

Overview of ANSTSE Teacher Training System and Materials

October 11, 2019
WTSEA Fall Conference

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Objectives

You will be able to:

- ▶ Describe the standards contained in Section 3 Instructor Qualifications in the NTDETAS
- ▶ Identify and describe the five stages of the teacher training system contained in Attachment C of the NTDETAS
- ▶ Identify and describe each part and module of the ANSTSE model teacher training materials

Objectives, cont.

- ▶ Describe the importance of integrated, concurrent and distributive learning for teacher training
- ▶ Identify and describe the importance of classroom and BTW peer teaching practice

Ground Rules

- ▶ Focus on the ANSTSE Teacher Training System (not other approaches)
- ▶ Keep an open mind – the future of teacher / instructor training (optimal)
- ▶ Ask questions
- ▶ Be positive
- ▶ Always think about the teen and their families
- ▶ Future focused
- ▶ Parking Lot Items

Association of National Stakeholders in Traffic Safety Education (ANSTSE)

- ▶ Formed in 2010 as a result of the NTDEETAS initiated by NHTSA.
- ▶ Made up of volunteers representing National Organizations involved in teen traffic safety.
- ▶ Premise of voluntary consensus-seeking partnerships that identify and support areas of common ground for the improvement of traffic safety education in America



ANSTSE Members



AAA



AAA
Foundation for
Traffic Safety



American Association of
Motor Vehicle Administrators
(AAMVA)

American
Association of
Motor Vehicle
Administrators
(AAMVA)



ADED
The Association for Driver
Rehabilitation Specialists

The Association
for Driver
Rehabilitation
Specialist
(ADED)



American
Driver and
Traffic Safety
Education
Association
(ADTSEA)



Driver Education
and Training
Administrators
(DETA)



Driving
School
Association of
the Americas
(DSAA)



Governors
Highway
Safety
Association
(GHSA)



Transportation
Research Board
(TRB)

ANSTSE Mission

- ▶ Promote implementation of the Standards
- ▶ Maintain and update the Standards
- ▶ Support, encourage and strengthen shared–decision making
- ▶ Provide support in terms of lessons learned and experience of States in implementing the Standards
- ▶ Identify and make recommendations concerning areas of the DE process and delivery



NHTSA's Support for Driver Education

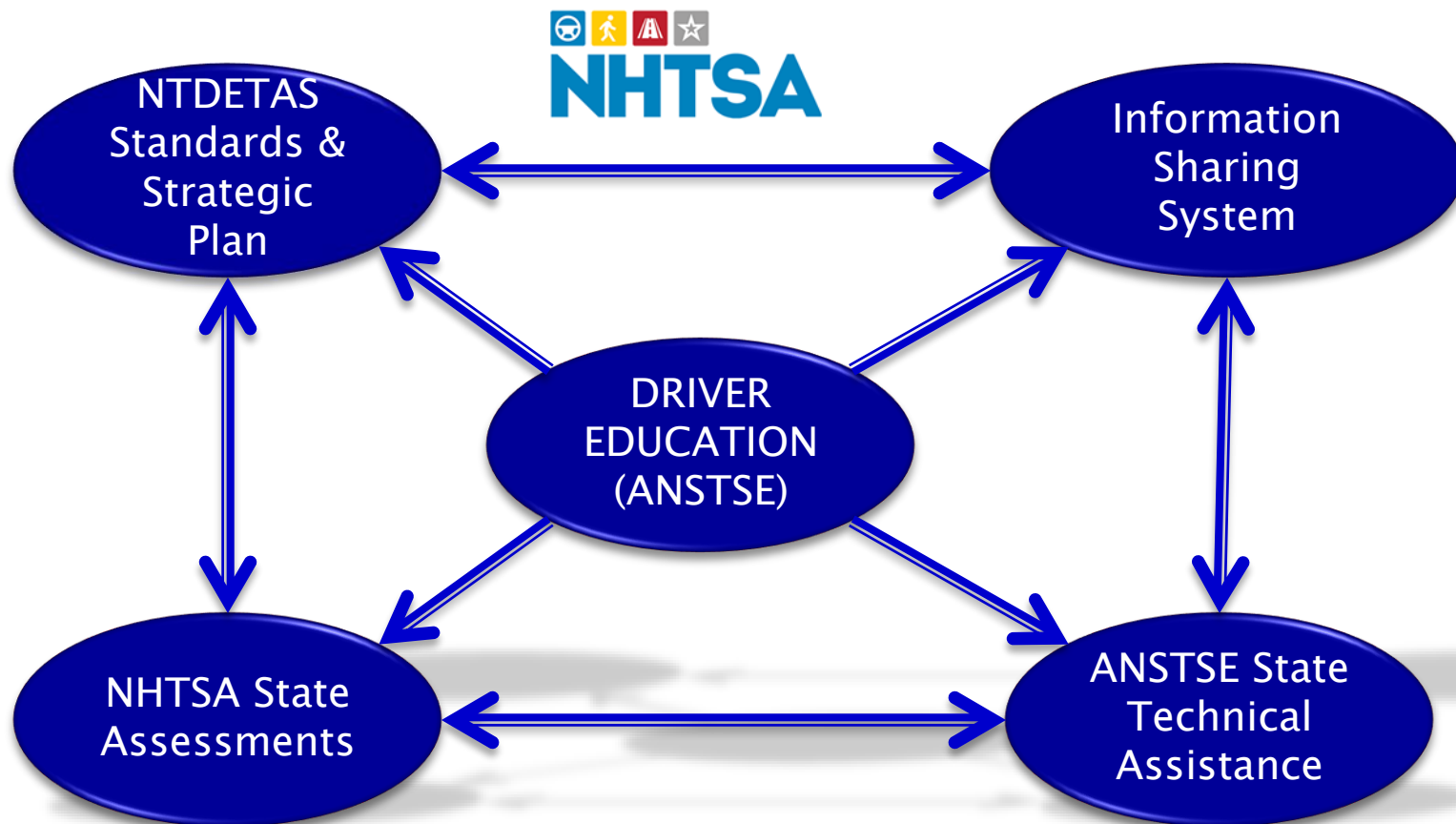


- The NTDEETAS
- ANSTSE Activities
- Strategic Plan
- Technical Assistance for states
- NHTSA State DE Assessments
- Information Sharing System



Visit www.anstse.info and www.nhtsa.gov

NHTSA's Support for Driver Education



ANSTSE Accomplishments

- ▶ Developed the Information Sharing System – Self-Assessment Tool
- ▶ Assisted with state assessments in 11 states
- ▶ Provided technical assistance to 15 states
- ▶ Developed the ANSTSE website
- ▶ Developed the NTDETAS Strategic Plan
- ▶ **Developed model instructor training materials**
- ▶ **Revised and released the 2017 NTDETAS**
- ▶ **Developed the Stages for DE Instructor Training**
- ▶ Developed Guidelines for Developing DE Advisory Boards and Interagency Working Groups
- ▶ And more...

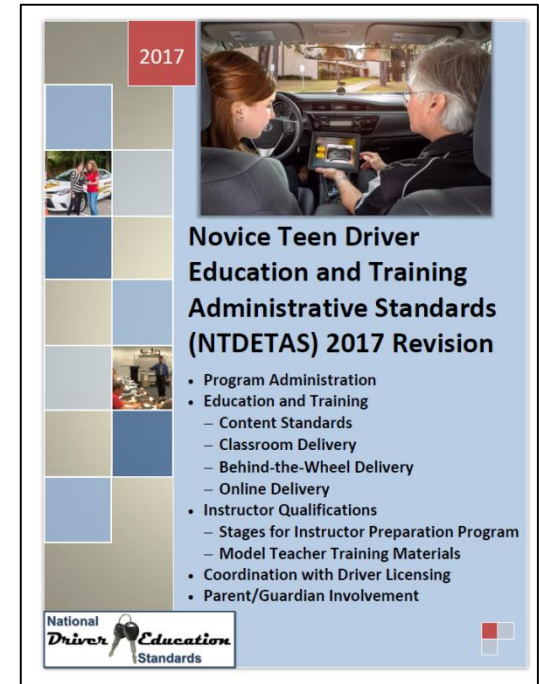
Novice Teen Driver Education and Training Administrative Standards

- ▶ Revised and published in February 2017
- ▶ Ultimate Goal: Ensure that driver education and training is:
 - High quality
 - Consistent
- ▶ Administering education standards and policies are a State's right
- ▶ To serve as an anchor for State policies on driver education and training

Novice Teen Driver Education and Training Administrative Standards

A few highlights of the revisions include:

- ▶ Content Standards (ADTSEA & DSAA)
- ▶ Delivery Standards
- ▶ Online Delivery Standards
- ▶ Instructor Qualification Standards



Novice Teen Driver Education and Training Administrative Standards

1. Program Administration
2. Education/Training (including online delivery)
3. Instructor Qualifications (program & materials)
4. Coordination with Driver Licensing
5. Parent/Guardian Involvement

ANSTSE Resources for Instructor Qualifications and Training

- ▶ NTDETAS Section 3 – Instructor Qualifications
- ▶ Attachment C – Stages for Driver Education Instructor Preparation Program
- ▶ Attachment D – Table of Contents of the Model Training Materials for the Teaching Task
- ▶ ANSTSE Model Training Curriculum for the Teaching Task (will cover in greater details later)

National Standards Sections

1.0 Program Administration
2.0 Education/ Training
3.0 Instructor Qualifications
4.0 Coordination with Driver Licensing
5.0 Parent/Guardian Involvement
Glossary of Definitions and Acronyms
Attachments

National Standards Sections Attachments

Attachment A– ADTSEA Curriculum Standards
Attachment B– DSAA Curriculum Standards
Attachment C – Stages for Driver Instructor Preparation Program
Attachment D– Table of Contents of the Model Training Materials for the Teach Task
Attachment E– NHTSA Graduated Driver Licensing System Model
Attachment F – NHTSA Uniform Guidelines for State Highway Program

Attachment C Stage III Attachment D – TOC

Stage I- Pre Screening and Entry Assessment
Stage II - Foundations of Novice Driver Education (The Driving Task-formalized foundations class)
Stage III - The Teaching Task (Teaching and Learning Theories formalized foundations class)
Stage IV- Student Teaching Practicum or teaching with an experienced mentor
Stage V- Exit Assessments

Stage III Parts

Part1 – Fundamental Concepts
Part2 – Classroom Theory
Part3 – BTW Theory

Instructor Qualification Standards

- ▶ Proper instructor training is paramount
- ▶ Teaching theory and practice – the focal point
- ▶ Ample time for training
- ▶ Student teaching / mentorship applications



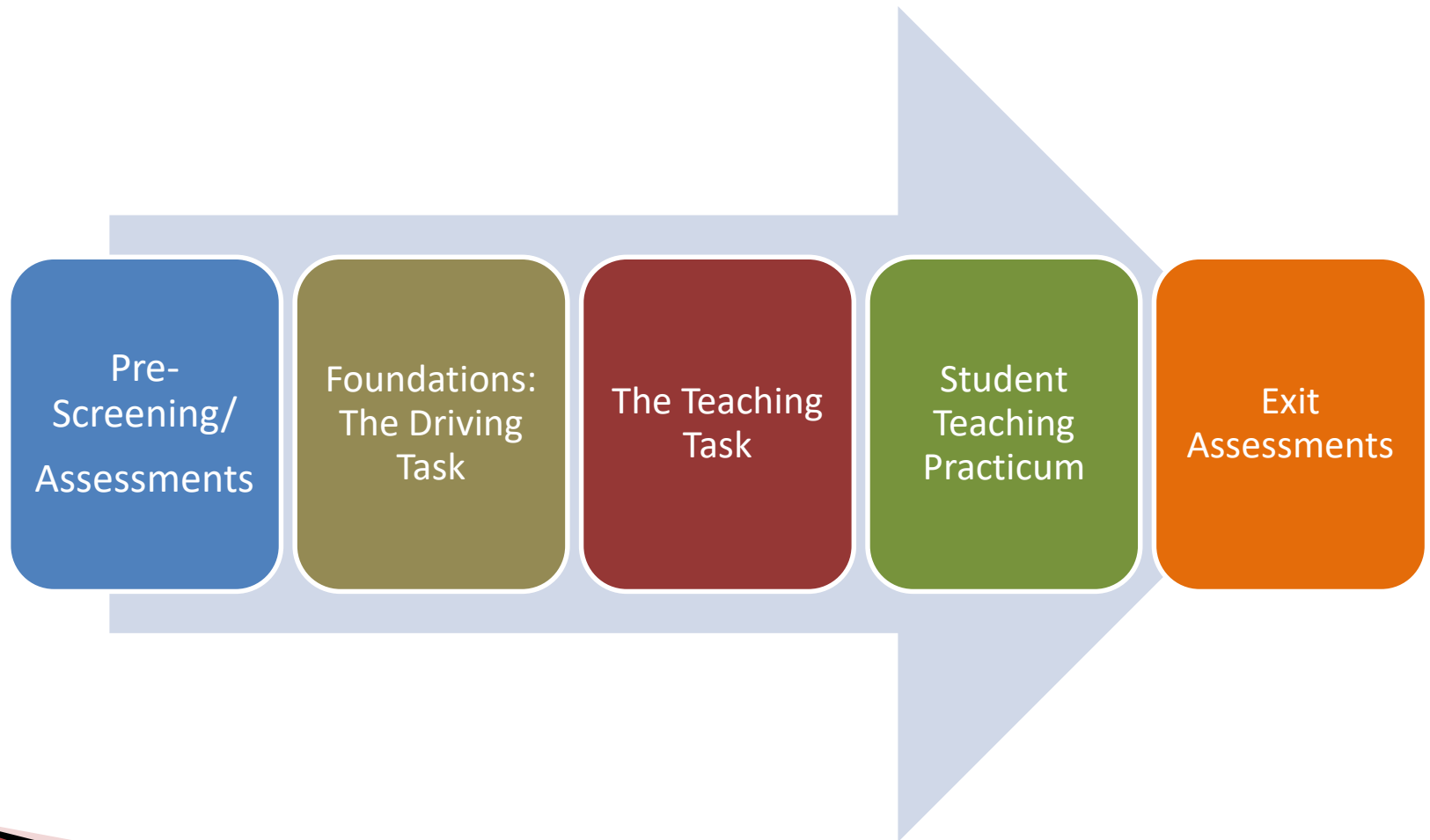
Instructor Qualification Standards

- ▶ Prerequisites and entry-level assessments
- ▶ Training of instructors:
 - course detailing information from State approved driver education curricula
 - course in teaching and learning theories
 - Practice and deliver peer teaching assignments

Instructor Qualification Standards

- ▶ Having candidates teach with an experienced mentor or complete a student teaching practicum
- ▶ Pass exit assessments
- ▶ Require ongoing training and recertification

Attachment C – Stages for Instructor Preparation Program



Stages for Instructor Preparation Program

- ▶ Each Stage is a critical component within the “System.”
- ▶ Altering or omitting a Stage within the “System” will drastically affect the quality of driver education instructors trained.
- ▶ Many of the Stages require course development by the State or program.
- ▶ ANSTSE has developed training resources to assist in conducting Stage III: The Teaching Task.

Stage I: Pre-Screening/Assessments

- ▶ Conducted to determine if the instructor candidate has a minimum level of knowledge and skills to enter the instructor preparation program.
- ▶ Consists of an entry-driving assessment and entry-knowledge assessment.

Stage II: Foundations of Novice Driver Education: The Driving Task

- ▶ The State or program shall deliver the state approved driver education curricula in a formalized foundation class.
- ▶ Established by the State or program.
- ▶ Covering the entire driver education program classroom and BTW course content with instructor candidates.

Stage III: The Teaching Task

- ▶ Designed to provide the necessary knowledge and skills for delivering classroom and BTW instruction.
- ▶ Instructor candidates must be able to effectively deliver the course content covered in Stage II The Driving Task.
- ▶ The state or program is encouraged to utilize the model training materials.

Stage IV: Student Teaching Practicum

- ▶ Student teaching or teaching with an experienced mentor.
- ▶ Conducting an evaluation of the instructor candidate in real-world classroom and BTW instruction.

Stage V: Exit Assessments

- ▶ Conducted upon successful completion of all stages to determine if the instructor candidate has the required level of knowledge and skills to teach the state approved driver education curricula.
- ▶ The exit assessments include in-vehicle and knowledge assessments.

Estimated Instructional Time

Stage	Hours
Stage I: Entry Assessments	Time determined by the State/Program
Stage II: Foundations of Novice DE	35 hours (inclusive of 6 BTW hours)
Stage III: The Teaching Task	70 hours
Part I Fundamental Concepts	14 hours (2 days)
Part II Classroom T&L Theory	21 hours (3 days)
Part III BTW T&L Theory	35 hours (5 days)
Stage IV: Student Practicum	Time determined by the State/Program
Stage V: Exit Assessments	Time determined by the State/Program
Certification Level	Hours
Full Certification – Both Classroom and BTW Instructor	105 hours (15 days) + entry and exit assessments and student practicum
BTW Instructor Only	84 hours (12 days) + entry and exit assessments and student practicum
Classroom Instructor Only	70 hours (10 days) + entry and exit assessments and student practicum

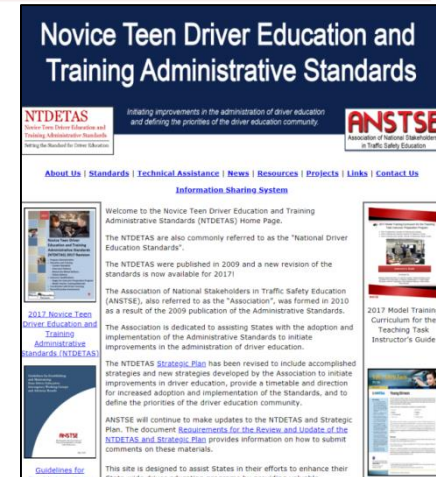
Hours for Classroom and BTW

Module	Classroom Hours	BTW Hours	Total
Orientation	0.5	0	0.5
Module 1: LP for In-Car	2	3	5
Module 2: Managing the Mobile Classroom	2	2	4
Module 3: In-Vehicle Teaching Techniques	3	0	3
Module 4: Driver Evaluation	2.5	1.75	4.25
Module 5: Command and Control of the Mobile Classroom	1	1.5	2.5
Module 6: Putting it All Together & Practice Teaching	1	5.75	6.75
Module 7: Peer Teaching Driving Route Demonstrations	0.5	5	5.5
Module 8: Coordination Between Behind-the-Wheel Instruction and Classroom	1	0	1
Module 9: On-Board Technologies	1	0	1
Module 10: BTW Wrap-Up	0.5	0	0.5
Module 11: BTW K-Test	1	0	1
Total	16	19	35

Free Download of Instructor Curriculum

www.anstse.info

- ▶ PDF's of Instructor Guide and Participant Workbook
- ▶ Microsoft Word lesson plan and quiz files
- ▶ Microsoft PowerPoint slide files with embedded videos
- ▶ Video files
- ▶ Answer keys available upon request



High Level Overview – NTDETAS Attachment D

Page 174 of the NTDETAS Novice Teen
Driver Education and Training
Administrative Standards

Outline of the ANSTSE Teacher Training
Materials for Part III – the Teaching Task

Interrelation of ANSTSE Resources

- ▶ How the ANSTSE resources interrelate and support each other.
 - NTDETAS Section 3 – Instructor Qualifications
 - Attachment C – Stages for Driver Education Instructor Preparation Program
 - Attachment D – Table of Contents of the Model Training Materials for the Teaching Task
 - ANSTSE Teacher Training Curriculum

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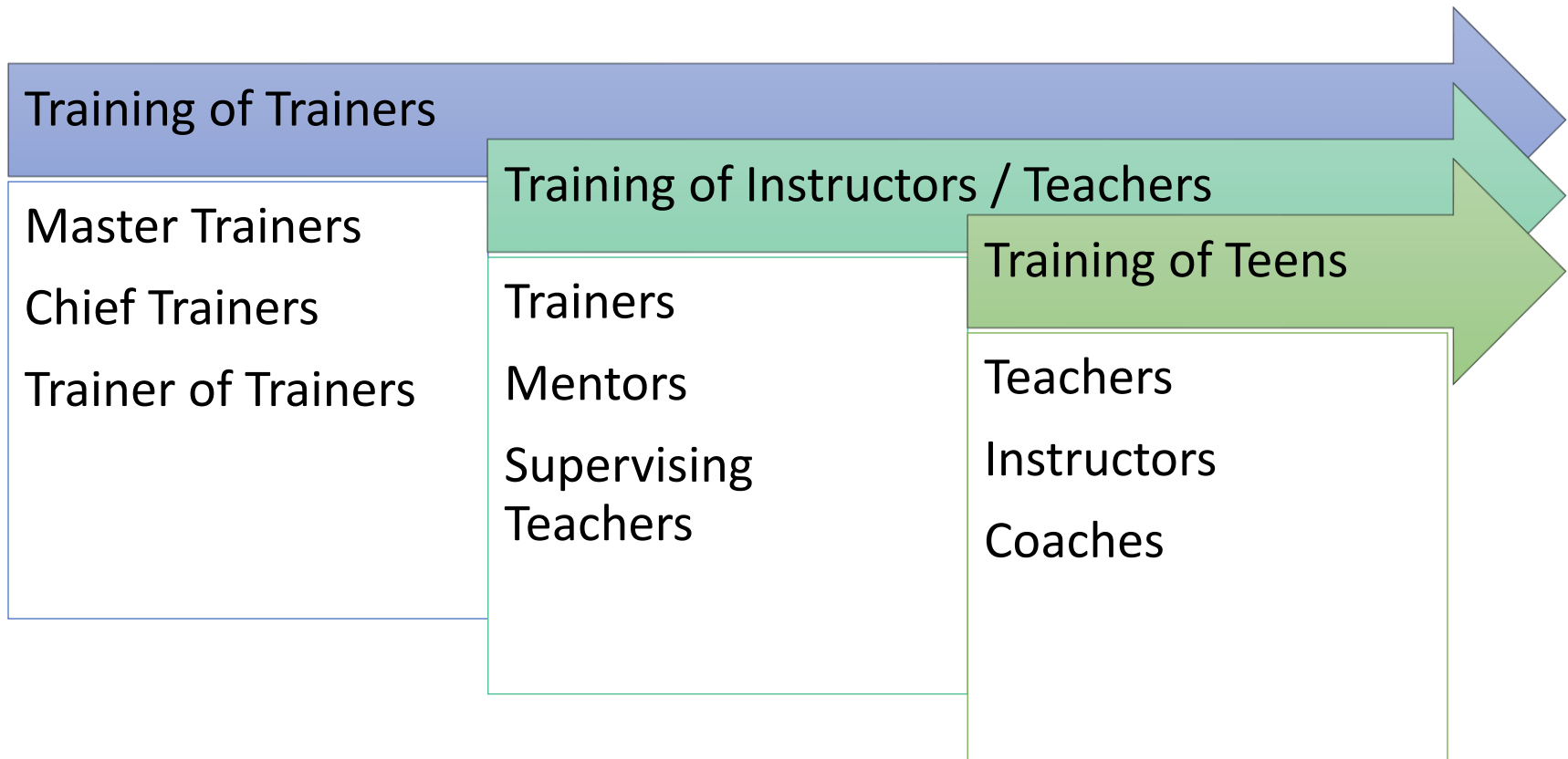
Stage III Parts

Part1 – Fundamental Concepts
Part2 – Classroom Theory
Part3 – BTW Theory

NTDETAS Section 3, Relation of Attachments C & D

- ▶ Supports Section 3 – Instructor Qualifications of the NTDETAS.
 - Attachment C defines the stages necessary for training new driver education teachers / instructors and the recommended hours of instruction for certification.
 - Attachment D identifies the table of contents and course outline within the standards for the ANSTSE Teacher Training Curriculum and how to access the free download at www.anstse.info.

Facilitators of Training Processes



Teacher Training Workshop

- ▶ ANSTSE and ADTSEA conducted a Five-day Teacher Training Workshop for select State Administrators in Monmouth, OR in August 2019.
- ▶ Attendees included: HI, MD, MI, NC, OH, TN, WA; and ADTSEA and DSAA.

Overview of ANSTSE Model Training Curriculum (Attachment 3/Stage III)

- ▶ Part I – Fundamental Concepts of Teaching and Learning
- ▶ Part II – Teaching and Learning Theories for Classroom Course
- ▶ Part III – Teaching and Learning Theories for Behind-the-Wheel Course

Part I – Fundamental Concepts of Teaching and Learning

- ▶ Overview of content, methodology and activities for Part I, Modules 1–9
- ▶ Module 1: Fundamental Concepts of Teaching and Learning Course Introduction and Overview
- ▶ Module 2: Fundamental Concepts of Learning
- ▶ Module 3: Fundamental Concepts of Teaching
- ▶ Module 4: How to Use Lesson Plans and Curricula

Part I – Fundamental Concepts of Teaching and Learning

- ▶ Module 5: Questioning Techniques
- ▶ Module 6: Professional Responsibility and Accountability
- ▶ Module 7: Sexual Harassment and Liability Protection
- ▶ Module 8: Fundamental Concepts of Teaching and Learning Wrap Up
- ▶ Module 9: Fundamental Concepts of Teaching and Learning Knowledge Test

Part I – Fundamental Concepts of Teaching and Learning

- ▶ How Part I fits into the overall training system for Stage III the Teaching Task
- ▶ Alternative approaches for Part I
- ▶ Most can be done via online synchronous training
- ▶ Some in-person training
- ▶ Blended approach

Part II – Teaching and Learning Theories for Classroom Course

- ▶ Overview of content, methodology and activities for Part II, Modules 1–7
- ▶ Orientation: Classroom Teaching and Learning Theory Course Introduction and Overview
- ▶ Module 1: Preparing to Teach and Overview of Teaching Assignments
- ▶ Module 2: Classroom Management
- ▶ Module 3: Student Assessment and Evaluation

Part II – Teaching and Learning Theories for Classroom Course

- ▶ Module 4: Coordination Between Classroom and BTW Instruction
- ▶ Module 5: Peer Teaching Presentations
 - Process
 - Benefits
 - Role and Importance
- ▶ Module 6: Classroom Teaching and Learning Theories Course Wrap-Up
- ▶ Module 7: Classroom Teaching and Learning Theories Course Knowledge Test

Part II – Teaching and Learning Theories for Classroom Course

- ▶ How Part II fits into the overall training system for Stage III The Teaching Task
- ▶ Alternative approaches for Part II
- ▶ Some can be done via online synchronous training
- ▶ Some in-person training
- ▶ Peer teaching assignments
- ▶ Blended approach

Part III – Teaching and Learning Theories for BTW Course

- ▶ Orientation
- ▶ Module 1: Lesson Plans for In-Vehicle Instruction
- ▶ Module 2: Managing Mobile Classroom
- ▶ Module 3: In-Vehicle Teaching Techniques (Coaching and Correcting)
- ▶ Module 4: Driver Evaluation
- ▶ Module 5: Command and Control of Mobile Classroom

Part III – Teaching and Learning Theories for BTW Course

- ▶ 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 Teaching and Learning Theories Course Wrap Up
- ▶ Module 11: BTW Teaching and Learning Theories Course Knowledge Test

Part III – Teaching and Learning Theories for BTW Course

- ▶ Relation and coordination of Part III classroom modules with module BTW theory activities for instructor training
- ▶ How Part III fits into the overall training system for Stage III the Teaching Task
- ▶ Alternative approaches for Part III
- ▶ Some synchronous to introduce concepts and recap in-person
- ▶ Most should be in-person training (integrated learning with lab work)
- ▶ BTW practice and peer teaching assignments
- ▶ Blended approach

Review of Stage III

- ▶ **The Teaching Task / Teaching and Learning Theories (Formalized Foundations Class)**
 - How each Parts I–III relate to each other
 - Teaching each Part (I, II or III) as individual courses vs. sequentially as one course
 - How Stage III fits into the 5 Stages for Instructor Training
 - How to tailor the ANSTSE materials to fit a programs needs
 - Q&A

Importance of Concurrent, Distributive and Integrated Learning

- ▶ **Concurrent** – the practice of employing behind-the-wheel, classroom, and observation teaching methods where there is no significant break of instruction between them to ensure the maximum transfer of skills.
- ▶ **Distributive** – knowledge and skills is spread over a longer period of days and weeks with fewer hours of instruction in a day, as opposed to fewer days and weeks, but more daily hours of instruction resulting in the same amount of hours.
- ▶ **Integrated** – classroom, behind-the-wheel and laboratory driver education shall be scheduled to include an alternating mix of instruction throughout the duration of the driver education course to ensure the maximum transfer of skills.

Importance of Classroom and BTW Peer Teaching Practice

- ▶ Time to practice
- ▶ Feedback
 - Self, peers and trainer
 - Learn from peers (positive reinforcement and constructive criticism)
- ▶ Opportunity to correct performance
- ▶ Creates deeper learning of the subject matter
- ▶ Perfect practice makes for permanent perfection

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Questions?

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