critiquing.
 - Instructors should monitor all the students all the time.
 - Observing students can also be used to provide feedback.
 - Activities can be developed for observing students to keep them busy when not driving the car. Some examples of observer activities include:
 - Have student observers rate the performance of the student driver using an instructor made form.
 - Have student observers imagine they are driving and analyze the differences between what they would do and what the student driver actually does.
 - Have the student observer use commentary driving/student commentary (to add to what they are seeing and would do, but not distract the student driver).
 - Ask student observers to monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
 - Ask student observers questions related to the driving environment and the lesson objectives.
 - Ask the observer the same questions as the driver.
-

Section 3 Summary This section covered how to engage the non-driving student in the vehicle.

Instructor Notes

Introduce **Section 4: Coaching the Driver**



Section Time

Discuss **The definition of coaching.**

Show **Slides 3-36 through 3-38**

Summarize Summarize the definition of coaching.

Section 4: Coaching the Driver

Introduction Section 4 will discuss the importance of coaching the student while driving to enable learning and how coaching by correction is an effective way of enabling learning, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

The definition of coaching

1. Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
2. Coaching is designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.
3. Driving is a self-paced task which involves constant decision-making and a continual need to make choices. To make the right choices in traffic, a student requires:
 - Self-awareness, e.g. how one's mood or emotions can affect one's driving.
 - Awareness of inner and outer factors, such as the actions of other road users.
 - A sense of responsibility and of the consequences of the student's behavior.
 - Self-confidence to prevent any feeling of inadequacy leading to risky driving behavior.

Summary of Coaching The instructor and student form a partnership. Encourages the learner to:

- be him/herself,
- identify goals,
- reflect on their experience, and
- develop strategies to meet their driving goals in the future.

Instructor Notes

Discuss **Features of a good coach.**

Show **Slides 3-39 through 3-40**

Section 4: Coaching the Driver

Features of a good coach

Good coaches:

- Allow the student to develop skills through their own practice and experience with guidance and feedback.
- Ignore the small things unless they are a clear safety risk.
- Avoid being an expert and focus on the shared learning environment.
- Once all instructional objectives have been accomplished allow the new driver to make navigation and route decisions (usually occurs after the six hours of instruction).
- Should be aware of their student's abilities, limitations and frustrations. If the student is frustrated or overloaded they should be able to opt out of the activity. This helps build trust. Then they can come back to this activity when they are mentally capable.
- See their role as a mentor.
- Believe that safe driving skills are developed through practice and experience.
- Provide driving experiences that promote improvement from lesson one to the final drive.

Instructor Notes

Activity **Activity #3: Coaching Your Peers**

Show **Slide 3-41**

Place the IC's into small groups. Provide the IC's with the written description of a task that you want them to teach, i.e., folding and cutting paper to make a paper doll, folding a piece of paper into a star or paper airplane, tying a bow or knot, etc.

Now have the IC coach his/her peer group through the activity. When each IC completes his/her "coaching" task, have the group discuss how they might have been better "coached" in the activity.

Switch roles until each IC has had an opportunity to coach.

Have the IC's discuss how this process may be related to teaching the driving task to new drivers.

Section 4: Coaching the Driver

Activity

Activity #3: Coaching Your Peers

Your instructor will place you in small groups and provide you with the written description of a task that they want you to teach. Then you will have to coach the remainder of your peer group through the activity. When all IC's complete the "coaching" task, the group will discuss how they might have been better "coached" in the activity.

Instructor Notes

Discuss **The importance of coaching the student while driving to enable learning.**

Show **Slide 3-42**

Discuss **How coaching by correction is an effective way of enabling learning.**

Show **Slide 3-43**

Discuss **Coaching by correction.**

Show **Slides 3-44 through 3-45**

Video **Slide 3-46**

Section 4: Coaching the Driver

The importance of coaching the student while driving to enable learning

1. In-vehicle instructors should identify a driver's mistakes.
 - Positive comments should always be given to build confidence.
2. In-vehicle instructors should take it a step further and explain to the driver how to correct the mistake, so that driver success can be achieved.

How coaching by correction is an effective way of enabling learning

1. Instructor must first be able to identify the driver's mistakes.
 - Immediate feedback should be given once the mistake is identified.
 - Pull over safely. Explain the mistake either by way of diagram or verbally and how it can be corrected.
 - Give the driver another opportunity as soon as possible and have student repeat as necessary to build comfort level.

Coaching by correction

Correcting student's mistakes with constructive criticism.

- Never use harsh criticisms.
- Never simply tell them that they have done it wrong.
- Always tell them "**how**" to do it better next time.
- Try to find something positive to say.
- When a student's performance is deficient, the instructor should point out the problem in a positive, encouraging fashion and let the student try again.
- In providing constructive criticism, the instructor should commend the student for the progress he or she is making, but point out where the remaining deficiencies lie.
- Avoid over coaching. Let students make mistakes as long as they are not dangerous.

Instructor Notes

Discuss **Positive reinforcement.**

Show **Slide 3-47**

Video **Slide 3-48**

Discuss **How both coaching by correction and positive reinforcement are critical components to the training process.**

Show **Slide 3-49**

Discuss **Leading the student into an active role.**

Show **Slide 3-50**

Section 4: Coaching the Driver

Positive reinforcement

Telling them that they have done a good job.

- Reinforces the positive behavior so the student will continue to perform the correct behavior or action.
- When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior by telling him or her they have done well to encourage improvement.
- Instructors should tell students they have done well when they have performed well.

How both coaching by correction and positive reinforcement are critical components to the training process

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.

- Coaching is an integral part of the training process.
- Coaching should occur throughout the training process.

Leading the student into an active role

- The big challenge of coaching is to lead the student out of the role of a passive learner and into the role of an active learner.
- The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.
- Summary – the more active the student is in the learning process, the more likely they are to develop and maintain skills, not just during training but also when driving.

Instructor Notes

Discuss **Visual search habits and eye movement of driver during in-vehicle instruction.**

Show **Slide 3-51**

Section 4: Coaching the Driver

Visual search habits and eye movement of driver during in-vehicle instruction

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Rear view mirror checks should be made on a regular basis.
5. Head checks need to be made in the direction of a planned vehicle movement prior to changing the path of travel to be certain the new path is clear of obstacles in the area around the vehicle, which are called "blind spots."
6. Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.

Instructor Notes

Discuss **Situational awareness.**

Show **Slide 3-52**

Section 4: Coaching the Driver

Situational awareness

- The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle:
 - Vehicle movement
 - Weather conditions
 - Roadway and condition changes
 - Emergency vehicles
 - Pedestrian activities
 - In-vehicle student interactions
 - Other roadway users or situations that might arise

Instructor Notes

Discuss **Identifying and meeting goals.**

Show **Slides 3-53 through 3-54**

Section 4: Coaching the Driver

Identifying and meeting goals

1. Goals must fit the needs of traffic safety.
2. Goals could be the overall goal, “what do I hope to achieve as a result of the training?” or specific goals, within each lesson.
3. The student should fully accept the goals and ensure the student subscribes to the basic goals of training (safe, social and environmentally conscious driving).
4. It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.
5. The instructor should encourage the student to identify their own goals, within the limits laid down by the training program and the law.

Instructor Notes

Discuss **Raising awareness.**

Show **Slides 3-55 through 3-56**

Discuss **Raising responsibility.**

Show **Slide 3-57**

Discuss **Raising self-acceptance.**

Show **Slide 3-58**

Section 4: Coaching the Driver

Raising awareness

1. A high state of awareness is required for driving, both in terms of awareness of the outside world (what is happening around me?) and in terms of self-awareness (how do I feel and what do I feel?).
2. To be able to drive safely, you have to be aware of these inner and outer worlds.
3. The instructor can raise awareness of both these worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?
4. Questions raise awareness in the form of feedback from the environment, your body, your actions and from the car you are driving.

Raising responsibility

1. Safe drivers are responsible drivers. This sense of responsibility can be developed in the driver training process, if the student is empowered to make decisions, choices, identify their own goals, etc.
2. The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.
3. Students should be given responsibility right from the beginning of the training to get them accustomed to making decisions and choices on their own.

Raising self-acceptance

1. Low self-acceptance is a typical trait of teens. Feelings of inadequacy can lead to compensation in the form of risky behavior, such as showing off in order to try to gain the respect and admiration of others.
2. Low self-acceptance in teens often breeds anxiety and dependence or nervousness and lack of concentration.
3. If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Instructor Notes

Discuss **Raising awareness through senses and emotions.**

Show **Slides 3-59 through 3-61**

Discuss **Addressing internal obstacles.**

Show **Slides 3-62 through 3-63**

Section 4: Coaching the Driver

Raising awareness through senses and emotions

1. There is too much focus on rational thinking and not enough on the senses and emotions. Senses and emotions are important because:
 - Driving is not just a rational process. People inevitably bring in their lives and emotions into the car with them and it is a highly physical activity.
 - Young drivers are going through a very emotional period in their late teens as they develop into adults and start to experience new freedom. Coaching on an emotional and physical level is important to prepare novice drivers for feelings and emotions they will have in a wide variety of potentially risky situations during solo driving.
 - Self-awareness is an important characteristic of a good driver and can only be developed if the learner recognizes physical sensations and emotions.
 - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.
 - Make sure not to discuss other students.
 - Make sure as an instructor not to discuss personal issues, such as boyfriends/girlfriends, relationships, how a student looks today, etc. These are catalysts for a sexual harassment issue. Conversation should be kept on a professional level.

Addressing internal obstacles

1. Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.
2. An internal obstacle to an effective driving lesson could be a concern that the student has from a previous lesson. If this concern is not addressed and the instructor continues with the curriculum the student is unlikely to focus fully on the new goals.
3. A typical coaching question at the beginning of each lesson could be: "What is your main concern today?"

Instructor Notes

Discuss **Building on prior knowledge and experience.**

Show **Slides 3-64 through 3-65**

Section 4: Coaching the Driver

Building on prior knowledge and experience

1. Building on prior experience is another important principle to incorporate into driver training and to help set goals.
2. Learning is about connecting new elements with old elements (prior experience) or building blocks on existing blocks.
3. An important principle of coaching is that it doesn't start from scratch. Students bring to driver training a wealth of experience from life and often from driving itself. Many will have driven before and all will have had the opportunity since childhood to observe their parents and others drive. Most students have ridden a bicycle and all have been pedestrians.
4. The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Instructor Notes

Discuss **Authentic, neutral and non-judgmental communication.**

Show **Slides 3-66 through 3-68**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Coaching the Driver

Authentic, neutral and non-judgmental communication

1. The instructor should be genuinely interested in the world of the student. Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. These include:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them
2. The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.
3. Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions about things that went wrong, such as "What do you think happened back there?"
 - Focus on the situation and not the driver's behavior. Try to focus on the specific behavior or situation that was a problem rather than directing a criticism at the driver's ability to drive.
 - Focus on the positives. Always point out what the student is doing well.

Section 4
Summary

This section discussed the definition of coaching, coaching by correction, positive reinforcement, checking visual search habits and eye movement of the driver, being alert to situational awareness, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

Instructor Notes

Introduce **Section 5: Evaluating and Summarizing an In-Vehicle Lesson**



Section Time

Discuss **The importance of summarizing the lesson when the lesson is finished.**

Show **Slides 3-69 through 3-70**

Video **Slide 3-71**

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



Elapsed Time

Section 5: Evaluating and Summarizing an In-Vehicle Lesson

Introduction Section 5 will discuss the importance of evaluating and summarizing the in-vehicle lesson when the lesson is finished.

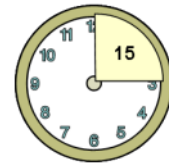
The importance of summarizing the lesson when the lesson is finished

1. Summarize each student's driving performance.
 - Ask the students to assess their driving.
 - Begin with the positives.
 - Constructively correct negatives.
 - End with positives.
 - Suggest improvements.
 - Discuss what will be done in the next lesson.
2. Immediately record the student's performance.
3. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Section 4
Summary

This section covered the importance of evaluating and summarizing the in-vehicle lesson when finished.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 3-72 through 3-76**

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

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

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

1. What is commentary driving and give examples?
2. What is meant by coaching by correction?
3. Describe questioning techniques used during in-vehicle training.
4. What should be stated when summarizing an in-vehicle lesson?

Quiz

Review Administer quiz on Module 3.

Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition

The next module will cover driver evaluation.

Note

Take a short break.

Module Summary

Module Summary

The purpose of this module was to teach students the necessary steps for preparing an in-vehicle lesson.

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

- Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
- Demonstrate how to utilize commentary teaching.
- Demonstrate how to engage the non-driving student.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

The information presented in this module is essential for conducting an in-vehicle lesson and learning coaching techniques.

Key Words

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

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

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

Module Review Activity

Module Review
Activity

Key Words Matchup

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

A. Commentary teaching	B. Coaching	C. Coaching by correction
D. Situational awareness	E. Positive reinforcement	F. Student driver commentary

1. _____ The student verbalizes what they are doing and the condition of the roadway.
2. _____ Telling the student that they have done a good job to reward student for positive behavior.
3. _____ Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be themselves, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
4. _____ The instructor verbalizes the lesson and conditions to familiarize the students with what they are expected to do and the condition of the roadway.
5. _____ Environmental and sociological situations the student driver will need to respond to for safe control of the vehicle.
6. _____ Correcting student's mistakes with constructive criticism.

Instructor Notes

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

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary
Sheet

Commentary Teaching and Student Commentary

Commentary teaching is when the instructor, in short bursts (one to two minutes only), verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student driver commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student driver commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

Instructor Notes

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

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

Coaching Techniques

Leading the student into an active role - The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.

Identifying and meeting goals - It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.

Raising awareness - The instructor can raise awareness of both inner and outer worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?

Raising responsibility - The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.

Raising self-acceptance - If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Raising awareness through senses and emotions - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.

Addressing internal obstacles - Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Building on prior knowledge and experience - Learning is about connecting new elements with old elements (=prior experience) or building blocks on existing blocks.

Authentic, neutral and non-judgmental communication - The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.

Instructor Notes

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

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

How to Establish Good Questions

Effective questions are clear and concise, open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental, should focus on the senses and should relate to prior experiences.

Engaging the Non-Driving Students

- All students need to be active participants at all time during the in-vehicle training.
- When one student is driving the other student(s) must be observing and critiquing.
- Activities can be developed for observing students to keep them busy when not driving the car.

Visual Search Habits and Eye Movement of Driver During In-Vehicle Instruction

- Develop a regular search and scanning pattern.
- Rear view mirror checks should be made on a regular basis.
- Head checks need to be made
- Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.


Situational Awareness

The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle

Evaluating and Summarizing an In-Vehicle Lesson

Summarize each student's driving performance by noting the positives, constructively correcting negatives, suggest improvements, discuss what will be done in the next lesson and end with positives. The student's performance should be recorded immediately. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

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Module 3


In-Vehicle Teaching Techniques (Coaching and Correcting)

ANSTSE

Slide 3-2

Purpose of the Module

- ▶ To teach the necessary steps for conducting an in-vehicle lesson.




Module 3 PW page 3-2 ANSTSE

Slide 3-3

Module Sections

This module will cover five topics:

- ▶ In-vehicle teaching techniques
- ▶ Commentary teaching and driving
- ▶ Engaging the non-driving student
- ▶ Coaching the driver
- ▶ Evaluating or summarizing an in-vehicle lesson




Module 3 PW page 3-2 ANSTSE

Slide 3-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.
 - Demonstrate questioning techniques for in-vehicle teaching.




Module 3 PW page 3-2 ANSTSE

Slide 3-5

Module Objectives

- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.




Module 3 PW page 3-2 ANSTSE

Slide 3-6

The Value of Questions

- ▶ Heighten student's involvement.
- ▶ Give opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Allow students to learn from each other.
- ▶ Evaluate how well students are grasping the information.
- ▶ Evaluate how well the instructor is coaching.
- ▶ Monitor and adjust teaching accordingly.




Module 3 PW page 3-3 ANSTSE

Slide 3-7

How to Establish Good Questions

- ▶ **Questions should:**
 - Follow the interest of the student.
 - Start broadly and then increasingly focus on detail.
 - Only ask one question at a time.
 - Be clear and concise.
 - Use open questions which require thought and are non-judgmental.




Module 3 PW page 3-3 ANSTSE

Slide 3-8

How to Establish Good Questions

- ▶ **Questions can and should:**
 - Focus on the senses, emotions, attitudes, goals and motives as well as cognitive factors.
 - Relate current experience to prior experience.




Module 3 PW page 3-3 ANSTSE

Slide 3-9

Examples of Coaching Questions

- ▶ What is your main concern today?
- ▶ What do you want to do next?
- ▶ Have you done this before?
- ▶ How did it go?
- ▶ What do you need to know to do this?
- ▶ What do you need to particularly watch out for in this situation?
- ▶ What can you hear/see/feel?




Module 3 PW page 3-4 ANSTSE

Slide 3-10

Examples of Coaching Questions

- ▶ What are you feeling at this moment?
- ▶ How are you going to deal with this?
- ▶ Where are you looking?
- ▶ What did you actually do?
- ▶ How did you feel in the situation?
- ▶ What did you do well?
- ▶ What could you do in the future to avoid such a situation?
- ▶ What would make it easier for you to do this?



Module 3 PW page 3-4 ANSTSE

Slide 3-11

? Question


What are some typical instructions used in training?

Module 3 ANSTSE

Slide 3-12

Questioning Techniques for In-vehicle Teaching

- ▶ **Open vs. closed questions**
 - Open questions begin with why, how, when, who, etc.
 - How (nervous) do you feel?
 - Closed questions are yes or no.
 - Do you feel nervous?




Module 3 PW page 3-5 ANSTSE

Slide 3-13

Questioning Techniques for In-vehicle Teaching

- ▶ **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding for this speed?




Module 3 PW page 3-5 ANSTSE

Slide 3-14

Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on sense and body-awareness vs. intellectual questions**
 - Sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
 - On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?




Module 3 PW page 3-5 ANSTSE

Slide 3-15

Questioning Techniques for In-vehicle Teaching

- ▶ **Coaching questions vs. questioning development**
 - The answer is up to the student.
 - How stressed do you feel when you enter a roundabout?
 - In question developing the learning content is clear right from the beginning but will be elaborated by asking.
 - What does this traffic sign mean?




Module 3 PW page 3-5 ANSTSE

Slide 3-16

Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on internal subject vs. questions on external facts**

Internal	What signs are there when you are getting tired?
External	What is written in the law about fatigue?



Module 3 PW page 3-5 ANSTSE

Slide 3-17

? Question

What is the effect of these questions on the student?

Can these questions be used as easily as instructions for in-vehicle training?

Module 3 ANSTSE

Slide 3-18

Learning Activity

Activity #1: Questioning Techniques for In-vehicle Teaching


Convert the questions from a closed question into an open question for example.


Module 3 PW page 3-6 ANSTSE

Slide 3-19

Tips for Active Listening

- ▶ Listening is an important skill for instructors.
- ▶ Look at the student when they are talking.
- ▶ Light nodding and friendly facial gestures are useful.
- ▶ Do not try to finish off someone's sentence.
- ▶ Do not try to cut off the person when he/she is talking.





Module 3 PW page 3-7 

Slide 3-20

Reflecting Back

- ▶ Ensures nothing is lost in the questioning and listening process.
- ▶ Used for summarizing the student's words.





Module 3 PW page 3-7 

Slide 3-21

How to Reflect Back

- ▶ An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
 - Shows you are listening.
 - Can help structure their thoughts.





Module 3 PW page 3-7 


Slide 3-22

Commentary Teaching Techniques

- ▶ Instructor verbalizes the conditions and maneuver, executed in short bursts, one to two minutes at a time.
- ▶ Familiarizes students with what they are expected to do.
- ▶ Verbalizes both perceptual and psychomotor skills.



Module 3 PW page 3-8 





Commentary Teaching

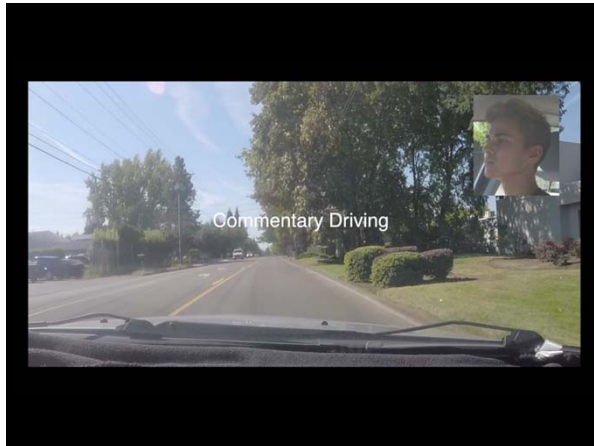
Slide 3-24

Student Driver and Observer Commentary Techniques

- ▶ Student verbalizes the conditions and their responses.
 - Used after the instructor commentaries.
 - Helps to evaluate students.
 - Demonstrates student awareness, perception, thought processes, etc.
 - Student reads traffic safety picture out loud.
 - Aids in student retention.




Module 3 PW page 3-8 




Slide 3-27

Both Commentary Teaching and Student Driver Commentary

- ▶ **Very important components to the in-vehicle training process.**
 - Helps to create interaction.
 - Helps students to understand what they need to do.
 - Provides sequential steps.
 - Aids in retention.
 - Reinforces visual skills.




Module 3 PW page 3-8 

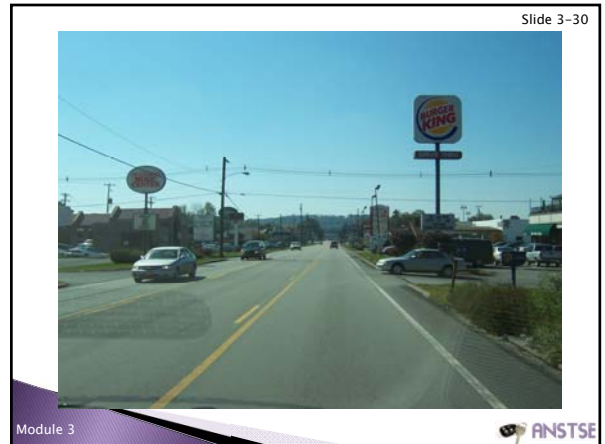
Slide 3-28

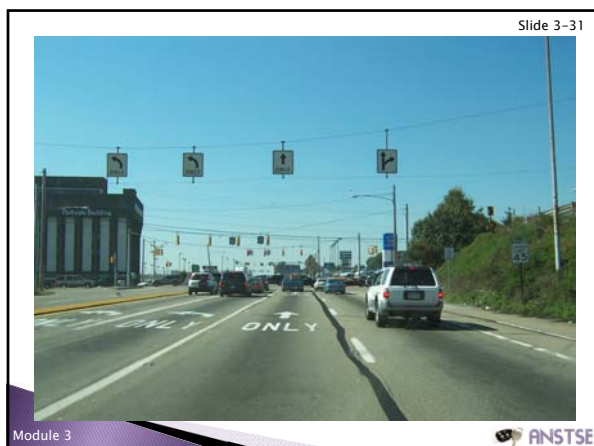
Learning Activity

Activity #2: Commentary Teaching

Describe the steps for the maneuver and practice commentary teaching using the pictures on the next slides.

Module 3 PW page 3-9 





Slide 3-33

Engaging the Non-Driving Students

- ▶ All students need to be active participants.
- ▶ When one student is driving the other student(s) must be observing and critiquing.
- ▶ Instructors should monitor all the students all the time.
- ▶ Observing students can also be used to provide feedback.

Module 3 PW page 3-10 ANSTSE

Slide 3-34

Engaging the Non-Driving Students

- ▶ Have them rate the performance of the student driver using an instructor made form.
- ▶ Have them imagine they are driving and analyze the differences between what they would do and what the student driver actually does.

Module 3 PW page 3-10 ANSTSE

Slide 3-35

Engaging the Non-Driving Students

Have the student observer:

- ▶ Use commentary driving/ student commentary.
- ▶ Monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
- ▶ Ask questions related to the driving environment and the lesson objectives.
- ▶ Ask the same questions as the driver.

Module 3 PW page 3-10 ANSTSE

Slide 3-36

Coaching


- ▶ The instructor and student form a partnership.
- ▶ Encourages the learner to:
 - be him/herself,
 - identify goals,
 - reflect on their experience, and
 - develop strategies to meet their driving goals in the future.


Module 3 PW page 3-11 ANSTSE

Slide 3-37

Coaching

- ▶ Designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.





Module 3 PW page 3-11 

Slide 3-38

Coaching

- ▶ Driving involves constant decision-making and continual need to make the right choices. To make the right choices in traffic, a student requires:
 - Self-awareness.
 - Awareness of inner and outer factors.
 - A sense of responsibility and consequences.
 - Self-confidence.





Module 3 PW page 3-11 

Slide 3-39

Features of a Good Coach

- ▶ Allow the student to develop skills through their own practice with guidance and feedback.
- ▶ Ignore the small things and focus on shared learning.
- ▶ Avoid being an expert unless a safety risk.
- ▶ Once objectives have been met, allow the new driver to make navigation and route decisions.





Module 3 PW page 3-12 

Slide 3-40

Features of a Good Coach

- ▶ Aware of student's abilities, limitations and frustrations.
- ▶ See their role as a mentor.
- ▶ Believe that safe driving skills are developed through practice and experience.
- ▶ Provide driving experiences that promote improvement from lesson to lesson.




Module 3 PW page 3-12 

Slide 3-41

Learning Activity

Activity #3: Coaching Your Peers


Have instructor candidates coach their peers through an activity.


Module 3 PW page 3-13 

Slide 3-42

The Importance of Coaching the Student While Driving to Enable Learning

- ▶ Identify a driver's mistakes.
- ▶ Provide possible comment to build confidence.
- ▶ Explain how to correct the mistake, so that driver success can be achieved.





Module 3 PW page 3-14 

Slide 3-43

How Coaching By Correction is an Effective Way of Enabling Learning

- ▶ Identify the driver mistakes.
- ▶ Immediate feedback should be given once the mistake is identified.
 - Pull over safely.
 - Give the driver another opportunity as soon as possible.





Module 3 PW page 3-14 

Slide 3-44

Coaching By Correction

- ▶ Use constructive criticism, never use harsh criticisms.
- ▶ Never simply tell them that they have done it wrong.
- ▶ Always tell them "how" to do it better next time.
- ▶ Try to find something positive to say.





Module 3 PW page 3-14 

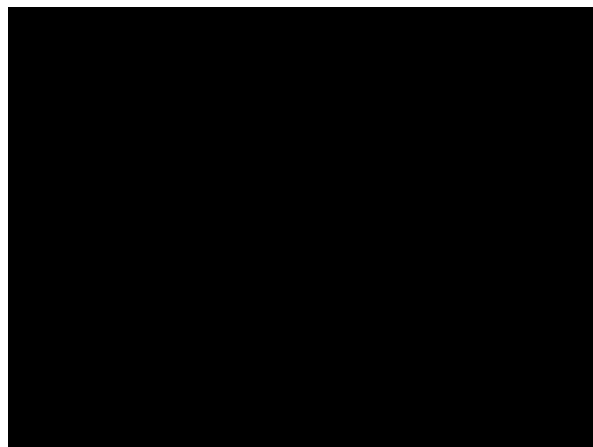
Slide 3-45

Coaching By Correction

- ▶ Point out the problem in a positive way and let the student try again.
- ▶ Commend the student for the progress, but point out where the remaining deficiencies lie.
- ▶ Avoid over coaching.




Module 3 PW page 3-14 




Slide 3-47

Positive Reinforcement

- ▶ Reinforces the positive behavior.
- ▶ When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior.
- ▶ Tell students they have done well when they have performed well.



Module 3 PW page 3-15 





Slide 3-49

Both Critical Components

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.

- ▶ Coaching is an integral part of the training process.
- ▶ Coaching should occur throughout the training process.





Module 3 PW page 3-15 

Slide 3-50

Leading the Student into an Active Role

- ▶ Lead the student out of the role of a passive learner and into the role of an active learner.
- ▶ The more active a person is involved in the learning process, the more awareness.





Module 3 PW page 3-15 

Slide 3-51

Visual Search Habits and Eye Movement of Driver

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Regular rear view mirror checks.
5. Head checks need to be made.
6. Scan eye check mirror.





Module 3 PW page 3-16 

Slide 3-52

Situational Awareness

- ▶ Vehicle movement
- ▶ Weather conditions
- ▶ Roadway and condition changes
- ▶ Emergency vehicles
- ▶ Pedestrian activities
- ▶ In-vehicle student interactions
- ▶ Other roadway users or situations that might arise




Module 3 PW page 3-17 

Slide 3-53

Identifying and Meeting Goals


- ▶ Goals must fit the needs of traffic safety.
- ▶ Goals could be the overall goal, “what do I hope to achieve as a result of the training?”
- ▶ The student should fully accept the goals.


Module 3 PW page 3-18 

Slide 3-54

Identifying and Meeting Goals

- ▶ Goals should meet the needs of the student and address concerns from previous lessons.
- ▶ Encourage the student to identify their own goals.




Module 3 PW page 3-18 

Slide 3-55

Raising Awareness

- ▶ A high state of awareness is required for driving.
 - Awareness of the outside world
 - Self-awareness
- ▶ To be able to drive safely, you have to be aware of these inner and outer worlds.




Module 3 PW page 3-19 ANSTSE

Slide 3-56

Raising Awareness

- ▶ Done primarily through questioning.
- ▶ Questions raise awareness in the form of feedback.



Module 3 PW page 3-19 ANSTSE

Slide 3-57

Raising Responsibility

- ▶ Safe drivers are responsible drivers.
- ▶ The student should feel responsible for their own learning.
- ▶ Students should be given responsibility right from the beginning.

Module 3 PW page C-19 ANSTSE

Slide 3-58

Raising Self-Acceptance


- ▶ Low self-acceptance is a typical trait of teens.
- ▶ Feelings of inadequacy can lead to compensation in the form of risky behavior.
- ▶ Low self-acceptance in teens often breeds anxiety and dependence or nervousness.
- ▶ If the student feels responsible for the learning process, they recognize the instructor as a partner.

Module 3 PW page 3-19 ANSTSE

Slide 3-59

Raising Awareness Through Senses and Emotions

- ▶ Driving is not just a rational process.
- ▶ People inevitably bring in their lives and emotions into the car with them.
- ▶ Young drivers going through emotional period as they develop into adults and start to experience new freedom.
- ▶ Important to prepare novice drivers for feelings and emotions during solo driving.




Module 3 PW page 3-20 ANSTSE

Slide 3-60

Raising Awareness Through Senses and Emotions

- ▶ Can only be developed if the learner recognizes physical sensations and emotions.
- ▶ Being encouraged to learn for oneself is considered to have a longer-term impact on learning.




Module 3 PW page 3-20 ANSTSE

Slide 3-61

Raising Awareness Through Senses and Emotions


- ▶ Do not discuss personal issues, such as boyfriends/ girlfriends, relationships, how a student looks today, etc.
- ▶ These are catalysts for a sexual harassment issue.
- ▶ Make sure not to discuss other students.
- ▶ Conversation should be kept on a professional level.


Module 3 PW page 3-20 

Slide 3-62

Addressing Internal Obstacles

- ▶ Any form of interference inside a person which disrupts the learning process and ability to meet a goal.





Module 3 PW page 3-20 

Slide 3-63

Addressing Internal Obstacles

- ▶ Concern that the student has from a previous lesson.
- ▶ The student is unlikely to focus fully on the new goals.
- ▶ A typical question at the beginning of each lesson could be: "What is your main concern today?"





Module 3 PW page 3-20 

Slide 3-64

Building on Prior Knowledge and Experience

- ▶ Learning is about connecting new elements with old elements.
- ▶ Students bring to driver training a wealth of experience from life and often from driving itself.
 - Driven before
 - Observed parents drive
 - Rode a bicycle
 - Been a pedestrian





Module 3 PW page 3-21 

Slide 3-65

Building on Prior Knowledge and Experience

- ▶ The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.




Module 3 PW page 3-21 

Slide 3-66

Authentic, Neutral and Non-Judgmental Communication


- ▶ The instructor should be genuinely interested in the world of the student.
- ▶ Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. Including:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them

Module 3 PW page 3-22 

Slide 3-67

Authentic, Neutral and Non-Judgmental Communication

- ▶ The instructor needs to be non-judgmental with the student.
- ▶ Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.



Module 3 PW page 3-22 ANSTSE

Slide 3-68

Authentic, Neutral and Non-Judgmental Communication


- ▶ Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions.
 - Focus on the situation and not the driver's behavior.
 - Focus on the positives.

Module 3 PW page 3-22 ANSTSE

Slide 3-69

The Importance of Summarizing the Lesson

Summarize each student's driving performance.




- ▶ Ask the students to assess their driving.
- ▶ Begin with the positives.
- ▶ Constructively correct negatives.
- ▶ End with positives.
- ▶ Suggest improvements.
- ▶ Discuss what will be done in the next lesson.

Module 3 PW page 3-23 ANSTSE

Slide 3-70

The Importance of Summarizing the Lesson

- ▶ Immediately record the student's performance using an anecdotal record.
- ▶ Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.



Module 3 PW page 3-23 ANSTSE



Lesson Debrief

Slide 3-72

Module Summary


- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.

Module 3 PW page 3-24 ANSTSE

Slide 3-73

Module Summary

- **Demonstrate questioning techniques for in-vehicle teaching.**
- **Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.**
- **Demonstrate how to summarize the lesson when finished.**


Module 3 PW page 3-24 

Slide 3-74

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 3 PW page 3-25 

Slide 3-75

Questions and Answers

- ▶ **What is commentary driving and give examples?**
- ▶ **What is meant by coaching by correction?**
- ▶ **Describe questioning techniques used during in-vehicle training.**
- ▶ **What should be stated when summarizing an in-vehicle lesson?**

Module 3 

Slide 3-76

Questions?

?

Module 3 

Part III Module 3 Quiz

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

1. Which is true of commentary driving?
 - a. Requires students to memorize and recite content from the lesson.
 - b. Should only be done by the instructor during driving.
 - c. Verbalizes both perceptual and psychomotor skills

2. A good coach is one who:
 - a. Is an expert on driving.
 - b. Notices the small things.
 - c. Sees their role as a mentor.

3. When should feedback be given when a driver makes a mistake while driving?
 - a. After returning to the driving school.
 - b. At the end of the behind-the-wheel course.
 - c. Immediately by pulling over safely.

4. How should you correct student's mistakes?
 - a. Tell them how to do it better next time.
 - b. Tell them what they have done wrong.
 - c. Using harsh criticisms so they know better next time.

5. Which is true of visual search habits during in-vehicle instruction?
 - a. Maintain a 20-30 second path of travel.
 - b. Use a left and right search pattern.
 - c. Make head checks prior to a change in the path of travel.

6. Provide 3 examples of good coaching questions to utilize during in-vehicle training?
 - a.
 - b.
 - c.

7. Using the following closed question, turn it into an open question.
 - a. Were you checking your mirrors?

8. Using the following intellectual question, turn it into a body-awareness question.

a. Did that situation make you feel nervous?

9. List 2 tasks the instructor can assign student observers?

a.

b.

10. What are 3 things the instructor can do to summarize the lesson?

a.

b.

c.

Module 4

Driver Evaluation



Instructor Notes

Activities

Activity #1: Types and Characteristics of In-Vehicle Evaluation

Have IC's fill in the correct answer for each question on types and characteristics of in-vehicle evaluation.

Activity #2: How to Evaluate the Driver

Have IC's fill in the correct answer for each question on how to evaluate the driver.

BTW Activity

Have IC's practice evaluating a driver when teaching BTW lessons.

Module Review Activity: Key Words Matchup

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

Module Contents

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Module Review Activity	4-21
Summary Sheet	4-22

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have discussed the in-vehicle teaching techniques let's look at how to evaluate the driver's performance.

Show

Slides 4-1 through 4-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (2.5 hrs Classroom, 1.75 hrs BTW)
9. How the module will benefit the IC in the real world

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

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

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

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

Module Overview

Module Overview

1. Prior to this module, we discussed In-Vehicle Teaching Techniques (Coaching and Correcting).
2. This module is titled “Driver Evaluation.”
3. The purpose of this module is to be able to evaluate a driver when teaching BTW lessons.
4. This module will cover three topics:
 - Types and characteristics of in-vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
5. By the end of this module, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver’s performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver’s performance.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
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 2 hours 30 minutes in the classroom and 1 hour 45 minutes behind-the-wheel.
9. This module will help you to understand how to evaluate a driver when teaching BTW lessons.

Key Words:

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

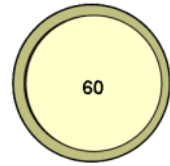
Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Instructor Notes

Introduce **Section 1: Types and Characteristics of In-Vehicle Evaluation**

Ask

Is the student meeting the objectives?
What is evaluation?
What criteria should be used to determine how well a driver is doing?



Section Time

Discuss **The four types of in-vehicle evaluation.**

Show **Slide 4-5**

Discuss **The characteristics of initial evaluation.**

Show **Slide 4-6**

Section 1: Types and Characteristics of In-Vehicle Evaluation

Introduction Section 1 will discuss the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Four types of in-vehicle evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

The characteristics of initial evaluation

- Determine what the student has learned up to that point.
- Look at previous BTW lesson evaluations.
- Ask the student what they are having difficulties with.
- Ask short questions to gauge their understanding.

Instructor Notes

Explain **The characteristics of the on-going evaluation.**

Show **Slides 4-7 through 4-8**

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of the on-going evaluation

- Occurs each time a driver drives.
- Requires immediate and appropriate feedback from the instructor.
- Instructors must specifically identify the “mistakes” a driver makes.
- Mistakes must be corrected.
 - Can be corrected through use of words.
 - Can be corrected through use of visual aids.
 - Can be corrected through the use of demonstration.
- Instructors should also provide appropriate praise and other positive re-enforcements when necessary.
- This type of evaluation should be written on the individual driver’s in-vehicle record as a progress report and for grading purposes.

Instructor Notes

Discuss **The characteristics of guided self-evaluation.**

Show **Slides 4-9 through 4-10**

Discuss **The characteristics of summative evaluation.**

Show **Slide 4-11**

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of guided self-evaluation by the student

- Formal attempt to develop the students' ability to evaluate their own driving performance.
- Students should recognize their responsibility for continual self-appraisal during the years of future driving and be able to carry out this responsibility.
- During in-vehicle sessions, students will drive over an established route and at the end of the drive evaluate their own performance.
- The self-evaluation can take the form of brief commentaries which include their most important actions.
- Share with the students (parents) verbally and in writing those skills that they will need to practice with their parents before the next lesson with the instructor.
- It may be appropriate to have the students record their evaluation for further assessment by the instructor and student.
- It is important that students engage in rigorous and accurate self-appraisal. One key point here is for the instructor to avoid imposing their own evaluation before allowing students to provide their own evaluation.

The characteristics of end of unit or course (summative) evaluation

- To evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- 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.
- Includes end of unit in-vehicle evaluations and course grades.

Instructor Notes

Discuss **Measurements which can be obtained when evaluating drivers.**

Show **Slides 4-12 through 4-13**

Activity Discuss with the instructor candidates the advantages and disadvantages of each type of in-vehicle evaluation of a beginning driver. What can instructors do to enhance the advantages and to change the disadvantages.

Activity Have the instructor candidate's role play in the classroom and eventually in the car, the ongoing evaluation of beginning drivers and the guided self-evaluation.

Section 1: Types and Characteristics of In-Vehicle Evaluation

Measurements obtained when evaluating drivers

1. The driver's skills at maneuvering the car can be measured.
2. The driver's speed choices can be evaluated.
3. The driver's ability to understand the information presented by the roadway (signs, lines, traffic lights) can be measured.
4. The driver's understanding of the rules of the road can be measured.
5. The driver's ability to see, identify & interact with other road users (vehicles, pedestrians, bicycles, etc.) can be measured.
6. The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision can be measured.
7. The driver's management of space and time (space cushion, position of vehicle in the lane, using vehicle position to communicate with other road users) can be measured.

Instructor Notes

Discuss **What evaluations can determine and identify?**

Show **Slide 4-14**

Section 1: Types and Characteristics of In-Vehicle Evaluation

What evaluations can determine and identify?

Evaluations can consistently:

- Determine where this student is on the learning progression.
- Identify what the next step in the learning process is for this student.
- Determine if the learning process in the lesson is achieving the intended learning outcomes (ILO) for the lesson. If not, what is the cause and what might remediate this? Identify the basic root cause leading to the weakness, and focus on correcting that behavior.
- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses based on positive feedback to meet their goals.

Instructor Notes

Activity #1 **Activity #1: Types and Characteristics of In-Vehicle Evaluation**

Show

Slide 4-15

Have candidate's fill in the correct answer for each question.

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

Answer Key

1. Initial evaluation, on-going evaluation each time a driver drives, guided self-evaluation and summative evaluation at the end of the in-vehicle phase.
2. They can be corrected through use of words, use of visual aids (traffic boards), and use of demonstration.
3. See page 4-5.

Section Summary

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



Elapsed Time

Section 1: Types and Characteristics of In-Vehicle Evaluation

Activity #1

Activity #1: Types and Characteristics of In-Vehicle Evaluation

Fill in the correct answer for each question.

1. What are four types of in-vehicle evaluation?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. What are the 3 ways mistakes can be corrected during the evaluation?
 - a. _____
 - b. _____
 - c. _____

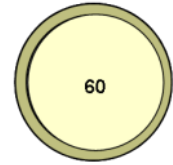
3. List four measurements which can be obtained when evaluating drivers?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Section 1
Summary

This section covered the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Instructor Notes

Introduce **Section 2: How to Evaluate the Driver**



Section Time

Discuss **What to do when identifying a driver's performance reliably.**

Show **Slide 4-16**

Discuss **What to do when evaluating the driver.**

Show **Slide 4-17**

Activity Have the instructor candidates utilize the listed evaluation techniques in a simulated classroom situation.

Section 2: How to Evaluate the Driver

Introduction

Section 2 will discuss how to evaluate a driver.

What to do
when identifying
a driver's
performance
reliably

When identifying a driver's performance reliably, you must:

- Identify objectives and content that will influence a driver's behaviors.
 - Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
 - Identify what driver's do and how they control the car.
 - Set criteria for acceptable performance as established in the lesson plan objectives.
 - Prescribe a rating method/route.
 - Evaluate the driver while driving.
-

What to do
when evaluating
the driver

When evaluating the driver you must:

- Observe the driver behaviors closely and carefully.
- Observe the change in traffic situations and conditions.
- Rate the driver after the performance.
- Record the rating in writing.

Instructor Notes

Discuss The process for driver evaluation.

Show **Slides 4-18 through 4-19**

Section 2: How to Evaluate the Driver

The process for driver evaluation

- If necessary create an evaluation route which will present environments & situations allowing the evaluator to make accurate assessments of the aspects of driving to be evaluated.
- Direct the driver over the route.
- Observe the road environment & all other road users.
- Anticipate potential issues on the roadway well in advance.
- Observe the vehicle behavior.
- Assess what information the driver is acquiring & when they are getting it (use of an eye mirror is extremely helpful) & compare this to the information they need to acquire to drive safely.
- Assess how successful the driver is in their making decisions and the consistency of this process.
- Assess the effectiveness of the driver in implementing the decisions.
- Ensure the safe operation of the vehicle at all times.
- Record the observations.

Instructor Notes

Discuss **The various factors that influence a driver's performance.**

Show **Slide 4-20**

Activity As a small group activity, have the instructor candidates make their own self-assessment as to what makes each successful in driving. This could include successful turning, parking, lane positioning, lane changing, following distance, where they are looking, passing, etc.

Section 2: How to Evaluate the Driver

The various factors that influence a driver's performance

There are various factors that influence a driver's performance. These include:

- Existing risks.
 - Risks that are always present in a particular environment or along selected route.

- Potential risks.
 - Risks that are constantly changing which can cause immediate conflicts along the drivers intended path of travel.

- Environmental conditions.
 - Weather.
 - Areas of limited sight.
 - Areas of limited space.

- Traffic volume.
 - Depends on time of day.

- The type of roadway (driving environment).
 - Expressways
 - Residential
 - Rural
 - Open highways
 - Business district

- The speed of traffic.
 - This will vary depending on driving environments.

Instructor Notes

- Discuss** **The factors that will influence the objectivity of evaluations.**
- Show** **Slide 4-21**
- Activity** Have the instructor candidates develop a list of those items that can influence objectivity in assessing a beginning driver. Give each instructor candidate a form which they would use with a beginning driver to increase objectivity.

Section 2: How to Evaluate the Driver

The factors that will influence the objectivity of evaluations

The following are factors instructors have control over that influence the objectivity of evaluations:

- Giving the directions as planned.
 - Did the route match the objectives for the environment?
 - Did the instructor stay to the route designed for the lesson?
- Rating the driver's performance on what was observed.
 - Did the instructor rate the driver based off the objectives for the environment?
 - Did the instructor observe the driver's behavior closely and carefully when driving?
- Avoid any biases that you may have.
 - Evaluating a driver's performance based off the bias will cause the evaluation to be invalid.
- Avoid any critical comments during the evaluation process.
 - Can cause the driver to become nervous and more likely to make mistakes.

Instructor Notes

Discuss **Driver actions to evaluate.**

Show **Slides 4-22 through 4-23**

Activity When given the 4 driver actions, each instructor candidate should list those items that they would watch for with a beginning driver when making an assessment.

Discuss **How drivers can take actions.**

Show **Slide 4-24**

Section 2: How to Evaluate the Driver

Driver actions to evaluate	<p>When evaluating a driver there are four driver actions to evaluate.</p> <ol style="list-style-type: none">1. Searching (space management system) – is the student driver searching ahead, to the sides and behind and making frequent eye movements?2. Speed control – is the student driver obeying the speed limit, driving at a speed suitable for conditions and the environment, slowing down and speeding up at the correct times?3. Direction Control – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?4. Timing and Space Control - is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?
----------------------------	---

Common driver responses	<p>Drivers commonly respond in any of the six ways.</p> <ol style="list-style-type: none">1. Gradual or smooth.2. Anticipate or make an early response.3. Delay or make a late response.4. NO RESPONSE AT ALL5. Sudden, abrupt or spontaneous response.6. Erratic responses either incidentally or continually.
-------------------------	--

Instructor Notes

Discuss **The cause of driver actions.**

Show **Slides 4-25 through 4-27**

Section 2: How to Evaluate the Driver

The cause of driver actions

Actions can be caused by several key factors, which will directly influence the difficulty of performing certain driving tasks. Those key factors are:

- The time/distance available to judge.
- Time/distance available to take the action once the decision to act has occurred.
- The number of tasks that must be performed.

Driver actions are the result of the decisions the driver makes.

These decisions are influenced by internal & external factors.

Some Internal factors are:

- What the driver knows (about reading the roadway information {signs, lines lights, etc.} & where & how to get this information
- The ability to look for other road users
- The ability to acquire & prioritize information
- The ability to acquire information sufficiently early to allow time for decision making and implementation.
- Internal distractors
- Risk perception
- Risk acceptance

Some External factors are:

- The quantity of information available
- The quality of the information available
- The complexity of the environment
- External distractors

Instructor Notes

- Discuss** **Acceptable and unacceptable criteria for rating a driver's performance.**
- Show** **Slides 4-28 through 4-29**
- Give** Examples for each of the ways to determine whether or not the driver's performance is acceptable.
- Activity** The instructor candidate will develop a specific evaluation plan that they will use each time they are in a driver education vehicle with a beginning driver. This plan should be adoptable for each in-class lesson being taught.

Section 2: How to Evaluate the Driver

Acceptable criteria for rating a driver's performance

There are several ways of determining whether or not the driver's performance in a particular environment is acceptable or unacceptable.

Acceptable criteria for rating driver performance includes:

- Decreasing risk by searching, adjusting speed or direction.
- Not causing another driver to change speed and/or direction.
- Reporting what was observed about the driver's behaviors.
- Complying with traffic laws.

Criteria must be based on state law, proper procedures, time/space management, search habits and student's growth and improvement.

Unacceptable criteria for rating a driver's performance

Unacceptable criteria for rating driver performance includes:

- You "feel comfortable."
- The driver does what you do.
- You become frightened.
- You compare one driver to another driver.

Instructor Notes

Optional Activity

Activity #2: How to Evaluate the Driver

Show

Slide 4-30

Have candidate's fill in the correct answer for each question.

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

Answer Key

1. Existing risks, Potential risks, Environmental risks, Traffic volume, the type of roadway, and the speed of traffic.
2. Searching, speed control, direction control and timing.
3. Choose from the following: Did they decrease risk by searching, adjusting speed or direction? Did the cause another driver to change speed or direction? What was observed about the driver's behavior during a particular driving situation?, Did the driver comply with the traffic laws?

Section Summary

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



Elapsed Time

Section 2: How to Evaluate the Driver

Activity

Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question.

1. What are the six factors that influence a driver's performance?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

2. When evaluating a driver what are the four driver actions to evaluate?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

3. List 3 ways to determine whether or not the driver's performance in a particular environment is acceptable.
 - a. _____
 - b. _____
 - c. _____

Section 2
Summary

This section covered how to evaluate the driver.

Instructor Notes

Introduce **Section 3: Providing Feedback to the Driver**



Section Time

Discuss **How to provide feedback to the driver when evaluating their performance.**

Show **Slides 4-31 through 4-32**

Activity The instructor candidates via role playing will practice appropriate ways of providing feedback to beginning drivers while in-vehicle.

Section 3: Providing Feedback to the Driver

Introduction

Section 3 will discuss how to provide feedback to the driver and record keeping.

How to provide feedback to the driver when evaluating their performance

When evaluating a driver's performance providing feedback should:

- Be done in a systematic way related to the objectives of the lesson/environment.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be done timely/immediately, as needed if mistakes are being made, such as:
 - actions or inactions.
 - judgments or decisions.

The observations from the evaluation should be communicated to the driver in a clear & concise manner. If this is part of a learning experience some remedial suggestions relevant to the driver's abilities should be outlined with some reasons why this individual would find it helpful to work to implement these suggestions.

Instructor Notes

Discuss **Record keeping.**

Show **Slide 4-33**

Activity The instructor candidates will be presented with the standard record keeping form from the state and/or the record keeping form used by the public school or driving school. The instructor will emphasize the importance of keeping an ongoing record of the beginning driver's performance.

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



Section 3: Providing Feedback to the Driver

- Record keeping
- Keep records of the driving performance of each student during each in-vehicle period to ensure continuity and keep instructors and students on track.
 - The record should indicate the lesson objectives and the content practiced, an evaluation of the student's performance and progress, and suggestions for what should be covered in subsequent practice periods.
 - An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.

Section 3 Summary

This section covered how to provide feedback to the driver and effective record keeping.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 4-34 through 4-38**

Purpose The purpose of this BTW activity is to demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.

Objectives By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

BTW Activity **The following activities should be completed in the vehicle: (check off each box when completed)**

- Role play being an instructor by providing directions and commentary teaching.
- Practice the various coaching and evaluation techniques.
- Practice how to visually search the roadway ahead and check eye movement of the driver.
- Engage the observers.
- Summarize the in-vehicle lesson.
- Practice appropriate ways of providing feedback.
- Practice filling out an evaluation form.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will allow you to work with your instructor in the vehicle to provide directions and commentary to the instructor and summarize the lesson as well as practice providing feedback and completing an in-vehicle evaluation form on the student.

Purpose The purpose of this BTW activity is to demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.

Objectives By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

BTW Activity Your instructor will have you perform the following activities in the vehicle:

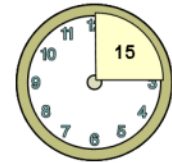
- Role play being an instructor by providing directions and commentary teaching.
- Practice the various coaching and evaluation techniques.
- Practice how to visually search the roadway ahead and check eye movement of the driver.
- Engage the observers.
- Summarize the in-vehicle lesson.
- Practice appropriate ways of providing feedback.
- Practice filling out an evaluation form.

Materials

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- Evaluation forms
- This page

Section 4 Summary This section provided the opportunity to demonstrate ways of providing feedback to drivers and filling out and recording information on an evaluation form.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 4-39 through 4-42**

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

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

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

1. Name the types of in-vehicle evaluation.
2. What measurements can be obtained when evaluating drivers?
3. How can you identify a driver’s performance reliably?
4. What factors will influence the objectivity of evaluations?

Quiz Administer quiz on Module 4.

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

Transition The next module will cover command and control of the mobile classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to describe how to evaluate a driver when teaching BTW lessons.

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

- Describe the various types of in-vehicle evaluation.
- Describe acceptable criteria for rating a driver's performance.
- Describe how evaluation takes place and what can be evaluated in the vehicle.
- Describe how to provide feedback on the driver's performance.

The information presented in this module is essential for understanding how to evaluate a driver when teaching BTW lessons.

Key Words

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

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Instructor Notes

Optional Module Review Activity

Key Words Matchup

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

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

Answer Key

1. B
2. A
3. C
4. D

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Evaluation	B. On-going evaluation
C. Summative evaluation	D. Guided self-evaluation

1. _____ Evaluating the driver each time the driver drives.
2. _____ Identifying the driver's strengths and weaknesses.
3. _____ Evaluation at the end of the in-vehicle phase.
4. _____ Formal attempt to develop the students' ability to evaluate their own driving performance.

Instructor Notes

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

Review Module highlights with IC's and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary
Sheet

Four types of in-vehicle evaluation

1. Initial evaluation
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation
4. Summative evaluation at the end of the in-vehicle phase.

Mistakes must be corrected through use of:

- words.
- visual aids (traffic boards).
- demonstration.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

The various factors that influence a driver's performance:

- Existing risks, Potential risks, Environmental conditions, Traffic volume, the type of roadway, and the speed of traffic.

Driver actions to evaluate:

- Searching, speed control, direction control and timing

Common driver responses.

Drivers can respond in any of the six ways.

1. Gradual or smooth.
2. Anticipate or make an early response.
3. Delay or make a late response.
4. NO RESPONSE AT ALL
5. Sudden, abrupt or spontaneous response.
6. Erratic responses either incidentally or continually.

Instructor Notes

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

Review Module highlights with candidates.

Summary Sheet

Summary Sheet

Acceptable criteria for rating a driver's performance

Did they decrease risk by searching, adjusting speed or direction?, Did they cause another driver to change speed or direction?, What was observed about the driver's behavior during a particular driving situation?, Did the driver comply with the traffic laws?

Unacceptable criteria for rating a driver's performance

Did "you feel comfortable? Did the driver follow your commands when told? Did you become frightened? You compare one driver to another driver, Would you feel comfortable with the student driving towards you in another vehicle?


How to provide feedback to the driver when evaluating their performance

- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made

Record keeping

- Keep records of the driving performance of each student during each in-vehicle period indicating the content practiced, an evaluation of the student's performance, and suggestions for what should be covered in subsequent practice periods, which encourages the instructor to design each in-vehicle practice in relation to needed skills.

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Module 4


Driver Evaluation

ANSTSE

Slide 4-2

Purpose of the Module

- ▶ To be able to evaluate a driver when teaching BTW lessons.




Module 4 PW page 4-2 ANSTSE

Slide 4-3

Module Sections

This module will cover three topics:

- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Providing feedback to the driver




Module 4 PW page 4-2 ANSTSE

Slide 4-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver's performance.




Module 4 PW page 4-2 ANSTSE

Slide 4-5

Types of In-vehicle Evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.



Module 4 PW page 4-2 ANSTSE

Slide 4-6

Characteristics of Initial Evaluation


- ▶ Determine what the student has learned up to that point.
- ▶ Look at previous BTW lesson evaluations.
- ▶ Ask the student what they are having difficulties with.
- ▶ Ask short questions to gauge their understanding.


Module 4 PW page 4-3 ANSTSE

Slide 4-7

Characteristics of the On-Going Evaluation

- ▶ Occurs each time a driver drives.
- ▶ Requires immediate and appropriate feedback from the instructor.
- ▶ Instructors must specifically identify the “mistakes” a driver makes.





Module 4 PW page 4-4 

Slide 4-8

Characteristics of the On-Going Evaluation

- ▶ Mistakes must be corrected.
 - through use of words.
 - through use of visual aids.
 - through the use of demonstration.
- ▶ Provide praise and other positive re-enforcements when necessary.
- ▶ Written on the individual driver’s in-vehicle record.





Module 4 PW page 4-4 

Slide 4-9

Characteristics of Guided Self-Evaluation by the Student

- ▶ Formal attempt to evaluate their own driving performance.
- ▶ Ensure that students recognize their responsibility for continual self-appraisal during the years of future driving.
- ▶ Students will evaluate their own performance after driving established route.
- ▶ Can take the form of brief commentaries which include their most important actions.





Module 4 PW page 4-5 

Slide 4-10

Characteristics of Guided Self-Evaluation by the Student

- ▶ Share with the students (parents) skills they need to practice with their parents before the next lesson.
- ▶ Have the students record their evaluation for further assessment by the instructor and student.
- ▶ Instructor should avoid imposing their own evaluation before allowing students to do so.




Module 4 PW page 4-5 

Slide 4-11

Characteristics of Summative Evaluation


- ▶ Evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- ▶ Cumulative evaluations used to measure student growth after instruction.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.
- ▶ Includes end of unit in-vehicle evaluations and course grades.


Module 4 PW page 4-5 

Slide 4-12

Measurements Obtained When Evaluating Drivers

- ▶ The driver’s skills at maneuvering the car.
- ▶ The driver’s speed choices.
- ▶ The driver’s ability to understand the information presented by the roadway (signs, lines, traffic lights).
- ▶ The driver’s understanding of the rules of the road.





Module 4 PW page 4-6 

Slide 4-13

Measurements Obtained When Evaluating Drivers

- ▶ The driver's ability to see, identify & interact with other road users.
- ▶ The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision.
- ▶ The driver's management of space and time.





Module 4 PW page 4-6 

Slide 4-14

What Evaluations Can Determine?

- ▶ Where this student is on the progression.
- ▶ What the next step in the learning process is for this student.
- ▶ If the lesson is achieving the intended learning outcomes. If not, what is the cause and what might remediate this?
- ▶ Identify the cause, leading to the weakness and focus on correcting that behavior.
- ▶ Which drivers are most successful in responding to hazardous traffic situations.
- ▶ The driver's strengths and weaknesses based on positive feedback to meet their goals.




Module 4 PW page 4-7 

Slide 4-15

Learning Activity

Activity #1: Types and Characteristics of In-vehicle Evaluation


Fill in the correct answer for each question on types and characteristics of in-vehicle evaluation


Module 4 PW page 4-8 

Slide 4-16

Identifying a Driver's Performance Reliably

- ▶ Identify objectives and content that will influence a driver's behaviors.
- ▶ Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
- ▶ Identify what driver's do and how they control the car.
- ▶ Set criteria for acceptable performance as established in the lesson plan objectives.
- ▶ Prescribe a rating method/route.
- ▶ Evaluate the driver while driving.





Module 4 PW page 4-9 

Slide 4-17

What to Do When Evaluating the Driver

- ▶ Observe the driver behaviors closely and carefully.
- ▶ Observe the change in traffic situations and conditions.
- ▶ Rate the driver after the performance.
- ▶ Record the rating in writing.





Module 4 PW page 4-9 

Slide 4-18

The Process for Driver Evaluation

- ▶ Create an evaluation route which will present environments & situations to be evaluated.
- ▶ Direct the driver over the route.
- ▶ Observe the road environment & all other road users.
- ▶ Anticipate potential issues on the roadway well in advance.
- ▶ Observe the vehicle behavior.





Module 4 PW page 4-10 

Slide 4-19

The Process for Driver Evaluation

- Assess what information the driver is acquiring & when they are getting it & compare this to the information they need to acquire to drive safely.
- Assess how successful the driver is in their making decisions and the consistency of this process.
- Assess the effectiveness of the driver in implementing the decisions.
- Ensure the safe operation of the vehicle at all times.
- Record the observations.





Module 4 PW page 4-10 

Slide 4-20

Various Factors that Influence a Driver's Performance

- Existing risks
- Potential risks
- Environmental conditions
- Traffic volume
- The type of roadway
- The speed of traffic





Module 4 PW page 4-11 

Slide 4-21

Factors that Influence Objectivity of Evaluations

- Giving the directions as planned
- Rating the driver's performance on what was observed
- Avoid any pet peeves that you may have
- Avoid any critical comments during the evaluation process






Module 4 PW page 4-12 

Slide 4-22

Driver Actions to Evaluate

- Searching** – is the student driver searching ahead, to the sides and behind and making frequent eye movements?
- Speed control** – is the student driver obeying the speed limit, driving at a speed suitable for conditions, slowing down and speeding up at the correct times?







Module 4 PW page 4-13 

Slide 4-23

Driver Actions to Evaluate

- Direction Control** – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?
- Timing and Space Control** – is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?






Module 4 PW page 4-13 

Slide 4-24

How Drivers Can Take Actions

- Gradual or smooth.
- Anticipate or make an early response.
- Delay or make a late response.
- NO RESPONSE AT ALL
- Sudden, abrupt or spontaneous response.
- Erratic responses either incidentally or continually.




Module 4 PW page 4-13 

Slide 4-25

The Cause of Driver Actions

- ▶ The time/distance available to judge.
- ▶ Time/distance available to take the action once the decision to act has occurred.
- ▶ The number of tasks that must be performed.




PW page 4-14

Module 4 ANSTSE

Slide 4-26

Internal Factors

- ▶ What the driver knows (about reading the roadway information & where & how to get this information)
- ▶ The ability to look for other road users
- ▶ The ability to acquire & prioritize information
- ▶ The ability to acquire information sufficiently early to allow time for decision making and implementation.
- ▶ Internal distractors
- ▶ Risk perception
- ▶ Risk acceptance




PW page 4-14

Module 4 ANSTSE

Slide 4-27

External Factors

- ▶ The quantity of information available
- ▶ The quality of the information available
- ▶ The complexity of the environment
- ▶ External distractors




PW page 4-14

Module 4 ANSTSE

Slide 4-28

Acceptable Criteria for Rating a Driver's Performance

- ▶ Decreasing risk by searching, speed or direction.
- ▶ Not causing another driver to change speed and/or direction.
- ▶ Reporting what was observed about the driver's behaviors.
- ▶ Complying with traffic laws.



PW page 4-15


Module 4 ANSTSE

Slide 4-29

Unacceptable Criteria for Rating a Driver's Performance

- ▶ You "feel comfortable."
- ▶ The driver does what you do.
- ▶ You become frightened.
- ▶ You compare one driver to another driver.

Would you feel comfortable with the student driving towards you in another vehicle?



PW page 4-15

Module 4 ANSTSE

Slide 4-30

Learning Activity

Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question on how to evaluate the driver.


PW page 4-16


Module 4 ANSTSE

Slide 4-31

Providing Feedback to a Driver

- ▶ Be done in a systematic way related to the objectives of the lesson/environment.
- ▶ Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- ▶ Be done immediately if mistake are being made, such as:
 - Wrong actions or inactions.
 - Wrong judgments or decisions.





Module 4 PW page 4-17 

Slide 4-32

Providing Feedback to a Driver

- ▶ Communicated in a clear & concise manner
- ▶ Remedial suggestions relevant to the driver's abilities should be outlined
- ▶ Provide reasons why this individual would find it helpful to work to implement these suggestions.





Module 4 PW page 4-17 

Slide 4-33


Record Keeping

- ▶ Keep records of the driving performance of each student during each in-vehicle period.
- ▶ Should indicate the:
 - lesson objectives
 - the content practiced
 - an evaluation of the student's performance and progress
 - suggestions for what should be covered in subsequent practice periods.
- ▶ An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.




Module 4 PW page 4-18 

Slide 4-34

 **BTW Activity**

Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.


Module 4 PW page 4-19 

Slide 4-35

Activity Purpose

- ▶ **To demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.**




Module 4 PW page 4-19 


Slide 4-36

Activity Objectives

By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.




Module 4 PW page 4-19 


Slide 4-37

Specific Activities

You will perform the following activities in the vehicle:

- ▶ Role play by providing directions and commentary teaching.
- ▶ Practice various coaching techniques.
- ▶ Practice how to visually search the roadway.
- ▶ Engage observers.
- ▶ Summarize lesson.
- ▶ Practice providing feedback.
- ▶ Practice filling out evaluation form.





Module 4 PW page 4-19 

Slide 4-38

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ Evaluation forms
- ▶ The Behind-the-Wheel Activity page from your participant workbook




Module 4 PW page 4-19 

Slide 4-39

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Describe how to provide feedback on the driver's performance.


Module 4 PW page 4-20 

Slide 4-40

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 4 PW page 4-21 

Slide 4-41

Questions and Answers

- ▶ Name the types of in-vehicle evaluation.
- ▶ What measurements can be obtained when evaluating drivers?
- ▶ How can you identify a driver's performance reliably?
- ▶ What factors will influence the objectivity of evaluations?

Module 4 ANSTSE

Slide 4-42

Questions?

?

Module 4 ANSTSE

Part III Module 4 Quiz

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

1. Which is a characteristic of the on-going evaluation?
 - a. Describes what the student is bringing to the lesson, what they have retained or incorporated from the last lesson.
 - b. During in-vehicle sessions, students will drive over an established route and at the end of the drive evaluate their own performance.
 - c. This type of evaluation should be written on the individual driver's in-vehicle record as a progress report and for grading purposes.

2. Which is a characteristic of the guided self-evaluation?
 - a. Instructors must specifically identify the "mistakes" a driver makes.
 - b. Requires immediate and appropriate feedback from the instructor.
 - c. Students engage in rigorous and accurate self-appraisal.

3. In-vehicle evaluations can determine or identify:
 - a. a driver's ability to drive before they reach the roadway.
 - b. how much a driver will grow throughout the in-vehicle lesson when they first enter the vehicle.
 - c. where the next step in the learning process is for the student.

4. What is one thing you can do when identifying a driver's performance reliably?
 - a. Anticipate potential issues on the roadway well in advance.
 - b. Identify what driver's do and how they control the vehicle.
 - c. Observe the change in traffic situations and conditions.

5. Which of these is a factor that instructors have control over that influence the objectivity of evaluations?
 - a. Erratic responses either incidentally or continually.
 - b. Rating the driver's performance on what was observed.
 - c. Risks that are always present in a particular environment or along selected route.

6. When providing feedback on a driver's performance:
 - a. do it in a systematic way related to the objectives of the lesson/environment.
 - b. compare one driver to another driver.
 - c. report what was observed about the driver's behaviors.

7. What are the four types of in-vehicle evaluation?

a.

b.

c.

d.

8. List three things that can be measured when evaluating drivers.

a.

b.

c.

9. The process for driver evaluation has many steps. List three.

a.

b.

c.

10. Name 3 factors that influence a driver's performance.

a.

b.

c.

Module 5

Command and Control of the Mobile Classroom



Instructor Notes

Activities

Activity #1: Demonstrating Proper Seating Position

Demonstrate using a chair the proper seating position to the IC's.

BTW Activity

Have IC's practice taking control of the vehicle and using a dual-brake.

Module Review Activity: Key Words Matchup

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

Module Contents

Module Overview	5-2
Section 1: Managing and Taking Control of the Vehicle	5-3
Activity #1: Demonstrating Proper Seating Position.....	5-3
Section 2: Utilizing a Dual Brake in the Vehicle	5-7
Section 3: What to do in Case of Collisions	5-8
Section 4: Behind-the-Wheel Activity	5-9
Module Summary	5-10
Module Review Activity	5-11
Summary Sheet	5-12

Instructor Notes

Discuss

Module Overview

Module 4 discussed driver evaluation. Now let's look at how to take control of the vehicle in an emergency situation.



Section Time

Show

Slides 5-1 through 5-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (1 hr classroom, 1.5 hrs BTW)
9. How the module will benefit the IC in the real world

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

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

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

Module Overview

Module Overview

1. Prior to this module we discussed driver evaluation.
2. This module is titled “Command and Control of the Mobile Classroom.”
3. The purpose of this module is to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.
4. This module will cover three topics:
 - Managing and taking control of the vehicle
 - Utilizing a dual brake in the vehicle
 - What to do in case of collisions
5. By the end of this module, you will be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
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 1 hour in the classroom and 1.5 hours behind-the-wheel.
9. In this module you will learn how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words:

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Instructor Notes

Introduce

Section 1: Managing and Taking Control of the Vehicle



Section Time

Discuss

The importance of instructor seating position while teaching in-vehicle.

Show

Slide 5-5

Activity

Activity #1: Demonstrating Proper Seating Position

Show

Slide 5-6

Demonstrate

Using chairs the proper seating position to the IC's.

Section 1: Managing and Taking Control of the Vehicle

Introduction Section 3 will discuss the importance of the instructor seating position while teaching in-vehicle and how to manage and take control of the vehicle in an emergency situation.

Instructor seating position 1. The instructor shall be sitting in a manner to take control of the vehicle.

- Relaxed position but alert.
- Left hand should be in a position of immediate access to the steering wheel, typically perched on the center console and gear selector lever.
- Foot positioned ready to use the dual brake.

Activity **Activity #1: Demonstrating Proper Seating Position**

Your instructor will demonstrate the proper seating position to you.

Instructor Notes

- Discuss** **Ways of managing and controlling the vehicle.**
- Show** **Slides 5-7 through 5-8**
- Video** Taking Control of the Steering Wheel **Slide 5-9**
- Show** **Slides 5-10 through 5-12**
- Explain** To the instructor candidates that there are several ways of controlling the vehicle.
- Emphasize** That anticipating and using verbal commands is the optimal way of maintaining control of the vehicle.

Section 1: Managing and Taking Control of the Vehicle

Ways of managing and controlling the vehicle

Explain the process to the novice driver for managing and taking control of the vehicle, when needed.

1. Use of verbal commands.
2. Use of controls during the lesson. Should be explained prior to starting the lesson.
 - Dual brake use.
 - Steering assistance if needed
 - Gear selector lever
3. Taking control of the vehicle by using the steering wheel.
 - Left hand should be in a position of immediate access to the steering wheel.
 - Adjust the steering wheel if the situation presents a threat.
4. Taking control of the vehicle using the dual instructors brake.
 - Do not let dual brake become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.
5. Taking control of the vehicle by using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.
6. Taking control of the vehicle by using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.

Do not turn off the ignition while the vehicle is moving to demonstrate vehicle emergencies. This is unsafe.

Instructor Notes

Discuss **How to recognize and take appropriate action when drivers cannot perform.**

Show **Slides 5-13 and 5-14**

Section 1: Managing and Taking Control of the Vehicle

Recognizing and taking appropriate action when drivers cannot perform

You can tell when a student is not understanding the lesson if the student:

- Seems confused or frustrated
- Is asking a lot of questions
- Doesn't feel comfortable performing a maneuver

What to do when a student is not understanding the tasks:

- Explain the material in a different manner.
- Break down the steps to the procedure.
- Take over control for part of the maneuver such as braking and see if that helps.
- When a student seems overloaded go back to a simpler maneuver or less complex maneuver and review.

It is possible that a student will just be doing something dangerous or wrong.

- There may not be a lot of discussion.
- Instruct the student on what to do.

Instructor Notes

Discuss **Student issues.**

Show **Slides 5-15 and 5-18**

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



Elapsed Time

Section 1: Managing and Taking Control of the Vehicle

Student issues The student should know that their learning and safety is the instructor's highest priority.

The student may express the following issues while in the vehicle:

- Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics
- Crying
 - Result of frustration
 - Try not to push too far
- Know it all
 - Ask a lot of questions
 - In this way the student realizes what they don't know
- Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more
- Doesn't listen or follow directions
 - It is important to maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior

Section 1 This section covered the importance of the instructor seating position
Summary while teaching in-vehicle and how to take control of the vehicle.

Instructor Notes

Introduce

Section 2: Utilizing A Dual Brake in the Vehicle



Section Time

Discuss

How to use a dual-brake during in-vehicle instruction.

Show

Slides 5-19 through 5-20

Section Summary

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



Elapsed Time

Section 2: Utilizing a Dual Brake in the Vehicle

Introduction Section 2 will discuss how to utilize a dual-brake during in-vehicle instruction.

How to use a dual-brake during in-vehicle instruction

1. The instructor candidate should determine that the dual brake is installed properly (see manufacturer's instructions) and is positioned in such a way that it operates smoothly.
2. Prior to the student lessons, the instructor candidate should practice applying the dual control brake with their right foot while the vehicle is operated at varying speeds to determine how the vehicle will respond.
3. The dual control brake should only be used to control the driving situation.
4. Verbal commands should be used before using the dual brake, if possible. When necessary, use the dual brake.
5. The instructor candidate should not place their foot over or on the dual control brake because the brake can be sensitive and may lead to the brake being pressed by mistake.
6. The instructor candidate must maintain an instructional position in the car so that he/she can smoothly operate the dual control brake.
7. **The dual control brake should be rarely used as it will cause the student to become dependent on the instructor candidate's actions.**

Section 2
Summary

This section covered the procedures for using the dual-brake during in-vehicle instruction.

Instructor Notes

Introduce **Section 3: What to Do in Case of Collisions**



Section Time

Discuss **What to do in an emergency or collision.**

Show **Slides 5-21 through 5-24**

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



Elapsed Time

Section 3: What to do in an Emergency or Collision

Introduction Section 3 will discuss what to do in an emergency or collision.

What to do in an emergency or collision If an emergency or collision occurs follow the policies and procedures established by your program.

Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary call 911 or proper authorities.
6. Exchange information/reporting

Take these additional steps after a collision:

1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken
5. Note the name and the identification number of the police officer at the collision scene
6. Notify the program manager and follow procedures by your program administrator.
7. Follow state and jurisdictional requirements for emergencies.

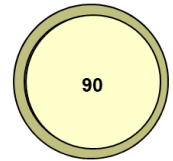
Give police the facts. Provide honest, accurate facts and never argue about who was to blame. Do not admit fault. Stay at the scene until all information has been recorded. Produce proof of financial responsibility by showing a card that lists current insurance or a bond card. Also, notify appropriate insurance agent promptly.

Section 3 Summary This section covered how to take control of the vehicle in an emergency situation.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 5-25 through 5-30**

Purpose The purpose of this BTW activity is to give you practice (30 minutes in a parking lot and 60 minutes on the road) managing and taking control of the vehicle.

Objectives By the end of this activity, you will demonstrate how to:

- Use proper instructor seating and hand positions.
- Use verbal commands to maintain control.
- Take physical control of the vehicle.

BTW Activity **With the Instructor Trainer driving, the following activities will be practiced in the vehicle:**

- Proper instructor seating and hand positions.
- How to manage risks during BTW instruction.
- Practice visual skills and other techniques learning in the driver education program.
- How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- How to take physical control of the vehicle.
 - Instructor/center brake (soft/medium/hard braking).
 - Instructor brake with accelerator applied.
 - Using steering assist.
 - Taking control of the steering wheel depending on the location of student's hands.
 - Placing the transmission into neutral.
- IC's will practice the techniques above during the following situations/environments:
 - Backing Residential driving
 - Parking lot driving Roadway driving under 45 mph
 - Turns
 - Lane changes

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will give you practice in a parking lot and on the road managing and taking control of the vehicle.

Note: Take this section with you to the vehicle.

Purpose The purpose of this behind-the-wheel activity is to give you practice (30 minutes in a parking lot and 60 minutes on the road) managing and taking control of the vehicle.

Objectives By the end of this activity, you will demonstrate how to:

- Use proper instructor seating and hand positions.
- Use verbal commands to maintain control.
- Take physical control of the vehicle.

BTW Activity Your instructor will have you perform the following activities:

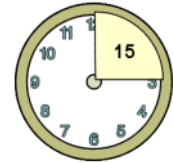
- Proper instructor seating and hand positions.
- How to manage risks during BTW instruction.
- Practice visual skills and other techniques learning in the driver education program.
- How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- How to take physical control of the vehicle.
- Instructor/center brake (soft/medium/hard braking).
- Instructor brake with accelerator applied.
- Using steering assist.
- Taking control of the steering wheel depending on the location of student's hands.
- Placing the transmission into neutral.
- IC's will practice the techniques during the following situations/environments:
 - Backing Residential driving
 - Parking lot driving Roadway driving under 45 mph
 - Turns Lane changes

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided the opportunity to demonstrate the proper instructor seating position, taking control of the steering wheel, using a dual-brake and directing the driver to perform maneuvers.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 5-31 through 5-34**

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

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

1. Describe ways that the instructor can take control of the vehicle.
2. Describe how to use dual brakes during in-vehicle instruction.

Quiz Administer quiz on Module 5.

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

Transition The next module will cover putting it all together and practice teaching.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.

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

- Demonstrate the proper instructor seating position.
- Demonstrate when and how to manage and take control of the vehicle.
- Demonstrate how to utilize dual-brakes.
- Explain what to do in an emergency or collision..

The information presented in this module is essential for teaching you how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

1. C
2. A
3. B

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Center-pull parking brake	B. Dual instructors brake	C. Gear selector lever
-------------------------------------	----------------------------------	-------------------------------

2. _____ Allows the driver to shift the transmission and is located either on the steering column or on a console located between the front seats.
3. _____ A hand-operated lever located to the right of the steering column, or to the right of the driver on the floor or center console used to stop the vehicle in an emergency situation.
5. _____ For use by the instructor and located on the passenger side of the vehicle to be used in an emergency situation.

Instructor Notes

Summary Sheet	Provide instructor candidates with a summary sheet as a review of the module.
Review	Module highlights with instructor candidates and answer any questions about the content.
Note	Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.



Elapsed Time

Summary Sheet

Summary Sheet

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever and your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake

Utilizing the dual brake in the vehicle


Practice using and only use when necessary so the student does not become dependent on the instructor's actions.

What to do in an emergency or collision

Follow the procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting

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Module 5


Command and Control of the Mobile Classroom

ANSTSE

Slide 5-2

Purpose of the Module

- ▶ To help you understand:
 - the proper instructor seating position,
 - when and how to take control of the vehicle during in-vehicle instruction,
 - how to utilize dual-brakes, and
 - what to do in an emergency or collision.




Module 5 PW page 5-2 ANSTSE

Slide 5-3

Module Sections

This module will cover three topics:

- ▶ Managing and taking control of the vehicle
- ▶ Utilizing equipment in the vehicle
- ▶ What to do in case of collisions.




Module 5 PW page 5-2 ANSTSE

Slide 5-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.




Module 5 PW page 5-2 ANSTSE

Slide 5-5

The Importance of Instructor Seating Position

- ▶ Relaxed position but alert.
- ▶ Left hand in position of immediate access to the steering wheel.
- ▶ Foot positioned ready to use the dual brake.



Module 5 PW page 5-3 ANSTSE

Slide 5-6

Learning Activity

Activity #1: Demonstrating Proper Seating Position


Demonstrate using chairs or in the vehicle the proper seating position to the instructor candidates.

Module 5 PW page 5-3 ANSTSE

Slide 5-7

Ways of Managing and Controlling the Vehicle

- ▶ Use of verbal commands.
- ▶ Use of controls during the first lesson.
 - Dual brake use
 - Steering assistance if needed
 - Gear selector lever




Module 5 PW page 5-4 ANSTSE

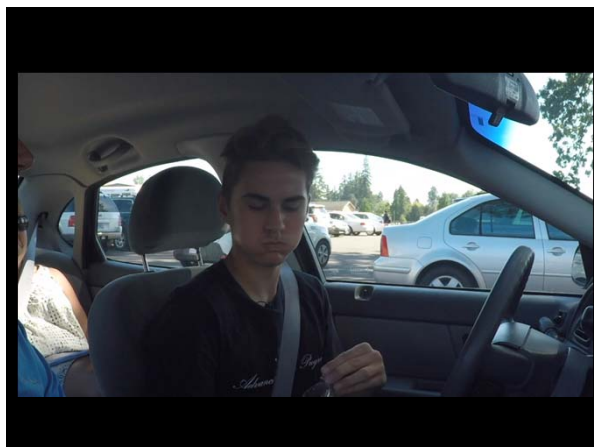
Slide 5-8

Ways of Managing and Controlling the Vehicle

- ▶ Use of the steering wheel.
 - Left hand should be in a position of immediate access.
 - Adjust the steering wheel if the situation presents a threat.




Module 5 PW page 5-4 ANSTSE



Slide 5-10

Ways of Managing and Controlling the Vehicle

- ▶ Using the dual instructors brake.
 - Do not let it become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.




Module 5 PW page 5-4 ANSTSE

Slide 5-11

Ways of Managing and Controlling the Vehicle

- ▶ Using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.




Module 5 PW page 5-4 ANSTSE

Slide 5-12

Ways of Managing and Controlling the Vehicle

- ▶ Using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.




Module 5 PW page 5-4 ANSTSE

Slide 5-13

Recognizing and Taking Appropriate Action When Drivers Cannot Perform

- ▶ You can tell when a student is not understanding the lesson if the student:
 - Seems confused or frustrated
 - Is asking a lot of questions
 - Doesn't feel comfortable performing a maneuver




Module 5 PW page 5-5 ANSTSE

Slide 5-14

Recognizing and Taking Appropriate Action When Drivers Cannot Perform

- ▶ What to do when a student is not understanding the tasks:
 - Explain the material in a different manner.
 - Break down the steps to the procedure.
 - Take over control for part of the maneuver such as braking and see if that helps.
 - Go back to a simpler maneuver or less complex maneuver and review.




Module 5 PW page 5-5 ANSTSE

Slide 5-15

Student Issues

- ▶ Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics





Module 5 PW page 5-6 ANSTSE

Slide 5-16

Student Issues

- ▶ Crying
 - Result of frustration
 - Try not to push too far
- ▶ Know it all
 - Ask a lot of questions





Module 5 PW page 5-6 ANSTSE

Slide 5-17

Student Issues

- ▶ Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more




Module 5 PW page 5-6 ANSTSE

Slide 5-18

Student Issues

- ▶ Doesn't listen or follow directions
 - Maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior




Module 5 PW page 5-6 ANSTSE

Slide 5-19

How to Use a Dual Brake During in-vehicle Instruction

- ▶ Properly installed and operates smoothly.
- ▶ Practice applying the brake while the vehicle is operated at varying speeds.
- ▶ Should only be used to control the driving situation.
- ▶ Verbal commands should be used first.
- ▶ When necessary use the dual brake.




Module 5 PW page 5-7 ANSTSE

Slide 5-20

How to Use a Dual Brake During in-vehicle Instruction

- ▶ Do not place your foot over or on the dual control brake.
- ▶ Maintain an instructional position in the car.
- ▶ Should be rarely used as it will cause the student to become dependent on it.




Module 5 PW page 5-7 ANSTSE

Slide 5-21

What to Do in an Emergency or Collision

Follow procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting




Module 5 PW page 5-8 ANSTSE

Slide 5-22

What to Do in an Emergency or Collision

Take these additional steps after a collision:

1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken




Module 5 PW page 5-8 ANSTSE

Slide 5-23

What to Do in an Emergency or Collision

6. Note the name and the identification number of the police officer at the collision scene
7. Notify the program manager and follow procedures by your program administrator.
8. Follow state and jurisdictional requirements for emergencies.




Module 5 PW page 5-8 ANSTSE

Slide 5-24

What to Do in an Emergency or Collision

- ▶ Give police the facts.
- ▶ Provide honest, accurate facts and never argue about who was to blame.
- ▶ Do not admit fault.
- ▶ Stay at the scene until all information has been recorded.
- ▶ Produce proof of financial responsibility.
- ▶ Notify appropriate insurance agent promptly.




Module 5 PW page 5-8 ANSTSE

BTW Activity Slide 5-25

Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.


Module 5 PW page 5-9 

Slide 5-26

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice in a parking lot and on the road managing and taking control of the vehicle.




Module 5 PW page 5-9 


Slide 5-27

Activity Objectives

By the end of this activity, you will demonstrate how to:

- ▶ Use proper instructor seating and hand positions.
- ▶ Use verbal commands to maintain control.
- ▶ Take physical control of the vehicle.




Module 5 PW page 5-9 


Slide 5-28

Specific Activities

The following activities should be completed in the vehicle:

- ▶ Proper instructor seating and hand position.
- ▶ How to manage risks during BTW instruction.
- ▶ How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- ▶ How to take physical control of the vehicle.




Module 5 PW page 5-9 

Slide 5-29

Specific Activities

Practice these techniques during:


- ▶ backing,
- ▶ parking lot driving,
- ▶ turns,
- ▶ lane changes,
- ▶ residential driving and
- ▶ roadway driving under 45 mph.


Module 5 PW page 5-9 

Slide 5-30

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook




Module 5 PW page 5-9 

Slide 5-31

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.


Module 5 PW page 5-10 

Slide 5-32

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 5 PW page 5-11 

Slide 5-33

Questions and Answers

- ▶ Describe ways that the instructor can take control of the vehicle.
- ▶ Describe how to use instructor mirrors during in-vehicle instruction.

Module 5 

Slide 5-34

Questions?

?

Module 5 

Part III Module 5 Quiz

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

1. How should the instructor sit while teaching in-vehicle?
 - a. Comfortable and relaxed to avoid making the driver nervous.
 - b. In a manner to take control of the vehicle; relaxed, but alert.
 - c. With hands up and in a position ready to take the steering wheel.

2. One way to manage and control the vehicle is to:
 - a. Allow the student to rely on the instructor to use the dual brake.
 - b. Grasp the wheel if the situation presents a threat to you or others.
 - c. Turn the engine off at any time if you feel you are in danger.

3. What are the five most important things the instructor should do if an emergency or collision occurs during in-vehicle instruction?
 - a. Stop, move your vehicle, help the injured, take a photograph and exchange information /reporting.
 - b. Stop, help the injured, control the scene, call 911, and exchange information/reporting.
 - c. Stop, help the injured, control the scene, call the student's parents, and call 911.

4. What can happen if the instructor uses the dual control brake frequently during a student's in-vehicle lesson?
 - a. The student will quickly learn when to brake by watching the instructor.
 - b. The student can become frustrated which can affect their ability to drive.
 - c. The student will become dependent on the instructor's actions.

5. Which is true of an instructor using a dual brake, while the student is driving?
 - a. Use when a situation may become a threat to you or other roadway users.
 - b. Use anytime the student needs to slow down sooner.
 - c. Use often to make sure the student is paying attention.

6. What should you do if a student is a know it all when driving?
 - a. Move onto more challenging situations.
 - b. Ask the student a lot of questions.
 - c. Yell at the student.

7. When should you take control of the vehicle by shifting to neutral?
 - a. When engine is over revving.
 - b. When acceleration is more than braking power.
 - c. Both a and b are correct.

8. List 2 ways in which you can tell when a student is not understanding the lesson.

a.

b.

9. When may it be feasible to use the center-pull parking brake?

10. What should you do when a student is nervous while driving?

Module 6

Putting it All Together and Practice Teaching



Instructor Notes

Activities

BTW Activity #1

To give IC's an understanding of how a behind-the-wheel lesson is conducted by having the trainer model the instruction.

BTW Activity #2

Have IC's demonstrate their understanding of how to conduct behind-the-wheel lesson(s) in the vehicle by putting together all the information learned in previous modules.

Module Review Activity: Key Words Matchup

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

Module Contents

Module Overview 6-2

Section 1: Overview of Part III 6-3

Section 2: Peer Teaching Assignments 6-4

Section 3: Lesson Plan Format 6-5

Section 4: Behind-the-Wheel Activity 1 6-6

Section 5: Behind-the-Wheel Activity 2 6-7

Module Summary 6-9

Summary Sheet 6-10

Instructor Notes

Discuss

Module Overview

Module 5 discussed taking control of the vehicle. Now it's time to look at getting ready to teach.



Section Time

Show

Slides 6-1 through 6-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. Length of module (1 hr classroom, 5 hrs 45 min BTW)
8. How the module will benefit the IC in the real world

Note:

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

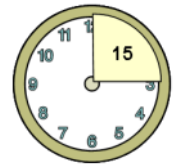
Module Overview

Module Overview

1. Prior to this module we discussed:
 - Lesson Plans for In-Vehicle Instruction
 - Managing the Mobile Classroom
 - In-Vehicle Teaching Techniques
 - Driver Evaluation
 - Command and Control of the Mobile Classroom
2. This module is titled “Putting it All Together and Practice Teaching.”
3. The purpose of this module is to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.
4. This module will cover four topics:
 - Overview of Part III
 - The peer teaching assignments
 - Modifying lesson plans
 - BTW practice
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. This module will last approximately 1 hour in the classroom and 5 hours 45 minutes behind-the-wheel to demonstrate your understanding of the content and prepare for the driving route teaching assignments.
8. This module will give you experience in utilizing lesson plans and prepare for in-vehicle peer teaching.

Instructor Notes

Introduce **Section 1: Overview of Part III**



Section Time

Review **Lesson Plans for In-vehicle Instruction**

Show **Slide 6-5**

Review **Managing the Mobile Classroom**

Show **Slide 6-6**

Review **In-Vehicle Teaching Techniques**

Show **Slide 6-7**

Review **Driver Evaluation**

Show **Slide 6-8**

Review **Command Control of the Vehicle**

Show **Slide 6-9**

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



Elapsed Time

Section 1: Overview of Part III

Introduction Section 1 provides a review of Modules 1 – 5 in Part III. This module gives you the opportunity to practice what you have learned in the previous modules.

Lesson Plans for In-Vehicle Instruction Module 1 introduced the in-vehicle lesson plan format, the five different driving environments: 1.) low speed, light traffic (residential); 2.) moderate speed, light traffic (open highway/rural); 3) moderate speed, dense traffic (suburban/urban/business); 4.) high speed, moderate and heavy traffic (expressway) and 5.) night driving. Guidelines for how to develop an on-street route were also discussed.

Managing the Mobile Classroom Module 2 provided the procedures for teaching an in-vehicle lesson, guidelines for giving directions during the in-vehicle instruction, how to use instructor mirrors during in-vehicle instruction, challenges to in-vehicle instruction, such as learning/physical challenges, managing multiple tasks and distractions and changing drivers and observer responsibilities.

In-Vehicle Teaching Techniques Module 3 discussed commentary teaching, student driver and observer commentary, coaching the driver by correction and positive reinforcement, engaging the non-driving students, visually searching the roadway and eye movement of driver and evaluating and summarizing an in-vehicle lesson.

Driver Evaluation Module 4 discussed the types and characteristics of in-vehicle evaluation, how to evaluate the driver, various factors that influence a driver's performance, driver actions to evaluate, criteria for rating a driver's performance, providing feedback to the driver and record keeping.

Command Control of the Vehicle Module 5 discussed how to manage and take control of the vehicle, how to utilize a dual brake in the vehicle and what to do in case of a collision.

Section 1 Summary This section provided a review of Modules 1-5 in Part III. Now you will have an opportunity to put it all together and practice teaching behind-the-wheel.

Instructor Notes

Introduce **Section 2: Peer Teaching Assignments**



Section Time

Discuss **The 20-30 minute peer teaching assignments.**

Show **Slide 6-10**

Explain To the instructor candidate's that they will be evaluated on at least two of the five driving environments. Even though they are only being evaluated on at least two driving environments they should be prepared to teach all five.

Assign Each Instructor candidate to at least two driving environments.

Note:

You may want to assign the peer teaching environments earlier in the course but emphasize that details on the assignments will be covered at a later point.

Discuss **How the instructor candidates will be graded.**

Show **Slide 6-11**

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



Elapsed Time

Section 2: Peer Teaching Assignments

Introduction Section 2 will discuss the peer teaching assignments and how you will be graded.

The 20-30 minute peer teaching assignments

1. You will be assigned a driving route(s) for which you will be responsible for teaching a 20-30 minute in-vehicle instruction lesson.
 - You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
 - You will be evaluated on at least two of the five driving environments during an on-road evaluation.
 - Depending on class size the driving route may be performed in a group.
 - The driving route should be at least 20 – 30 minutes.

How you will be graded

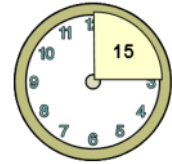
1. Grading will be done using the On-Street Lesson Evaluation Form. Sample on-street teaching lesson evaluation forms are included in the appendices.
 - The On-Street Lesson Evaluation Form will evaluate your in-vehicle teaching performance.
 - Each evaluation will be assigned points. Each evaluation category will be given a minimum and maximum score based on a point system.

Section 2 Summary

This section covered the peer teaching assignments and how you will be graded.

Instructor Notes

Introduce **Section 3: Lesson Plan Format**



Section Time

Discuss **The lesson plan format.**

Show **Slides 6-12 through 6-14**

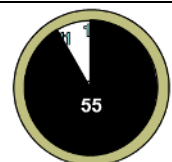
Hand out Copies of the Standard Lesson Plan Format.

Explain What each section should contain.

Explain and Give Examples for each component of the cover page.

Activity Provide each instructor candidate with a sample lesson plan which have the components and details that you want to see in a lesson plan which they submit to you. Discuss why each component is important to the overall lesson plan. Emphasize that the lesson plan should be able to stand alone and that any driving instructor should be able to teach from the lesson plan.

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



Elapsed Time

Section 3: Lesson Plan Format

Introduction Section 3 will discuss the format of the lesson plan and what should be included for your teaching assignment.

The lesson plan format The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals/equipment can be incorporated into the lesson plan. Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.

Each page following the cover page shall include:

- Prerequisites and classroom objectives related to the in-vehicle lesson.
- Instructional objectives
- Content based on the instructional objective
- Learning activities that will be used during the lesson
- Problem area(s)
- Evaluation/Questions

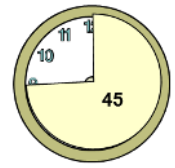
Final copy of lesson plan before presenting must be typed. Lesson plans must be turned in before presenting and will be assigned points as determined by the instructor.

- Instructor may assign due dates for lesson plan review prior to presentations.

Section 3 Summary This section covered the format of the lesson plan and what should be included for your teaching assignment.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity 1**



Section Time

Note: Take this section with you to the vehicle.

Show **Slides 6-15 through 6-20**

Purpose The purpose of the behind-the-wheel activity is to give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Objective By the end of this activity, you will be able to:

- Describe how a BTW lesson is conducted.

BTW Activity The following activities should be completed in the vehicle: (check off the box when completed)

- Trainer will model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.
- Trainer will model/demonstrate how to conduct behind-the-wheel lesson(s) to the instructor candidates utilizing one or more of the behind-the-wheel lesson plans.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Note Conduct the activity then summarize the section and module of instruction.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity 1

Introduction Section 4 will allow you to work with your instructor in the vehicle to see how a behind-the-wheel lesson should be taught.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Objectives By the end of this activity, you will be able to:

- Describe how a BTW lesson is conducted.

BTW Activity Your instructor will perform the following activities in the vehicle:
(check off the box when completed)

- Model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.
- Model/demonstrate how to conduct a behind-the-wheel lesson.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided a model of a behind-the-wheel lesson and demonstrated how to utilize a lesson plan and driving route for behind-the-wheel instruction.

Instructor Notes

Introduce **Section 5: Behind-the-Wheel Activity 2**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 6-21 through 6-27**

Purpose The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.

Objectives By the end of this activity, you will be able to:

- Demonstrate the proper instructor seating position.
- Utilize a lesson plan and driving route for conducting on-street instruction.
- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.
- Demonstrate the various teaching techniques that can be used in the car to enable learning.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movement of driver.
- Demonstrate how to manage and take control.
- Demonstrate how to utilize dual-brakes.
- Demonstrate how to summarize the lesson.
- Utilize and demonstrate the various types of in-vehicle evaluation.
- Fill out and record information on an evaluation form.

Section 5: Behind-the-Wheel Activity 2

Introduction Section 4 will allow you to work with your instructor and peers in the vehicle to practice conducting behind-the-wheel lessons.

Note: Take this section into the vehicle with you.

Purpose The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.

Objectives By the end of this activity, you will be able to:

- Demonstrate the proper instructor seating position.
- Utilize a lesson plan and driving route for conducting on-street instruction.
- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.
- Demonstrate the various teaching techniques that can be used in the car to enable learning.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movement of driver.
- Demonstrate how to manage and take control.
- Demonstrate how to utilize dual-brakes.
- Demonstrate how to summarize the lesson.
- Utilize and demonstrate the various types of in-vehicle evaluation.
- Fill out and record information on an evaluation form.

Instructor Notes

BTW Activity 2

The following activities should be completed in the vehicle:

- Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures correctly.
- Proper instructor seating position.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Correctly manages multiple tasks in the vehicle.
- Correctly manages distractions in the back seat.
- Uses instructor and eye mirrors correctly.
- Rotates drivers in a safe place and correct time.
- If applicable, engages back seat observers.
- Correctly utilizes commentary teaching.
- Visually searches the roadway ahead.
- Checks eye movement of the driver.
- Correctly fills out and records information on form.
- Take control of the steering wheel in emergency.
- Use a dual-brake in the vehicle.

Direct the driver to perform the following:

- Backing maneuvers
- Parallel parking
- 3 point turns
- Straight backing
- Lane changes
- Freeway entering/exiting
- Control dual brake
- Use bottom of steering wheel to make turns
- Summarizes the in-vehicle lesson.
- Provides feedback to drivers while in the vehicle.

Section Summary

Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.

Section 5: Behind-the-Wheel Activity

BTW Activity 2

The following activities should be completed in the vehicle:

- Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures correctly.
- Proper instructor seating position.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Correctly manages multiple tasks in the vehicle.
- Correctly manages distractions in the back seat.
- Uses instructor and eye mirrors correctly.
- Rotates drivers in a safe place and correct time.
- If applicable, engages back seat observers.
- Correctly utilizes commentary teaching.
- Visually searches the roadway ahead.
- Checks eye movement of the driver.
- Correctly fills out and records information on form.
- Take control of the steering wheel in emergency.
- Use a dual-brake in the vehicle.

Direct the driver to perform the following:

- Backing maneuvers
- Parallel parking
- 3 point turns
- Straight backing
- Lane changes
- Freeway entering/exiting
- Control dual brake
- Use bottom of steering wheel to make turns

- Summarizes the in-vehicle lesson.
- Provides feedback to drivers while in the vehicle.

Materials
Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4
Summary

This section provided the opportunity to demonstrate how to conduct a behind-the-wheel lesson, utilizing the information that was learned in the previous modules.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 6-28 through 6-30**

Summary Provide the summary sheet as a review of the module.

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

1. Describe the in-vehicle teaching assignment.
2. Describe the standard lesson plan format.

Transition The next module will cover peer teaching driving route demonstrations.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You were given an opportunity to utilize lesson plans for the in-vehicle peer teaching and practice proper procedures for giving directions.

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

- Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
- Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
- Practice delivering in-vehicle lesson(s).

The information presented in this module is essential for giving you experience in utilizing lesson plans and practice teaching.

Instructor Notes

Summary Sheet

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

Review

Module highlights with instructor candidates and answer any questions about the content.



Elapsed Time

Summary Sheet

Summary
Sheet

Peer Teaching Assignments

You will be assigned a driving route(s) for which you will be responsible for teaching.

- You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
- You will be evaluated on two of the five driving environments.

Lesson Plan Format


The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals can be incorporated into the lesson plan. Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.

Each page following the cover page shall include:

- Instructional objectives.
- Content based of the instructional objective.
- Learning activities that will be used during the lesson.
- Problem area(s).
- Evaluation/Questions.

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Module 6


Putting it All Together and Practice Teaching

ANSTSE

Slide 6-2

Purpose of the Module

- ▶ To put together all of the information you have learned in the previous modules and demonstrate your understanding of the content.
- ▶ You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.




Module 6 PW page 6-2 ANSTSE

Slide 6-3

Module Sections

This module will cover four topics:

- ▶ Overview of Part III
- ▶ The peer teaching assignments
- ▶ Modifying lesson plans
- ▶ BTW practice



Module 6 PW page 6-2 ANSTSE

Slide 6-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-2 ANSTSE

Slide 6-5

Lesson Plans for In-vehicle Instruction


- ▶ Introduced in-vehicle lesson plan format
- ▶ The five driving environments:
 1. Low speed, light traffic
 2. Moderate speed, light traffic
 3. Moderate speed, dense traffic
 4. High speed, moderate & heavy traffic
 5. Night driving
- ▶ Guidelines for how to develop an on street route

Module 6 PW page 6-3 ANSTSE

Slide 6-6

Managing the Mobile Classroom

- ▶ Procedures for teaching an in-vehicle lesson
- ▶ Guidelines for giving directions during the in-vehicle instruction
- ▶ How to use instructor mirrors during in-vehicle instruction
- ▶ Challenges to in-vehicle instruction (managing multiple tasks, distractions and learning/physical challenges)
- ▶ Changing drivers
- ▶ Observer responsibilities




Module 6 PW page 6-3 ANSTSE

Slide 6-7

In-vehicle Teaching Techniques


- ▶ Commentary teaching
- ▶ Student driver and observer commentary
- ▶ Coaching the driver by correction and positive reinforcement
- ▶ Engaging the non-driving students
- ▶ Visually searching the roadway and eye movement of driver
- ▶ Evaluating and summarizing an in-vehicle lesson


Module 6 PW page 6-3 

Slide 6-8

Driver Evaluation

- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Various factors that influence a driver's performance
- ▶ Driver actions to evaluate
- ▶ Criteria for rating a driver's performance
- ▶ Providing feedback to the driver
- ▶ Record keeping





Module 6 PW page 6-3 

Slide 6-9

Command Control of the Vehicle

- ▶ How to manage and take control of the vehicle
- ▶ How to utilize a dual brake in the vehicle
- ▶ What to do in case of a collision

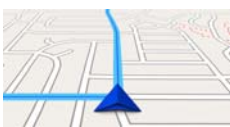



Module 6 PW page 6-3 

Slide 6-10

The 20-30 Minute Peer Teaching Assignments

- ▶ Assigned driving route(s) to teach
- ▶ Develop lesson plans and routes for each of the five driving environments
- ▶ Evaluated on at least two of the five driving environments
- ▶ May be performed in a group
- ▶ 20 - 30 minutes





Module 6 PW page 6-4 

Slide 6-11

How You Will Be Graded

- ▶ Using the on-street lesson evaluation form
- ▶ Evaluate your in-vehicle teaching performance.
- ▶ Each evaluation assigned points and will be given a score based on a point system.





Module 6 PW page 6-4 

Slide 6-12

Lesson Plan Format

- ▶ The cover page of the lesson plan shall include:
 - Presenters name, date of lesson, and title of lesson.
 - Prior lessons that should have been taught before presenting the lesson.
 - Overall lesson goal(s) for the lesson.
 - Visuals/equipment
 - Any assignments for the lesson.





Module 6 PW page 6-5 

Slide 6-13

Lesson Plan Format

- ▶ Each page following the cover page shall include:
 - Prerequisites and classroom objectives related to the in-vehicle lesson
 - Instructional objectives
 - Content based on the instructional objective
 - Learning activities that will be used during the lesson
 - Problem area(s)
 - Evaluation/Questions





Module 6 PW page 6-5 

Slide 6-14


Lesson Plan Format

- ▶ Final copy of lesson plan before presenting must be typed.
- ▶ Lesson plans must be turned in before presenting and will be assigned points.




Module 6 PW page 6-5 

Slide 6-15

 BTW Activity

Behind-the-Wheel Activity 1


Take page 6-6 with you to the vehicle when conducting the behind-the-wheel activity.


Module 6 PW page 6-6 

Slide 6-16

Activity Purpose

- ▶ To give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.




Module 6 PW page 6-6 


Slide 6-17

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Describe how a BTW lesson is conducted.





Module 6 PW page 6-6 

Slide 6-18

Specific Activities

- ▶ Trainer will model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.




Module 6 PW page 6-6 

Slide 6-19

Specific Activities

The following activities should be completed in the vehicle:


- ▶ Trainer will model/demonstrate how to conduct behind-the-wheel lesson(s) to the instructor candidates utilizing one or more of the behind-the-wheel lesson plans.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.


Module 6 PW page 6-6 

Slide 6-20


Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook




Module 6 PW page 6-6 

Slide 6-21

 BTW Activity

Behind-the-Wheel Activity 2


Take this section with you to the vehicle when conducting the behind-the-wheel activity.


Module 6 PW page 6-7 

Slide 6-22

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.




Module 6 PW page 6-7 


Slide 6-23

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Demonstrate the proper instructor seating position.
- ▶ Utilize a lesson plan and driving route for conducting on-street instruction.
- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.





Module 6 PW page 6-7 

Slide 6-24

Activity Objectives

- ▶ Demonstrate how to change drivers on street
- ▶ Demonstrate how to engage observers.
- ▶ Demonstrate the various teaching techniques that can be used in the car to enable learning.
- ▶ Demonstrate coaching techniques and features of a good coach.
- ▶ Demonstrate questioning techniques for in-vehicle teaching.
- ▶ Demonstrate how to visually search the roadway ahead and check eye movement of driver.




Module 6 PW page 6-7 

Slide 6-25

Activity Objectives

- ▶ Demonstrate how to manage and take control.
- ▶ Demonstrate how to utilize dual-brakes.
- ▶ Demonstrate how to summarize the lesson.
- ▶ Utilize and demonstrate the various types of in-vehicle evaluation.
- ▶ Fill out and record information on an evaluation form.




Module 6 PW page 6-7 ANSTSE

Slide 6-26

Specific Activities

The following activities should be completed in the vehicle:

- ▶ Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.




Module 6 PW page 6-8 ANSTSE

Slide 6-27

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook



Module 6 PW page 6-8 ANSTSE

Slide 6-28

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-9 ANSTSE

Slide 6-29

Questions and Answers

- ▶ Describe the in-vehicle teaching assignment.
- ▶ Describe the standard lesson plan format.

Module 6 ANSTSE

Slide 6-30

Questions?

?

Module 6 ANSTSE

Module 7

Peer Teaching Driving Route Demonstrations



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Module Contents

Module Overview 7-2

Section 1: Conducting a Practice Driving Route 7-3

Module Summary 7-4

Summary Sheet 7-5

Instructor Notes

Discuss

Module Overview



Section Time

Module 6 covered Putting it all Together and Practice Teaching. Now it's time to demonstrate that you have the ability to conduct in-vehicle lessons.

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

Notes:

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

The time established for this module (5 hours) is based on a 3:1 student to instructor ratio for peer teaching assignments.

A larger student to instructor ratio will require more time to complete the peer teaching assignments for all instructor candidates.

Module Overview

Module Overview

1. Prior to this module, we discussed Putting it all Together and Practice Teaching.
2. This module is titled “Peer Teaching Driving Route Demonstrations.”
3. The purpose of this module is to discuss and conduct the in-vehicle peer teaching lessons and how you will be evaluated.
4. This module will cover one topic:
 - Conducting a practice driving route
5. By the end of this module, you will be able to:
 - Prepare for the in-vehicle training task.
 - Teach an in-vehicle driving lesson.
 - Demonstrate how to properly complete a student in-vehicle recording form.
6. During the module, you will be required to conduct driving route demonstrations for conducting lessons including: an introduction, giving directions, coaching, correcting, and assessing the novice driver.
7. This module will take approximately 6.5 hours to conduct the Peer Teaching assignments.
8. In this module you will be evaluated on your ability to conduct an in-vehicle lesson.

Instructor Notes

Introduce **Section 1: Conducting a Practice Driving Route.**



Section Time

Discuss **Preparations for the practice driving routes.**

Explain To the instructor candidate's that they will be evaluated on minimum of two driving lessons. Even though they are only being evaluated on two lessons they should be prepared to teach all lessons.

Depending on class size, students may only be evaluated once or twice.

Discuss How the instructor candidates will be graded.

Refer to Behind-the-Wheel Evaluation Form

Conduct Conduct the peer teaching assignments with instructor candidates.

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

Section 1: Conducting a Practice Driving Route

Introduction Section 1 will discuss the peer teaching assignments and how you will be graded.

The peer teaching assignments

1. You were assigned a driving lesson(s) for which you are responsible for teaching.
 - You were required to utilize and modify lesson plans and routes for each lesson.
 - You will be evaluated on a minimum of two driving lessons.
 - You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

How the instructor candidates will be graded

1. Grading will be done using the On-Street Lesson Evaluation Form.
 - The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
 - Each evaluation will be assigned points by your instructor.

Section 1 Summary This section covered the peer teaching assignments and how you will be graded.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Transition The next module will cover coordination between BTW instruction and classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give you an opportunity to discuss and conduct the in-vehicle student teaching lessons.

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

- Prepare for the in-vehicle training task.
- Teach an in-vehicle driving lesson.
- Demonstrate how to properly complete a student in-vehicle recording form.

The information presented in this module is essential for giving you experience in teaching an in-vehicle lesson.

Instructor Notes

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

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Teaching Assignment

The Instructor Candidate will be assigned driving lessons(s) for which they will be responsible for teaching.

- The Instructor Candidate will be required to utilize and modify lesson plans and routes for each driving lesson.
- The Instructor Candidate will be evaluated on a minimum of two lessons.
- You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

Grading

Grading will be done using the On-Street Lesson Evaluation Form.

- The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
- Each evaluation will be assigned points by your instructor.

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Module 8

Coordination Between Behind-the-Wheel Instruction and Classroom



If already covered in Part II recap this module.

If the instructor candidate did not attend Part II this module will need to be conducted in Part III.

Instructor Notes

Activities

Activity #1: Create a Wall Chart

The IC's will create a wall chart with different elements found in each element of the course demonstrating the purpose of each phase.

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

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

Activity #3: Common Vocabulary

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

Activity #4 Curriculum Flow Chart

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

Module Review Activity: Key Words Matchup

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

Module Contents

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Activity #2: Discussion on Tools to Connect Instructors of Different Phases	8-5
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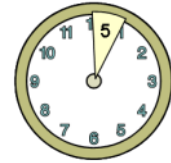
Instructor Notes

Discuss

Module Overview

Show

Slides 8-1 through 8-5



Section Time

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

Module Overview

Module Overview

1. Prior to this module, we conducted peer teaching driving route demonstrations.
2. This module is titled “Coordination Between Behind-the-Wheel and Classroom.”
3. The purpose of this module is to identify how to integrate behind-the-wheel instruction and classroom through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the classroom 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 the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

Instructor Notes

Discuss **Module Overview – continued**

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

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

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

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

Module Overview

Module Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour in the classroom.
9. This module will help you to integrate the driver education behind-the-wheel and classroom courses.

Key Words:

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Introduce **Section 1: Coordinating and Communicating with the Classroom Instructor**



Section Time

Discuss **How to coordinate lessons with the classroom instructor.**

Show **Slide 8-6**

Discuss **Methods of communicating with the classroom instructor.**

Show **Slide 8-7**

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

Section 1: Coordinating and Communicating with the Classroom Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the classroom instructor.

Coordinating lessons with the classroom instructor The behind-the-wheel instructor should coordinate lessons with the classroom 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 (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 materials are taught)

Instructor Notes

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

Show **Slide 8-8**

The instructor candidates will create a wall chart with different elements found in each element of the course demonstrating the purpose of each phase. After wall charts are completed the class will engage in a discussion about the common elements.

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

Show **Slide 8-9**

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

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



Elapsed Time

Section 1: Coordinating and Communicating with the Classroom Instructor

Activity

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase. After wall charts are completed, the class will engage in a discussion about the common elements.

Activity

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

Your instructor will lead a discussion on what 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 classroom instructor.

Instructor Notes

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



Section Time

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

Show **Slides 8-10 through 8-12**

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

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

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

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

Questions will pertain to:

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

Instructor Notes

Activity **Activity #3: Common Vocabulary**

Show **Slide 8-13**

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

Activity **Activity #4 Curriculum Flow Chart**

Show **Slide 8-14**

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

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

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



Elapsed Time

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

Activity

Activity #3: Common Vocabulary

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

Activity

Activity #4 Curriculum Flow Chart

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

Section 2
Summary

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

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Integrating Behind-the-Wheel Instruction with Classroom.”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 8-15 through 8-19**

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

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

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

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

Quiz Administer quiz on Module 8.

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

Transition The next module will cover On-board technologies.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate behind-the-wheel instruction and classroom 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 the state or jurisdiction 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 behind-the-wheel and classroom courses.

Key Words

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

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

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

Answer Key

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

Instructor Notes

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

Review Module highlights with instructor candidates and answer any questions about the content.



Elapsed Time

Summary Sheet

Summary Sheet

Coordinating lessons with the classroom instructor

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

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

Methods of communicating with the classroom instructor

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

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

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

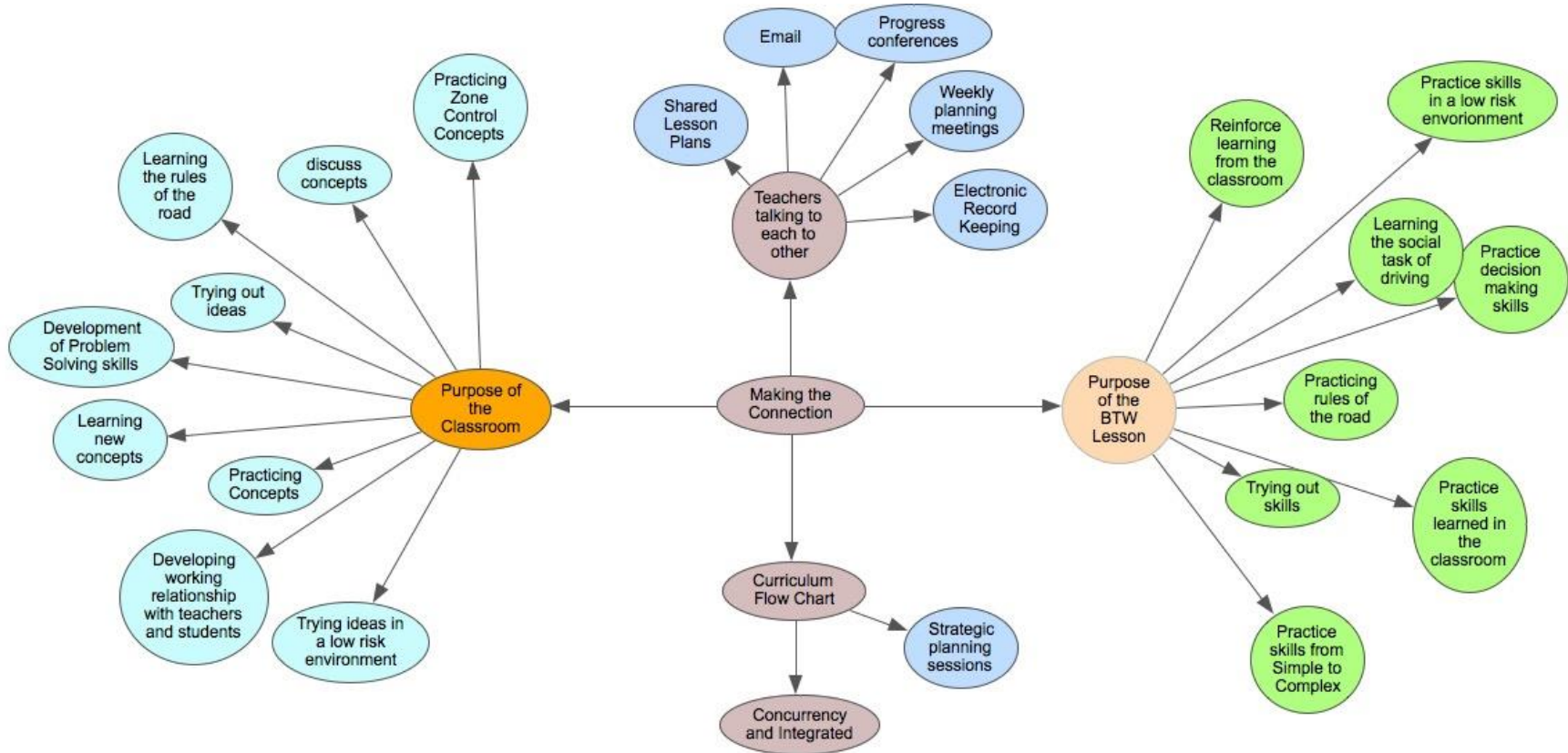
Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

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

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Collaboration Between Classroom and BTW



Relationship between Classroom and In-Car Standards

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

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



Module 8

Coordination Between Behind-the-Wheel Instruction and Classroom

ANSTSE

Slide 8-2

Purpose of the Module

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

Module 8

PW page 8-2

ANSTSE

Slide 8-3

Module Sections

This module will cover two topics:

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

Module 8

PW page 8-2

ANSTSE

Slide 8-4

Module Objectives

- ▶ 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 the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 8

PW page 8-2

ANSTSE

Slide 8-5

Module Objectives

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


Module 8

PW page 8-2

ANSTSE

Slide 8-6

Coordinating Lessons with the Classroom Instructor

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

Module 8


PW page 8-4

ANSTSE


Slide 8-7

Methods of Communicating with the Classroom Instructor

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



PW page 8-4

Module 8 


Slide 8-8

Learning Activity

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase.

PW page 8-5

Module 8 


Slide 8-9

Learning Activity

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

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


PW page 8-5

Module 8 


Slide 8-10

Transitioning and Relating Classroom Content to BTW Instruction

- ▶ 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.



PW page 8-6


Module 8 

Slide 8-11

Question

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



PW page 8-6

Module 8 


Slide 8-12

Transitioning and Relating Classroom Content to BTW Instruction

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

PW page 8-6

Module 8 

Slide 8-13

Learning Activity

Activity #3: Common Vocabulary

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

Module 8

PW page 8-7

ANSTSE

Slide 8-14

Learning Activity

Activity #4 Curriculum Flow Chart

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

Module 8

PW page 8-7

ANSTSE

Slide 8-15

Module Summary

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

Module 8

PW page 8-8

ANSTSE

Slide 8-16

Module Summary

- ▶ By the end of this Module, you should be able to:
 - 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 8

PW page 8-8

ANSTSE

Slide 8-17

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 8

PW page 8-9

ANSTSE

Slide 8-18

Questions and Answers

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

Module 8

ANSTSE

Slide 8-19

Questions?



Module 8



Part III Module 8 Quiz

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

1. Classroom, behind-the-wheel, observation time and laboratory instruction should:
 - a. Be separate, for example classroom finishes before behind-the-wheel starts.
 - b. Have a large break between phases.
 - c. Have no breaks between phases with an alternating mix of instruction.

2. How can coordination of classroom and behind-the-wheel instruction occur?
 - a. By viewing classroom and BTW lesson plans.
 - b. Classroom instructor can participate in BTW observations.
 - c. Only through student driving records.

3. What can be used to relate the classroom to the behind-the-wheel lessons?
 - a. Objectives.
 - b. Questions.
 - c. Visual aids.

4. Circle True or False. There is no need for classroom and behind-the-wheel instructors to communicate since they meet with the students at different times.

5. Circle True or False. The behind-the-wheel instructor does not need to sit in on the classroom instruction because it has no effect on the behind-the-wheel lessons.

6. List 3 driving practices that pertain to and are taught in the classroom and practiced during behind-the-wheel instruction?
 - a.
 - b.
 - c.

7. List 3 ways communication can occur between behind-the-wheel and classroom instructors?
 - a.
 - b.
 - c.

8. Give an example of a common vocabulary term that needs to be shared with both the driver education classroom and behind-the-wheel instructor?

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

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

Module 9

On-Board Technologies



Instructor Notes

Activities

Activity #1: Discussion on On-Board Technologies

Ask the IC's for a definition of On-board Technologies and lead them in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

Activity #2: Using Vehicle Technology in Driver Education

After presenting the different types of technology that one can use in the in-vehicle training have the IC's discuss how they actually use each while teaching driver education.

Activity #3: New Technologies in Vehicles

Before providing a list of new technologies in vehicles have the IC's provide their own list of new technologies that they have observed or read about in vehicles.

Module Review Activity: Key Words Matchup

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

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Instructor Notes

Discuss

Module Overview

In Module 7, you conducted student teaching driving route demonstrations. and in Module 8 you discussed the coordination between BTW instruction and classroom. In this module, we will discuss the use of on-board technologies.



Section Time

Show

Slides 9-1 through 9-4

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

Note:

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

Key Words:

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Note:

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

Module Overview

Module Overview

1. Prior to this module, you completed the driving route teaching assignments.
2. This module is titled “On-board Technologies.”
3. The purpose of this module is to give the student a better understanding of on-board technologies.
4. This module will cover one topic:
 - The role and use of on-board technologies
5. By the end of this module, you will be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction, including technology used for driver training and new vehicle technology.
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 on your participation in class discussion. There will be a 6-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.
9. This module will help you to learn more about on-board technologies.

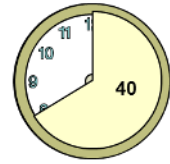
Key Words:

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Instructor Notes

Introduce **Section 1: The Role and Use of On-board Technologies**



Section Time

Activity **Activity #1: Discussion on On-Board Technologies**

Show **Slide 9-5**

Ask the instructor candidates for a definition of On-board Technologies and lead them in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

Discuss **What are On-board Technologies?**

Show **Slide 9-6 through 9-8**

Section 1: The Role and Use of On-board Technologies

Introduction Section 3 will cover the role and use of on-board technologies in supporting behind-the-wheel instruction, including current technologies for in-vehicle training, such as cameras and GPS systems and other technologies found or available in vehicles today. Some technologies are factory installed while others are available as aftermarket items. Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver. None should add to the driver's task load or distractions.

Activity **Activity #1: Discussion on On-Board Technologies**

Provide a definition of On-board Technologies and participate in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

What are on-board technologies? On-board technologies include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Many new technological advances in vehicle integrity are available in vehicles to lessen the events of a crash for today's drivers. Vehicle telematics has been changing very rapidly over the past few years, with advances in smart phone integration, the Internet and GPS receivers. Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Instructor Notes

Discuss **Current on-board technologies for in-vehicle training.**

Show **Slides 9-9 through 9-10**

Activity **Activity #2: Using Vehicle Technology in Driver Education**

Show **Slide 9-11**

After presenting the different types of technology that one can use in the in-vehicle training have the instructor candidates discuss how they actually use each while teaching driver education.

Section 1: The Role and Use of On-board Technologies

Current technologies for in-vehicle training

Current technology used for in-vehicle training includes:

- **Cameras that can be used to record:**
 - student driving performance including eye use, bookmark events and review the student’s driving through video in the classroom
 - the driving scene to make instructional movies and to make simulated driving scenes of the local area. The students can take home a card with the video on it to review at home.
 - instructor activities to evaluate their teaching skills. Can also protect against liability and sexual harassment.
- In addition to video, camera system may also include audio capture, accelerometer and GPS information and Bluetooth/cellular connectivity
- **GPS systems** – used to assist with driving route and giving directions.
- **Tracking devices** – used to monitor/evaluate student’s driving, including location, time, speed, lateral and linear acceleration, generating a “Drive Score” and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school. It may also include Bluetooth/cellular connectivity.
- **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking. Possible to generate a very robust representation of driver performance when integrated/synchronized with other telematic data. It may also include Bluetooth/cellular connectivity

Activity

Activity #2: Using Vehicle Technology in Driver Education

Participate in a discussion on how they actually use on-board technology while teaching driver education.

Instructor Notes

Discuss **New technology in vehicles.**

Show **Slides 9-12 through 9-14**

Activity **Activity #3: New Technologies in Vehicles**

Show **Slide 9-15**

Before providing a list of new technologies in vehicles have the instructor candidates provide their own list of new technologies that they have observed or read about in vehicles.

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

Section 1: The Role and Use of On-board Technologies

New technology in vehicles

New technology in vehicles includes:

- Adaptive Cruise Control
- Adaptive Headlights
- Anti-Lock Braking System
- Automatic Emergency Braking
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Camera
- Back-up Warning
- Bicycle Detection
- Blind Spot Monitor
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Departure Warning
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Sideview Camera
- Temperature Warning
- Tire Pressure Monitoring System
- Traction Control

For more detailed information on these technologies, please visit mycardoeswhat.org.

Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.

Any technologies available in your driver education vehicle should be covered in your lesson plan.

Activity

Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.

Section 1
Summary

This section discussed the use of on-board technologies.

Instructor Notes

Module Summary Summarize the purpose of the module “On-board Technologies.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 9-16 through 9-19**

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

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.
1. What are on-board technologies and how to utilize it in behind-the-wheel training?

Quiz Administer quiz on Module 9.

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

Transition The next module will provide a course wrap-up.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give the student a better understanding of on-board technologies.

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

- Describe the role and use of on-board technologies in behind-the-wheel instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through on-board technologies.

Key Words

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

1. C
2. D
3. B
4. A

Module Review Activity

Module Review Activity

Key Words Matchup

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

A. Electronic scoring sheets	B. GPS	C. On-board technologies
D. Tracking devices		

1. _____ The computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.
2. _____ Used to monitor/evaluate student's driving, including location, time, speed, lateral and linear acceleration, generating a "Drive Score" and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school.
3. _____ Used to assist with driving route and giving directions.
4. _____ Used for evaluation/assessment and lesson/progress/performance tracking.

Instructor Notes

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

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary Sheet – continued

The Role and Use of On-board Technologies


On-board technologies include various vehicle telematics such as the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking. These may be factory-installed or aftermarket items.

Current technology used for in-vehicle training includes cameras used for students, used for the driving scene and used for instructors, GPS systems, and tracking devices as well as various hand-held devices.

New and emerging technology in vehicles includes:

- Back-up Camera
- Anti-Lock Braking System
- Blind Spot Monitor
- Automatic Emergency Braking
- Lane Departure Warning
- Tire Pressure Monitoring System
- Adaptive Cruise Control
- Adaptive Headlights
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Warning
- Bicycle Detection
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Temperature Warning
- Sideview Camera
- Traction Control

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Module 9

On-board Technologies

ANSTSE

Slide 9-2

Purpose of the Module

- ▶ To give the student a better understanding of on-board technologies.


Module 9 PW page 9-2 ANSTSE

Slide 9-3

Module Sections

This module will cover one topic:

- ▶ The role and use of on-board technologies




Module 9 PW page 9-2 ANSTSE

Slide 9-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction.



Module 9 PW page 9-2 ANSTSE

Learning Activity

Slide 9-5

Activity #1: Discussion on On-Board Technologies

Definition of on-board technologies and discussion on the various types.

Module 9 PW page 9-3 ANSTSE

Slide 9-6

On-Board Technologies

- ▶ Technologies for in-vehicle training, such as cameras and GPS systems.
- ▶ Some are factory installed while others are available as aftermarket items.
- ▶ Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver.
- ▶ None should add to the driver's task load or distractibility.

Module 9 PW page 9-3 ANSTSE

Slide 9-7

What are On-Board Technologies?

- ▶ Computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.



Module 9 PW page 9-3 ANSTSE

Slide 9-8

What are On-Board Technologies?


- ▶ Many new technological advances in vehicle integrity available in vehicles.
- ▶ Vehicle telematics has been changing very rapidly over the past few years.
- ▶ Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Module 9 PW page 9-3 ANSTSE

Slide 9-9

Current Technologies for In-Vehicle Training

- ▶ Cameras that can be used to record:
 - student driving performance including eye use
 - the driving scene
 - instructor activities to evaluate their teaching skills



Module 9 PW page 9-4 ANSTSE

Slide 9-10

Current Technologies for In-Vehicle Training

- ▶ **GPS systems** – used to assist with driving route and giving directions.
- ▶ **Tracking devices** – used to monitor/evaluate student’s driving.
- ▶ **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking.

Module 9 PW page 9-4 ANSTSE

Slide 9-11

Learning Activity

Activity #2: Using Vehicle Technology in Driver Education

Discuss how to use the different types of technology in the in-vehicle training.

Module 9 PW page 9-15 ANSTSE

New Technology in Vehicles



▶ Adaptive Cruise Control	▶ Bicycle Detection
▶ Adaptive Headlights	▶ Blind Spot Monitor
▶ Anti-Lock Braking System	▶ Brake Assist
▶ Automatic Emergency Braking	▶ Curve Speed Warning
▶ Automatic Parallel Parking	▶ Drowsiness Alert
▶ Automatic Reverse Braking	▶ Electronic Stability Control
▶ Back-up Camera	▶ Forward Collision Warning
▶ Back-up Warning	▶ High Speed Alert





Module 9 PW page 9-5 ANSTSE

New Technology in Vehicles

- ▶ Hill Descent Assist
- ▶ Hill Start Assist
- ▶ Lane Departure Warning
- ▶ Lane Keeping Assist
- ▶ Left Turn Crash Avoidance
- ▶ Obstacle Detection
- ▶ Parking Sensors
- ▶ Pedestrian Detection
- ▶ Push Button Start
- ▶ Rear Cross Traffic Alert
- ▶ Sideview Camera
- ▶ Temperature Warning
- ▶ Tire Pressure Monitoring System
- ▶ Traction Control

PW page 9-5




Slide 9-14

New Technology in Vehicles

- ▶ Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.
- ▶ Any technologies available in your driver education vehicle should be covered in your lesson plan.

PW page C-16

Module 9 


Slide 9-15

Learning Activity

Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.

PW page C-16


Module 9 

Slide 9-16

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction.

PW page 9-6

Module 9 


Slide 9-17

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.


PW page 9-7

Module 9 

Slide 9-18


Questions and Answers

- ▶ What are on-board technologies and how to utilize it in behind-the-wheel training?


Module 9 

Slide 9-19

Questions?



Module 9



Part III Module 9 Quiz

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

1. New technology in vehicles could include:
 - a. Power steering.
 - b. Backup cameras.
 - c. Low fuel indicator.

2. Vehicle technology should not:
 - a. Add to the driver's task load or distractions.
 - b. Require driver involvement.
 - c. Be installed aftermarket.

3. How can cameras assist in vehicle training?

4. What is the difference between GPS and a tracking device?

5. What is the purpose of electronic score sheets?

6. List 5 new technologies in vehicles the instructor should be aware of.

a.

b.

c.

d.

e.

Module 10

**Behind-the-Wheel Teaching and
Learning Theories Course
Wrap-Up**



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Module Contents

Module Overview 10-2

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course 10-3

Module Summary 10-4

Summary Sheet 10-5

Instructor Notes

Discuss

Module Overview



Section Time

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

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

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

Module Overview

Module Overview

1. Prior to this module, we discussed On-Board Technologies.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and answer any questions before you take the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course and help you have additional questions answered.

Instructor Notes

Introduce **Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course**



Section Time

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

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

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

The main topics of this course

In this course, you learned:

- The lesson plan consists of instructional objectives, content, learning activities, anticipated problems and method of evaluation.
- When developing a route, work from the simple to complex environments, the characteristics of the environment should match the objectives in the lesson plan, and allow for 20-30 minutes per student.
- The five driving environments are low-speed, light traffic (residential), moderate speed, light traffic (open highway/rural), moderate speed, dense traffic (suburban/urban), high speed, moderate and heavy traffic (expressway) and night driving.
- When giving directions, they should be the same for every driver, unless a student is not catching on, short/concise directions, easy to state and remember, easy to understand and follow, “Where” first, then “what,” given clearly and early and timed so not to overload the driver.
- The instructor should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with left their hand in immediate access to the steering wheel and gear selector lever, with their foot positioned ready to use the dual brake.
- The instructor can take control of the vehicle by means of the steering wheel, the dual instructors, the gear selector lever, and the center-pull parking brake.
- Commentary teaching is when the instructor verbalizes the lesson and conditions and student commentary is when the student verbalizes what they are doing and the condition of the roadway.
- Types of in-vehicle evaluation includes initial evaluation, on-going evaluation, guided self-evaluation and summative evaluation.

Instructor Notes

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



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and help you have additional questions answered.

This module covered one topic:

- Summary of behind-the-wheel teaching and learning theories course.

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

Instructor Notes

Summary Sheet

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



Section Time

Summary Sheet

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

Lesson plans
for in-vehicle

Lesson Plan Format

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice (specify the number of repetitions).
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Different Driving Environments

The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving should be included in driver education instruction if possible. Night driving provides significantly reduced visibility for the student and the instructor.

Instructor Notes

Summary Sheet – continued

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

Summary Sheet

Giving directions

Changing Drivers

Allow twenty to thirty minutes for each student to drive. Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.
- Directions should be short and concise, use key words, easy to state and remember, easy to understand and follow, and consistent.
- How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions.

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever, with your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake, limit use due to rear-wheel lock up

Instructor Notes

Summary Sheet – continued

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

Summary Sheet

In-vehicle
teaching
techniques

Commentary Teaching

Commentary teaching is when the instructor verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do. Commentary teaching should be utilized in short sessions. It is not meant to be used for long periods of time.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

Coaching is designed to develop the awareness and responsibility of the person being coached. These are all vital components in encouraging safe driving.

- **Leading the learner into an active role**

It is important to lead the learner into an active role. The more active the student is in the learning process, the more likely they are to develop and maintain skills not just during training but also when driving.

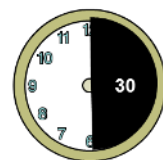
- **Projecting positive personality traits to students**

Demonstrate respect and empathy for learners as growing, developing and feeling human beings.

Instructor Notes

Summary Sheet – continued

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



Elapsed Time

Summary Sheet

Driver
evaluation

Types of in-vehicle evaluation

1. Initial evaluation.
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation.
2. End of unit or course (summative) evaluation at the end of the in-vehicle phase.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

Driver actions to evaluate:

- Break down the driver's strong and weak points.
- Searching, speed control, direction control and timing

How to provide feedback to the driver

- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made

On-board
technologies

On-board technologies

Include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Technology for in-vehicle training

Includes cameras to record, GPS systems, tracking devices, electronic score sheets

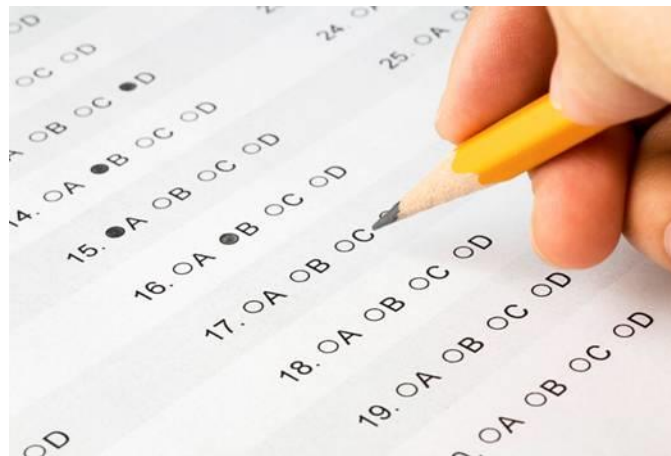
New technology in vehicles

Includes back up cameras, blind spot detector, automatic parallel parking, back-up warning, brake assist, drowsiness alert, lane keeping assist, pedestrian detection, push button start, traction control and more. Any technologies available in your driver education vehicle should be covered in your lesson plan.

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Module 11

Behind-the-Wheel Teaching and Learning Theory Knowledge Test



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Module Contents

Module Overview 11-2

Section 1: Behind-the-Wheel Teaching and Learning Theories

Knowledge Test 11-3

Module Summary 11-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have covered the Behind-the-Wheel Teaching and Learning Theories in detail, it's time to administer the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

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

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

Module Overview

Module Overview

1. Prior to this module, you were provided a course wrap-up.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories 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 skills necessary for becoming a driver education instructor.
4. This module covers one topic:
 - Behind-the-Wheel Teaching and Learning Theory Knowledge Test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
 - Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

Instructor Notes

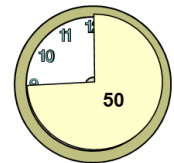
Introduce **Section 1: Behind-the-Wheel Teaching and Learning Theories Knowledge Test**



Section Time

Discuss **Behind-the-Wheel Teaching and Learning Theories Knowledge Test.**

Administer The Behind-the-Wheel Teaching and Learning Theories Knowledge Test.



Section Time

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

Score The Classroom Teaching and Learning Theories Knowledge Test.

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

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

Section 1: Behind-the-Wheel Teaching and Learning Theories Knowledge Test

Introduction Section 1 will cover what to expect from the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

Behind-the-Wheel Teaching and Learning Theories 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 Behind-the-Wheel Teaching and Learning Theories 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 Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

Instructor Notes

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

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

Congratulate The instructor candidates for passing the knowledge test.

Congratulate The instructor candidates for successfully completing the course.

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Instructor Notes

Module Summary Summarize the purpose of the module “Behind-the-Wheel Teaching and Learning Theories Knowledge Test.”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Congratulate The instructors on completing the Behind-the-Wheel Teaching and Learning Theories Course.

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

Have Instructors complete end of course evaluation.

Dismiss The instructor candidates.



Elapsed Time

Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the requirement that driver education instructors successfully complete the required examination upon completion of the Behind-the-Wheel Teaching and Learning Theories Course to demonstrate that you have a firm understanding of the knowledge, knowledge, and attitude necessary for becoming a driver education instructor.

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

- Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
- Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
- Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.

The information that was presented in this module is essential for understanding the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

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Part III: Behind-the-Wheel Teaching and Learning Theories Knowledge Test

Full Name

Date of Exam

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

1. You are planning a low-speed (residential), light traffic behind-the-wheel driving session. This route should include:
 - a. Speeds not to exceed 25mph, traffic control signs and pavement markings, two way and one way streets
 - b. Several traffic control lights, multiple lane highways with Yield signs
 - c. Several hills, moderate traffic and limited sight distances
2. The difference between the open highway and the rural driving environment is?
 - a. Rural roads have multiple lanes and more traffic control devices while open highways have limited speeds and narrow lane widths.
 - b. Open highways have limited sight distances while rural roads have unrestricted lines of sight.
 - c. Rural roads generally have more hills, curves and limited pavement markings and traffic controls.
3. Expressway, high speed, moderate and heavy traffic driving environments should include:
 - a. Speeds between 55 and 70 mph, limited access, divided highways with barriers
 - b. A variety of traffic control devices including stop signs and traffic lights
 - c. Complex intersections, limited space and restricted lines of sight
4. Probably the easiest and safest location to change drivers during a behind-the-wheel session is:
 - a. Always the routes starting point
 - b. A parking lot with limited traffic and good lines of sight
 - c. On a road with wide paved shoulders

5. To help ensure your directions to a student driver are understood and followed, your directions:
 - a. Should be stated as a request
 - b. Should vary based on the maneuver to be completed
 - c. Should be short, concise and easy to remember

6. Directions to a student driver should:
 - a. Include street names so they know when to complete the maneuver
 - b. First say “where” you want the maneuver done and then “what” the maneuver is
 - c. State the maneuver first, pause and then state when to complete the maneuver

7. You should be prepared to use the dual instructor brake:
 - a. Every time the driver needs to slow or stop
 - b. When you believe a situation may become a threat to you or others
 - c. Only when you cannot reach the steering wheel

8. When positioning yourself in the front passenger seat for a behind the wheel session, you should:
 - a. Be looking out the front window, one hand on the dashboard and the other holding the student driving log
 - b. Have your left hand in position to immediately access the steering wheel or gear shift lever
 - c. Have your left foot over the dual instructor brake and left hand on the gear shift lever

9. Before entering the driver education vehicle for a behind-the-wheel session, you should?
 - a. Verify each restriction on all the student drivers’ licenses
 - b. Ask the students if they are ready to complete the session
 - c. Provide a lesson overview that includes a general description of the route

10. You can use commentary teaching:

- a. To help familiarize students with maneuvers and roadway conditions
- b. To have students ask questions about the driving environment
- c. To evaluate student performance as they complete a maneuver

11. You should use commentary teaching:

- a. Only during the final behind-the-wheel session to evaluate the driver's knowledge
- b. During the initial part of the training or when a new procedure or maneuver will be attempted by the student
- c. To keep the observers active and working on their homework

12. If a collision occurs during an in-vehicle driving session, you should:

- a. Immediately call your supervisor to find out what should be done
- b. Follow the policies and procedures established by your program
- c. Assess the damage to the vehicle, make sure no one is injured and inform all the involved parties a student driver was driving.

13. When giving directions to the student driver, you need to:

- a. Know when to give the directions to reduce driver overload and allow time to process and react
- b. Speak loudly and quickly so the driver hears and can start the maneuver
- c. Ask the driver if they are ready for the directions to prevent driver overload.

14. To use "Coaching by Correction," you should:

- a. Identify the error, tell the student how to do it better next time and provide another opportunity to repeat the maneuver
- b. Identify the error, criticize the student and immediately score the driving log
- c. Tell the student what was wrong, mark the driving log and move to the next activity

15. Positive reinforcement:

- a. Encourages continued positive behavior and correct action
- b. Is used only after a student driver completes a very complex maneuver
- c. Is best used at the end of the driving session to prepare the student for the next session

16. The big challenge of coaching the student driver is:

- a. Leading the student from a passive to active learner so they can develop the skills they need
- b. Identifying all their errors and providing new experiences to correct them
- c. Dealing with sensitive students who may be offended when they are being corrected.

17. To be an effective driving coach, you:

- a. Need to be aware of the student's abilities, limitations and frustrations
- b. Need to know the objectives of the lesson plan and achieve each one with all the students during the session
- c. Need to perfectly demonstrate each driving maneuver the student must complete

18. Summarize a student's in-vehicle driving performance by:

- a. Focusing on what went wrong.
- b. Telling the driver they may need to practice their driving
- c. Noting the positives, correcting mistakes and suggesting improvements

19. An acceptable criteria for rating driver performance is:

- a. You feel uncomfortable when the student is driving
- b. The driver complies with traffic laws and proper procedures
- c. The driver is not performing as well as the other students.

20. If student observers are included in driving sessions, the observers:
- Should be active participants in the session and assist the student driver throughout the session
 - Should clearly understand their responsibilities and work primarily on completing their observation form
 - Consider the driving session part of the classroom and ask the instructor and driver questions.
21. What type of in-vehicle evaluation supports students recognizing their responsibility for continual self-appraisal?
- On-going evaluation
 - Summative evaluation
 - Guided self-evaluation
22. Your evaluation of a student driver's performance should be based on:
- The objectives for the session and what was observed
 - Your driving experiences and preferences
 - How you feel the student will drive after they get a license.
23. Which of the following may be considered a coaching question?
- What does a flashing red light mean?
 - How did you feel when you reached 70 mph on the expressway?
 - What is the speed limit in a marked active school zone?
24. Which of the following procedures should **not** be used when trying to take control of a moving vehicle?
- Grasping the steering wheel
 - Shifting the gear selector to neutral
 - Turning off the ignition

25. You would use a summative evaluation of a student's performance:
- At the end of each driving session to determine if the driver achieved the objectives
 - At the end of a unit or course to measure the student's growth
 - Each time the student completes a complex maneuver
26. On-street driving routes should:
- Start and end at the student's residence
 - Be planned on the day of the driving sessions to avoid possible delays from road work or crashes
 - Ideally give each student 20 to 30 minutes of instructional driving
27. A good on-street driving route:
- Matches the lesson objectives given by the instructor
 - Includes environments that challenge the students and can be completed in 60 minutes
 - Is based on the typical driving environments students will travel once they have a license.
28. An instructor eye mirror should be:
- Positioned to see the student driver's eye movement
 - Used only when the student driver has a vision restriction on their permit
 - Positioned next to the instructor rearview mirror so the instructor can see driver eye movement and to the rear of the vehicle at the same time
29. Student commentary driving:
- Can help determine what the student is thinking and how they plan to respond to traffic conditions
 - Should be restricted to only the student observers so the driver concentrates on the driving environment
 - Can be distracting and only used after the student driver has had several hours of practice driving

30. What are the four driver actions you can evaluate:

- a. 1) Searching, 2) following instructions, 3) direction control, 4) selecting appropriate speed
- b. 1) Speed control, 2) time and space control, 3) searching and 4) handling distractions
- c. 1) Searching, 2) speed control, 3) directional control, 4) timing and space control

Part III: Behind-the-Wheel Teaching and Learning Theories
Knowledge Test
Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
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27. _____
28. _____
29. _____
30. _____

Part III Addendum

Module C

Optional Content

Driving Ranges and Driving Simulators



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

Instructor Notes

Activities

Activity #1: Driving Skills Enhanced through Simulation

In a small group setting, the IC's will discuss the role of driving simulation in a driver education program and arrive at those driving skills that are enhanced through this technique.

Activity #2: Driving Simulation Demo

All IC's should participate as a student in many driving simulation lessons taught by an experienced driver education instructor. Discover the skills that beginning drivers will learn from the driving simulation experience.

Activity #3: Advantages of the Driving Range

The IC's will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Module Review Activity: Key words Matchup

Have ICs write in the letter of associated key word.

Module Contents

Module Overview	C-2
Section 1: The Role and Use of Driving Simulators	C-3
Activity #1: Driving Skills Enhanced through Simulation	C-4
Activity #2: Driving Simulation Demo	C-8
Section 2: The Role and Use of Driving Ranges	C-10
Activity #3: Advantages of the Driving Range	C-10
Module Summary	C-15
Module Review Activity: Key Word Matchup.....	C-16
Summary Sheet	C-17

Instructor Notes

Discuss

Module Overview

In this module, we will discuss program enhancements such as driving ranges and driving simulators.



Section Time

Show

Slides C-1 through C-4

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

Note:

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

Key Words:

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Note:

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

Module Overview

Module Overview

1. Prior to this module, we completed the knowledge test.
2. This module is titled “Driving Ranges and Driving Simulators.”
3. The purpose of this module is to give the student a better understanding of how driving ranges and driving simulators can enhance driver education.
4. This module will cover two topics:
 - Driving ranges
 - Driving simulators
5. By the end of this module, you will be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.
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 on your participation in class discussion. 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 and 30 minutes.
9. This module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

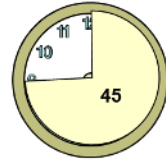
Key Words:

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Instructor Notes

Introduce **Section 1: The Role and Use of Driving Simulators**



Section Time

Discuss **The meaning of driving simulators.**

Show **Slides C-5 through C-6**

Discuss **Categories of driving simulators based on quality.**

Show **Slide C-7**

Section 1: The Role and Use of Driving Simulators

Introduction Section 1 will cover the role and use of driving simulators in behind-the-wheel training.

The meaning of driving simulators

- Describes a multitude of combinations of computer hardware, software and real or proxy vehicle components, e.g. controls, instruments, seat and dashboard, enclosed cabins.
- Designed to reproduce, with varying degrees of realism part or all of the experience of driving a motor vehicle within a realistic road and traffic environment.
- Visual displays range from desktop computer screens to 360-degree curved screens.
- Motion reproduction of varying qualities is also available to add realism to the driving experience.
- Typically available in a wide range of configurations with costs that vary according to the quality of the realism of the simulation and additional features.

Categories of driving simulators based on quality

Driving simulators can be divided into three categories, low, medium and high quality.

1. Low quality driving simulators consist of desktop, single-screen computers with a gaming steering wheel and pedals and can cost as little as a few hundred dollars.
2. Medium-quality driving simulators normally increase the field of view, present a more realistic driving cockpit, are available with motion platforms and can provide a high degree of realism – prices may vary between \$30,000 and \$250,000 depending features and the degree of realism that is simulated.
3. At the high end, multimillion-dollar, full-scale driving simulators use real motor vehicles surrounded by 360-degree viewing screens mounted on hexapod platforms that glide on tracks that provide realistic motion and acceleration feedback.

Instructor Notes

Discuss **Simulation and what it can offer to a driver education program.**

Show **Slide C-8 through C-10**

Explain That certain skills can be effectively built using driving simulators but are limited by both the type of simulator and how it is used. As with on the road training, the objective is to achieve a positive transfer of desired skills to real driving situations. Just as with on the road training, vigilance must be exercised to ensure that negative habits are not developed inadvertently.

Activity **Activity #1: Driving Skills Enhanced through Simulation**

Show **Slide C-11**

In a small group setting, the instructor candidates will discuss the role of driving simulation in a driver education program and arrive at those driving skills that are enhanced through this technique.

Section 1: The Role and Use of Driving Simulators

Simulation and what it can offer to a driver education program

A simulator can provide:

1. A repetitive sequence in a protected environment.
2. The opportunity for the student to develop judgment and decision-making abilities.
3. The opportunity for the instructor to observe student responses to traffic situations under simulated conditions.

What is the purpose of driving simulation?

- Liaison between classroom and in-vehicle instruction.
- Provides additional knowledge necessary for safe operation of a motor vehicle.
- Provides a variety of learning experiences.
- It is learning in a protected environment.

Certain skills that can be built using driving simulators:

- Basic visual skills and abilities.
- Basic perceptual skills and abilities.
- Judgment and decision-making abilities.
- Appropriate responses to situations of increased risk.
- Procedural and vehicle handling skills.

Activity

Activity #1: Driving Skills Enhanced through Simulation

In a small group setting, you will discuss the role of driving simulation in a driver education program and determine driving skills that are enhanced through this technique.

Instructor Notes

Discuss **The suitability of different visual systems to evaluate a normal range of driving skills.**

Show **Slide C-12**

Section 1: The Role and Use of Driving Simulators

The suitability of different visual systems to evaluate a normal range of driving skills

Suitability of different visual systems to evaluate a normal range of driving skills.

Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Instructor Notes

Discuss **Different types of simulators: interactive, simulated driving and virtual reality.**

Show **Slides C-13 through C-17**

Section 1: The Role and Use of Driving Simulators

Different types of simulators: interactive, simulated driving and virtual reality.

1. Interactive driving simulator
 - Early versions of driving simulators were non-interactive, meaning that the drivers' actions did not influence the behavior of the virtual vehicle driving in the filmed or animated driving environment.
 - With interactive driving simulators, drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.
 - Most importantly, events can be programmed to occur that can train or test a driver's ability to perform safely.
 - Have great potential as both driver training and driver assessment tools because they have programmable driving scenarios and they can measure driver performance and behavior with precision and reliability.
 - This combination of features makes it possible to develop standardized scenarios with driving routes that present complex and high-risk traffic situations allowing for standardized scores and objective comparisons of driving behavior.
2. Simulated driving
 - Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.
3. Virtual reality
 - A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback and that allow participants varying degrees of freedom to interact within those environments.

Instructor Notes

Discuss **Immersion and presence in relation to driving simulators.**

Show **Slides C-18 through C-20**

Section 1: The Role and Use of Simulators

Immersion and presence in relation to driving simulators

In understanding driving simulators, two critical constructs are often neglected, immersion and presence.

- **Immersion:** A measure of the degree to which information surrounds and includes a driver through sensory means; in other words, the extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
 - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.
- **Presence:** The measure of the degree to which we feel we are in or part of an environment; in a sense, the extent to which our internal sensory and cognitive systems are occupied with the driving task vs. any internal distraction, e.g. thoughts, hypothesis.

Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

- These terms are important to understand because the degree of presence that the driver feels while driving in the simulator is directly related to the probability that the learned behaviors will transfer to the real world and the validity of the evaluation of that driver's performance and behavior.
- Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Instructor Notes

Discuss **Guidelines to ensure students know what to expect and how they are going to be evaluated.**

Show **Slide C-21**

Emphasize Instructors must practice using the driving simulators before teaching with them.

Activity **Activity #2: Driving Simulation Demo**

Show **Slide C-22**

All instructor candidates should participate as a student in many driving simulation lessons taught by an experienced driver education instructor. Discover the skills that beginning drivers will learn from the driving simulation experience.

Section 1: The Role and Use of Simulators

Guidelines to ensure students know what to expect and how they are going to be evaluated

- Instructor must know and understand how to operate driving simulators.
- Instructors should organize the driving simulation lesson into an introduction (highlighting the important concepts/points that will be emphasized in the lesson), the actual driving simulation video while driving the simulators (emphasizing key points, stopping where appropriate/necessary, getting student input, etc.), and a good summary at the end of the lesson.
- Student orientation to equipment and assessment.
- Student orientation to instructional programs.
- Expectation of student performance in-vehicle.
- Evaluation of student performance in driving simulation.

Activity

Activity #2: Driving Simulation Demo

Participate as a student in many driving simulation lessons. Discover the skills that beginning drivers will learn from the driving simulation experience.

Instructor Notes

Discuss **The methods of evaluating students when using driving simulators.**

Show **Slide C-23**

Emphasize That evaluation should not be based entirely off the computerized scoring system. A driving simulation instructor needs to focus on observing the skills and behaviors of the beginning drivers while in driving simulation.

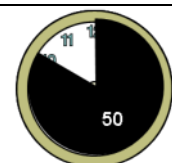
Discuss **Limitations of driving simulation.**

Show **Slide C-24**

Discuss **Converting driving simulation skills and behaviors into behind-the-wheel driving hours.**

Show **Slide C-25**

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



Elapsed Time

Section 1: The Role and Use of Driving Simulators

The methods of evaluating students when using simulators

1. Based on instructor observation and computerized scoring system.
 - Observing procedures to be followed.
 - Observing student's responses to certain scenes.
 - Computer automatic scoring through set checks in the selected driving program.
 2. Written or verbal testing based on the scenarios.
 3. Commentary driving during the scenarios.
 4. Scenario clips with response sheets.
-

Limitations of driving simulators

Even though simulation does have its strong points it can also have weak points, heavily dependent upon the type of simulator used and the quality of instruction provided. These may include:

- Absence of kinetic feedback.
 - Limited visual field
 - Possible negative transfer of learning when errors or omissions in student observation and/or procedure are not identified and corrected.
-

Converting simulation into behind-the-wheel driving hours

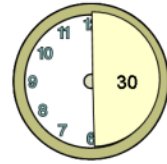
- Generally accepted time ratio is 4:1 (four hours of simulation equals one hour of on-street instruction). It is important to mention that driving simulation can be used as a part of classroom instruction.
 - Maximum two hours substitution time allowed.
-

Section 1 Summary

This section covered the role and use of simulators in behind-the-wheel training.

Instructor Notes

Introduce **Section 2: The Role and Use of Driving Ranges**



Section Time

Discuss **Driving ranges and driving range instruction.**

Show **Slide C-26**

Discuss **The two types of driving ranges.**

Show **Slide C-27**

Discuss **The advantages of incorporating range exercises into a driver education program.**

Show **Slide C-28**

Activity **Activity #3: Advantages of the Driving Range**

Show **Slide C-29**

The instructor candidates will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Section 2: The Role and Use of Driving Ranges

Introduction Section 2 will cover the role and use of driving ranges, including types of ranges, advantages of using a range, and convert driving range time into behind-the-wheel driving hours.

Driving range and driving range instruction Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios, used for driver training.

Driving range instruction – use of a closed course to instruct drivers.

Two types of driving ranges There are two types of ranges used for driver education.

1. Dedicated, specially designed and built traffic mix facility which can include most elements found in an urban driving environment. It may also include a skid pad or skid simulation equipment.:
2. Temporary, off-street exercise range that is most likely a parking lot where some pre-assessment exercises, parking exercises, and basic handling procedures can be performed.

The advantages of incorporating range exercises into a driver education program The advantages of incorporating range exercises into a driver education program are:

- Allows for repetitive experiences in a controlled environment.
- Allows for more driving experience per hour of supervision/guidance.
- Allows for individual student differences.
- It is a low risk in-vehicle experience.
- When using a temporary off-street facility, issues of permission and liability must be properly addressed.

Activity **Activity #3: Advantages of the Driving Range**

Your instructor will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Instructor Notes

Discuss **The basic equipment needed to operate a driving range.**

Show **Slide C-30**

Discuss **Other driving range considerations.**

Show **Slide C-31**

Section 2: The Role and Use of Driving Ranges

The basic equipment needed to operate a dedicated driving range

- Initial cost of building a dedicated range is extremely high if the facility is a traffic mix setup.
 - Equipment needs may include:
 - Additional vehicles.
 - Communication system.
 - Vehicle identification.
 - Storage.
 - Signs, signals, markings, cones
 - Control tower
 - Vehicle remote controls for ignition and braking
 - Skid pad or skid simulation equipment
 - Landscaping for hills, various road chambers and surfaces
-

Other driving range considerations

- Teaching stations protected from the elements.
- Safety considerations of the students, instructors, and of the vehicles.
- Types of basic skill exercises placed on a dedicated range at one time.
 - Starting and stopping
 - Lateral maneuvers
 - Traffic mix
 - Left/right turns
 - Vision/steering skills
 - Parking exercises
 - Passing lanes
 - Backing exercises
 - Various types of intersections

Instructor Notes

Discuss **Driving range safety rules.**

Show **Slides C-32 through C-33**

Section 2: The Role and Use of Driving Ranges

Driving range safety rules

1. Avoid contact with the vehicle when giving directions. Do not stand on the running boards or in a location with the door open that could result in injury if the vehicle suddenly moves.
2. Stand well away from the vehicle. Do not approach the vehicle unless it is in neutral and the parking brake is set.
3. Do not stand directly in front or in the rear of a vehicle.
4. Be prepared to move at any time.
5. Always keep the driver in sight, and make sure that you stay where the driver can see you. If you cannot see their mirrors, they cannot see you.
6. If the driver cannot hear your directions, have them turn the engine off.
7. Never allow the driver to do anything dangerous. For example,
 - Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Instructor Notes

Discuss **How to convert driving range time to behind-the-wheel driving hours.**

Show **Slide C-34**

Discuss **Other activities a driving range may be used.**

Show **Slide C-35**

Section 2: The Role and Use of Driving Ranges

Converting driving range time to behind-the-wheel driving hours

Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).

Maximum two hours substitution time allowed.

Other activities a driving range may be used

Even though a dedicated driving range may have been designed for driver education, it may be used for other types of activities such as:

- Public driver improvement programs.
- Motorcycle operator courses.
- Private driver training.
- School functions.

Instructor Notes

Summarize The important topics of the lesson.

Show **Slide C-36**

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



Elapsed Time

Section 2: The Role and Use of On-board Technologies

Summary of the important topics

- Program enhancements can add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle technology has its strength's and its weaknesses.
- Some program enhancements may have a high initial cost.
- Program enhancements may reduce instructional costs over time.

Section 2
Summary

This section covered the role and use of driving ranges, including types of ranges, advantages of using a range, converting driving range time into behind-the-wheel driving hours.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Driving Ranges and Driving Simulators.”

Summarize The module objectives.

Summarize The information presented in the module.

Summarize **Slides C-37 through C-40**

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Activity Conduct Module Review Activity: Key Words Matchup.

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

1. What are some of the advantages of incorporating range exercises into a driver education program?
2. What are some of the driving simulators strong points?
3. What is the purpose of driving simulation?

Quiz Administer quiz on Module C.

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

Module Summary

Module Summary

“The purpose of this module was to give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.”

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

- Describe the role and use of driving simulators in behind-the-wheel-instruction.
- Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

Key Words

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Instructor Notes

Module Review Activity

Key Words Matchup

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

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

Answer Key

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Dedicated driving range	B. Immersion	C. Interactive driving simulator
D. Presence	E. Simulated driving	F. Simulation system
G. Temporary driving range	H. Virtual reality	

1. _____ Describes a multitude of combinations of computer hardware, software and vehicle components.
2. _____ The measure of the degree to which we feel we are in or part of an environment.
3. _____ Specially designed and built traffic mix facility which can include most elements found in an urban driving environment.
4. _____ A measure of the degree to which information surrounds and includes a driver through sensory means.
5. _____ Off-street exercise range that is most likely a parking lot where some pre-assessment exercises and basic handling procedures can be performed.
6. _____ Visual media like videos and games that reproduce aspects of the driving experience.
7. _____ A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and tactile feedback.
8. _____ Drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.

Instructor Notes

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

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet

Overview of Program Enhancements

- Program enhancements add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle telematics has its strength's and its weaknesses.
- High initial cost for each.
- Can reduce instructional costs over time.

The Role and Use of driving Simulators

A driving simulation system can provide a repetitive sequence in a protected environment to observe student responses to traffic situations under simulated conditions. Driver simulation provides liaison between classroom and in-vehicle instruction and provides additional knowledge necessary for safe operation of a motor vehicle, such as decision-making and judgment abilities and basic visual and perceptual skills and abilities.

Driving simulators can have limitations such as absence of kinetic feedback, limited visual field and possible negative transfer of learning.

Driving simulation can be converted into behind-the-wheel driving hours using a 4:1 ratio (four hours of driving simulation is equivalent to one hour of on-street instruction).

Instructor Notes

Summary Sheet – continued

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

Review

Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet –
continued


The Role and Use of Driving Ranges

There are two types of driving ranges: a specially designed and built traffic mix facility that includes painted lines, stop signs, parking exercises, skid pad, and expressway driving and an off-street exercise range where some pre-assessment procedures are practiced.

The advantages of incorporating range exercises into a driver education program are they allow for repetitive experiences in a controlled environment, they allow for more driving experience per hour of supervision/guidance, they allow for individual student differences and it is a low risk in-vehicle experience.

Driving range time can be converted into behind-the-wheel driving hours using a 2:1 ratio (two hours of range instruction is equivalent to one hour of on-street instruction).

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Module C

Driving Ranges and Driving Simulators

ANSTSE

Slide C-2

Purpose of the Module

- ▶ To give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.
- ▶ For more specific information on how to teach utilizing these program enhancements, you will need to seek further training.

Module C PW page C-2

ANSTSE

Slide C-3

Module Sections

This module will cover two topics:

- ▶ Driving ranges
- ▶ Driving simulators

Module C PW page C-2

ANSTSE

Slide C-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

Module C PW page C-2

ANSTSE

Slide C-5

Driving Simulators

- ▶ Designed to reproduce, with varying degrees of realism the experience of driving a motor vehicle within a realistic road and traffic environment.




Module C PW page C-3

ANSTSE

Slide C-6

Driving Simulators

- ▶ Visual displays range from desktop computer screens to 360-degree curved screens.
- ▶ Motion reproduction of varying qualities.
- ▶ Typically available in a wide range of configurations with costs that vary.



Module C PW page C-3

ANSTSE

Slide C-7

Categories of Driving Simulators Based on Quality


- ▶ Low quality
- ▶ Medium-quality
- ▶ High quality

Module C PW page C-3

Slide C-8

What Simulation Can Offer

- ▶ A repetitive sequence in a protected environment.
- ▶ Judgment and decision making abilities.
- ▶ The instructor can observe student responses under simulated conditions.




Module C PW page C-4

Slide C-9

Purpose of Driving Simulation

- ▶ Liaison between classroom and in-vehicle instruction.
- ▶ Provides additional knowledge.
- ▶ Provides a variety of learning experiences.
- ▶ Learning in a protected environment.



Module C PW page C-4

Slide C-10

Skills Built Using Driving Simulators

- ▶ Basic visual skills and abilities.
- ▶ Basic perceptual skills and abilities.
- ▶ Judgment and decision-making abilities.
- ▶ Appropriate responses to situations of increased risk.
- ▶ Procedural and vehicle handling skills.



Module C PW page C-4

Slide C-11

Learning Activity

Activity #1: Driving Skills Enhanced through Simulation

Discuss the role of driving simulation and driving skills that are enhanced through this technique.

Module C PW page C-4

Slide C-12

Suitability of Different Visual Systems


Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Module C PW page C-5

Slide C-13

Different Types of Simulators

- ▶ Interactive driving simulator
- ▶ Simulated driving
- ▶ Virtual reality



Module C PW page C-6 ANSTSE

Slide C-14

Interactive Driving Simulator

- ▶ Drivers directly control the movement of their vehicles.
- ▶ Events can be programmed to occur that can train or test a driver's ability to perform safely.

Module C PW page C-6 ANSTSE

Slide C-15

Interactive Driving Simulator

- ▶ Can measure driver performance and behavior with precision and reliability.
- ▶ Makes it possible to develop standardized scenarios with high-risk traffic situations.



Module C PW page C-6 ANSTSE

Slide C-16

Simulated Driving

- ▶ Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.




Module C PW page C-6 ANSTSE

Slide C-17

Virtual Reality

- ▶ Simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback.



Module C PW page C-6 ANSTSE

Slide C-18

Immersion

- ▶ The extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
 - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.

Module C PW page C-7 ANSTSE

Slide C-19

Presence

- ▶ The measure of the degree to which we feel we are in or part of an environment.
 - Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

Module C PW page C-7 ANSTSE

Slide C-20

Immersion and Presence

- ▶ Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Module C PW page C-7 ANSTSE

Slide C-21

Guidelines to Ensure Students Know What to Expect

- ▶ Instructor must know and understand how to operate driving simulators.
- ▶ Instructors should organize the driving simulation lesson into an introduction, the actual driving simulation video and a good summary.
- ▶ Student orientation to equipment and assessment.
- ▶ Student orientation to instructional programs.
- ▶ Expectation of student performance in-vehicle.
- ▶ Evaluation of student performance in driving simulation.

Module C PW page C-8 ANSTSE

Slide C-22

Learning Activity


Activity #2: Driving Simulation Demo

Participate as a student in many driving simulation lessons.

Module C PW page C-8 ANSTSE

Slide C-23

Methods of Evaluating Students

- ▶ Based on instructor observation and computerized scoring system.
- ▶ Written or verbal testing based on the simulation. 
- ▶ Commentary driving during the simulation.
- ▶ Simulation clips with response sheets.

Module C PW page C-9 ANSTSE

Slide C-24

Limitations of Driving Simulators


- ▶ Absence of kinetic feedback.
- ▶ Limited visual field
- ▶ Possible negative transfer of learning when errors or omissions are not identified and corrected.

Module C PW page C-9 ANSTSE

Slide C-25

Converting Simulation into BTW Hours

- › Generally accepted time ratio is 4:1.
- › Driving simulation can be used as a part of classroom instruction.
- › Maximum two hours substitution time allowed.




PW page C-9

Module C ANSTSE

Slide C-26

Driving Ranges and Instruction

- › Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios.
- › Driving range instruction – use of a closed course to instruct drivers.



PW page C-10

Module C ANSTSE

Slide C-27

Types of Driving Ranges

1. Dedicated, specially designed and built traffic mix facility.
2. Temporary, off-street exercise range that is most likely a parking lot.

PW page C-10

Module C ANSTSE

Slide C-28

Advantages of Driving Ranges

- › Repetitive experiences in a controlled environment.
- › More driving experience per hour of supervision/guidance.
- › Individual student differences.
- › A low risk in-vehicle experience.



PW page C-10

Module C ANSTSE

Slide C-29

Learning Activity

Activity #3: Advantages of the Driving Range

Discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

PW page C-10

Module C ANSTSE

Slide C-30

Basic Equipment Needed to Operate a Driving Range

- › Additional vehicles.
- › Communication system.
- › Vehicle identification.
- › Storage.
- › Signs, signals, markings, cones
- › Control tower
- › Vehicle remote controls for ignition and braking
- › Skid pad or skid simulation equipment
- › Landscaping for hills, various road chambers and surfaces



PW page C-11

Module C ANSTSE

Slide C-31

Other Driving Range Considerations

- ▶ Teaching stations protected from the elements.
- ▶ Safety considerations of the students, instructors, and of the vehicles.
- ▶ Types of basic skill exercises:
 - Starting and stopping
 - Lateral maneuvers
 - Traffic mix
 - Left/right turns
 - Vision/steering skills
 - Parking exercises
 - Passing lanes
 - Backing exercises
 - Various types of intersections

Module C ANSTSE

Slide C-32

Driving Range Safety Rules

- ▶ Avoid contact with the vehicle when giving directions.
- ▶ Stand well away from the vehicle.
- ▶ Do not approach the vehicle unless it is in neutral and the parking brake is set.
- ▶ Do not stand directly in front or in the rear of a vehicle.
- ▶ Be prepared to move at any time.

Module C ANSTSE

Slide C-33

Driving Range Safety Rules


- ▶ Always keep the driver in sight, and make sure that you stay where the driver can see you.
- ▶ If the driver cannot hear your directions, have them turn the engine off.
- ▶ Never allow the driver to do anything dangerous.
- ▶ Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Module C ANSTSE

Slide C-34

Converting Driving Range Time to BTW Time

- ▶ Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).
- ▶ Maximum two hours substitution time allowed.



Module C ANSTSE

Slide C-35

Other Activities a Driving Range May be Used For

- ▶ Public driver improvement programs.
- ▶ Motorcycle operator courses.
- ▶ Private driver training.
- ▶ School functions.

Module C ANSTSE

Slide C-36

Summary of Program Enhancements


- ▶ Can add to the learning environment.
- ▶ Each enhancement has its strengths weaknesses.
- ▶ Some may have a high initial cost.
- ▶ May reduce instructional costs over time.

Module C ANSTSE

Slide C-37

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.


Module C PW page C-15 

Slide C-38

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module C PW page C-16 

Slide C-39

Questions and Answers

- ▶ What are some of the advantages of incorporating range exercises into a driver education program?
- ▶ What are some of the driving simulators strong points?
- ▶ What is the purpose of driving simulation?

Module C ANSTSE

Slide C-40

Questions?

?

Module C ANSTSE

Part III Module C Quiz

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

1. What can a driver simulator provide?
 - a. A real-world driving experience.
 - b. Kinetic feedback while using the simulator.
 - c. Judgement and decision-making abilities.

2. What is the purpose of driving simulation?
 - a. Learning in a protected environment.
 - b. To identify mistakes the driver is making and correct them.
 - c. To learn all the skills needed to drive safely on the roadway.

3. Which is **true** of driving ranges?
 - a. Allows for more driving experience per hour of supervision.
 - b. Does not allow for individual student differences.
 - c. Is a high-risk in-vehicle experience.

4. A dedicated driving range consists of:
 - a. A parking lot to conduct parking exercises and basic procedures.
 - b. An off-street exercise range.
 - c. Most elements found in an urban driving environment.

5. Which is **true** of program enhancements for driver education?
 - a. Do not have any weaknesses.
 - b. May reduce instructional costs over time.
 - c. Most have low initial cost.

6. What is one critical construct that is often neglected in understanding driving simulators?
 - a. Involvement
 - b. Immersion
 - c. Engagement

7. What is the generally accepted time ratio when converting simulation into behind-the-wheel driving hours?
 - a. 4:1
 - b. 4:2
 - c. 3:1

8. List 3 skills that can be built using driving simulators.

a.

b.

c.

9. List two advantages of a driving range.

a.

b.

10. What is the definition of a driving range?

SUPPLEMENTARY INFORMATION

THIS SECTION CONTAINS

1. Behind the Wheel Evaluation Forms

Behind-The Wheel Evaluation Form

Instructor Candidate _____ Date _____

Environment _____ Evaluator _____

Rate each statement with a number and total at the bottom:

4 = Very Good (exceeded expectations)

1 = Poor (review necessary)

3 = Average (met expectations)

0 = Failed (did not attempt)

2 = Below Average (attempted/did not meet expectations)

1. _____ Set up driver education vehicle correctly
2. _____ Checked indicated lights and horn at start of lesson
3. _____ Checked instructor-side brake at start of lesson
4. _____ Introduced lesson clearly and concisely
5. _____ Reviewed objectives with the student(s) at start of lesson

6. _____ Avoided distracting gestures and unnecessary words
7. _____ Demonstrated at least 1 maneuver. Technique: _____
8. _____ Broke a task down step-by-step for student(s): _____
9. _____ Provided proper coaching throughout lesson
10. _____ Allowed mistake(s) in safe situation(s) in lesson / with observer activity
11. _____ Identified student errors and calmly corrected them
12. _____ Included backseat student(s) in lesson / with observer activity

13. _____ Positioned to assume control of vehicle when in motion
14. _____ Used instructor-side brake correctly and appropriately
15. _____ Guided / controlled steering wheel correctly and appropriately
16. _____ Issued directions in proper order (where; what action)
17. _____ Issued directions in a timely manner
18. _____ Asked and answered all question clearly and accurately

19. _____ Involved student(s) in the evaluation of their performance
20. _____ Reviewed strong and weak points with student(s)
21. _____ Debriefed lesson with positives first and last
22. _____ Used a planned route appropriate to objectives of the lesson
23. _____ Reviewed and completed student record form: oral visual
24. _____ Completed the lesson in the identified time budget
25. _____ Showed patience, courtesy, and respect to all students

_____ Total Points: A = 100-90 B = 89-80 C = 79-70 D = 69-60
59 or below = repeat course

Comments/suggestions to improve instructor candidate's performance:

**OHIO DRIVER TRAINING QUALITY
IMPROVEMENT PROGRAM**

BTW INSTRUCTOR ASSESSMENT TOOL



John R. Sawyer, Consultant

May 2001

SUGGESTIONS FOR BTW INSTRUCTION

It is important to remember that the driver-training vehicle is a classroom and driver training is learning on display. You are constantly observed by others around you and judged by how your school presents itself. With these facts in mind, consider the following suggestions:

1. Driver training, perhaps more than any other learning experience, lends itself to providing for individualized learning differences. Instructors should take advantage of this close association with their students so as to do a better job of teaching.
2. Since students are accustomed to learning in large groups, this may be their first experience with one-on-one learning. Therefore, it is of prime importance for the instructor to put the student at ease.
3. Scheduling of students, especially in a private driving school, must be impartial and fair. Having a system for who will participate and in what order they will be called upon to drive will help to prevent criticism from students and parents.
4. Conversation in the training vehicle need not be limited to instruction only. Conversation can help to put the student at ease with their instructor. However, at no time should this conversation interfere with instruction.
5. Having one student and one instructor in the training vehicle at a time can be a benefit to the learning task. However, to prevent any damage to the driving school's reputation or the reputation of the instructor, careful steps should be taken to inform both the student and their parents of techniques that may be necessary to control the vehicle in the event an emergency occurs during BTW instruction. i.e. pushing the student's leg away from the throttle or grabbing their hand to regain control.
6. Never drive so slow as to impede traffic. Seek a less congested environment if the student isn't handling the present environment well. Failure to do this would be dangerous to not only the student and instructor's safety but also the safety of other highway users and damaging to the image of your school.

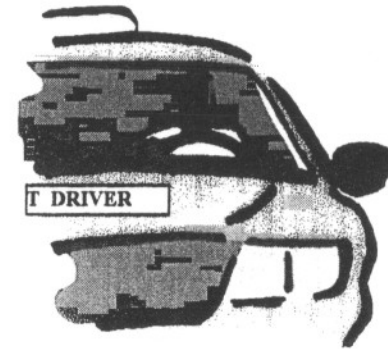
7. Passenger restraint systems should be used at all times and locking doors is also recommended. Students learn by example and the instructor should **never** be observed driving without a properly fastened restraint.
8. An instructor's schedule should always remain flexible enough to allow students to make up missed class time. Students very often do not keep appointments and your school's policy should be explained to them regarding missed lessons.
9. Again, public image of your school is important to your business. Instructors should not allow arms out the windows or any other unacceptable behavior to occur during the lessons. Also having a smoke with your underage student at the local McDonalds does not represent the school's image well.
10. Instructors should avoid harsh criticisms, loud tone of voice, and displays of anger. Mistakes should be corrected firmly but do so in a way that it won't alarm or upset the student. We as driver trainers are often complimented on our patience. Granted, it isn't always easy but it is necessary.

"Ten Words to Live By"

What are the magic ten words that work in every phase of human endeavor? Words that work whether we're talking about trying to impress a student behind the wheel or engage in any kind of activity. The first of these is **tact**. This is the oil of consideration which dispels friction. The second is **courtesy**. Graciousness in respecting the other person's dignity. Third, **friendliness**. This is the magic that warms people's hearts. Fourth, **gracious and intelligent respect for others**. Fifth, **enthusiasm**. This is the parent of everything good in history. Sixth, **cooperativeness**, the spirit which proves that teamwork does win. Seventh, **honesty**, with oneself and with others. Eighth, **poise**, because poise is the miraculous attribute in the human endeavor. Ninth, **personableness**, putting your best foot forward, smiling, looking your best, presenting and broadcasting wholesomeness, worthwhileness, and optimism. Finally, **imagination**, it endows the commonplace with luster. It is imagination which will translate the intangible into tangible, the abstract into the concrete, the impossible into a job well done.

Author: Unknown

BTW INSTRUCTOR ASSESSMENT TOOL



FIRST DRAFT

John R. Sawyer, Consultant

May 2001

PROCESS FOR COMPLETING A BTW ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

Class observation:

During the class observation the assessor should make any necessary notes and objectively rate the instructor's performance on the assessment tool. These notes and ratings will aid the assessor with conducting the post-observation interview and with recommendations for future improvements.

Post-observation interview:

During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring: Scoring of the BTW assessment will be on a basis of *needs improvement, acceptable, or exemplary performance*. The most important segment of this BTW assessment will be the suggestions and comments of the assessor. These suggestions and comments should lead the instructor to improving their performance before the next scheduled assessment. What will be deemed acceptable performance will be up to the individual driving school's training manager and administration.

Instructor Assessment for Behind - the - wheel

Score each item	NI	A	E	List concerns and suggestions for improvement
1. Clearly states lesson objectives.				
2. Instructions to students are clear and concise.				
3. Exercises relate to real world skills for driving.				
4. Identifies student errors and coaches the student to improve their skills.				
5. At end of lesson provides feedback to student.				
6. Completes the performance sheet and has student sign as required.				
7. Communicates well with the student and/or parents about student's progress.				
8. Exhibits a professional appearance and demeanor.				
9. Checked student's permit and summarized how this lesson relates to previous instruction.				
10. Time management.				

Additional Comments:

Lesson topic: _____ **Instructor:** _____ **Date:** _____

Assessor Signature

Instructor Signature

Ohio Driver Training Quality Improvement Program

Instructor Assessment Tool

Final Draft - April 2001

John R. Sawyer, D.T. Consultant

Dr. Pietro J. Pascale: Researcher

Ryan S. Clapsadle: Editor

PROCESS FOR COMPLETING AN ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

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During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring Averages:

Unacceptable range	1.0 – 1.5
Acceptable range	1.6 – 2.9
Norm	3.0 – 3.5
Above norm	3.6 - 4.5
Exemplary	4.5 – 5.0

Note: The final average score should be at least in the range of 1.6 to 3.0 for the first assessment of an instructor.

Motivation: Preparation and Structuring

	1	2	3	4	5	Score
1. Clearly stating goals and objectives.	Instructor does not clearly state learning goals and objectives	Intermediate score.	Instructor clearly states learning goals and objectives	Intermediate score.	Instructor clearly states goals and objectives and explains why they are important to the student	
2. Making the classroom environment conducive to learning	Instructor lets environment impede learning	Intermediate score.	Instructor provides a classroom environment not impeding learning	Intermediate score.	Instructor provides an environment which promotes learning. All students are accommodated.	
3. Relating subject matter to prior learning.	Instructor does not <u>explain</u> related subject matter to prior learning	Intermediate score.	Instructor relates subject matter to content of previous lesson	Intermediate score.	Instructor connects subject matter to previous lesson <u>and</u> to future lessons.	
4. Providing reasonable content and materials for the lesson.	Instructor chooses content and materials not related to goals of lesson.	Intermediate score.	Instructor chooses content and materials related to goals and appropriate for most students	Intermediate score.	Instructor chooses content <u>and</u> materials related to goals and appropriate for all students.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Presenting the Lesson

	1	2	3	4	5	Score
1. Getting and maintaining rapport with students.	Instructor does not try to get rapport with students or instructor attempts are inappropriate e.g. jokes distracting mannerisms, etc.	Intermediate score.	Instructor maintains minimum level of rapport with students. Example: uses some eye contact and polite humor.	Intermediate score.	Instructor maintains rapport which continues throughout the lesson.	
2. Exhibiting mastery of the content being taught.	Instructor does not exhibit mastery of the content they are teaching	Intermediate score.	Instructor adequately exhibits mastery of the content being taught and uses correct terminology.	Intermediate score.	Instructor exhibits exceptional mastery of the content being taught and uses correct terminology.	
3. Including appropriate video/visual materials.	Instructor does not use videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses visuals appropriate for the lesson and develops discussion around the videos.	
4. Managing classroom behavior of students.	Instructor shows little or no evidence of classroom control.	Intermediate score.	Instructor responds to disruptions and digressions or there is no inappropriate behavior.	Intermediate score.	Instructor responds to disruptions and digressions tactfully by deferring to future discussions or behavior is exemplary.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Application: Coaching the Lesson

	1	2	3	4	5	Score
1. Encouraging students to apply what they have learned.	Instructor does not provide occasions for students to apply knowledge.	Intermediate score.	Instructor encourages students to participate in realistic learning activities e.g. use of open-ended questions.	Intermediate score.	Instructor uses activities and poses problems and exercises which require a higher level of learning.	
2. Providing hands on exercises for students.	Instructor does not provide opportunities for hands on exercises or they are inappropriate for student background and skill level.	Intermediate score.	Instructor provides for hands on exercises appropriate for most students.	Intermediate score.	Instructor provides for hands on exercises appropriate for <i>all</i> students and activities relate to a real world problem.	
3. Monitoring student comprehension of content and providing feedback to students.	Instructor makes little or no attempt to decide if students comprehend or instructor provides no feedback.	Intermediate score.	Instructor monitors student comprehension <i>and</i> instructor gives feedback.	Intermediate score.	Instructor monitors student comprehension through a variety of questioning techniques <i>and</i> instructor gives specific feedback.	
4. Assigning student activities which relate to the lesson objectives.	Instructor does not assign appropriate student activities which relate to lesson objectives.	Intermediate score.	Instructor assigns student activities somewhat related to lesson objectives.	Intermediate score.	Instructor assigns appropriate student activities closely related to lesson objectives.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Evaluating the Lesson

	1	2	3	4	5	Score
1. Evaluating whether stated objectives are met.	Instructor does not assess whether objectives are met or instructor uses evaluation inappropriate for students.	Intermediate score.	Instructor assesses whether objectives are met and the assessment is appropriate for students.	Intermediate score.	Instructor assesses whether or not students meet objectives. The assessment is ongoing and appropriate for all students.	
2. Communicating evaluation results to students.	Instructor does not communicate evaluation results to students in an appropriate manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner and offers constructive criticism as appropriate.	
3. Varying of methods used to assess whether lesson goals and objectives were met.	Instructor does not vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor does vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor varies methods of assessment and attempts to reteach goals or objectives not attained during the lesson.	
4. Adjusting learning activities to enhance student understanding.	Instructor does not adequately adjust learning activities to enhance student understanding	Intermediate score.	Instructor adequately adjusts learning activities to enhance student understanding	Intermediate score.	.Instructor adjusts learning activities to enhance student understanding and relates adjustments to lesson objectives	

Strengths/weaknesses:

Comments/evidence:

Total Score

TALLY SHEET

Add the scores for each section and record the total from each sheet below.

Part 1: Motivation
Points earned _____

Part 2: Presentation
Points earned _____

Part 3: Application
Points earned _____

Part 4: Evaluation
Points earned _____

Total points earned _____

Average for all sections _____

Assessor Signature _____

Instructor Signature _____

Date _____

Assessor _____

Instructor _____

Lesson _____

What can the instructor do to improve the instruction? _____

What can management do to facilitate the improvements?

Reference code to State curriculum: _____

(Chapter/ pg. numbers)