

Welcome to the Driver Education Teacher Training Workshop!

October 30 – 31, 2021
November 13 – 14, 2021

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Introductions

- ▶ Name
- ▶ Where you are from (state and organization)
- ▶ Trainer experience



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Parking Lot

- ▶ If questions or comments will be covered later, they will be added to a parking lot.
- ▶ They will be discussed fully at the right time.

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Purpose of Workshop

- ▶ Many States need technical assistance for teacher/instructor training.
- ▶ Most States no longer have universities conducting teacher training.
- ▶ Many States have a teacher/instructor shortage.
- ▶ Some States need to define a new system.
- ▶ This workshop will assist States in identifying different approaches to teacher/ instructor training and gain familiarity with ANSTSE Teacher Training System/Materials.

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Objectives of Workshop

By the end of this workshop you will be able to:

- ▶ Describe the National Standards Section 3 Instructor Qualifications
- ▶ Describe ANSTSE Teacher Training System/Materials and available resources.
- ▶ Identify strategies and resources to develop or enhance your teacher/instructor training system.
- ▶ Identify challenges and strategies to assist States in their overall teacher/instructor training efforts.

Note: NOT train you to train other teachers/instructors.

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Ground Rules

- ▶ Be on time
- ▶ Be prepared each day
 - Complete all assignments in Google Classroom
 - Review the materials
 - Have instructors guide, standards and stages documents



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Ground Rules – Do’s and Don’ts

Do’s	Don’ts
Ask questions	Novice teen curricula content
Share thoughts and approaches	Teacher training curriculum content
Keep an open mind	War Stories
Always think about the teen and their families	Criticize
Future focused	Costs
Network	Politics
Focus on Opportunities	Focus on barriers

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Expectations Check

- ▶ **What are your expectations of the workshop?**
 - To become qualified to become a trainer of trainers.
 - To learn new teaching skills applicable to classroom and behind-the-wheel instruction.
 - We would like to know if a credentialing program is feasible in the State of Colorado.
 - To be able to bring new ideas and teaching strategies for the train the trainer class.
 - Provide additional skills on how to better prepare driver education instructor candidates in the State of Hawaii.

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Expectations Check

- ▶ **What are your expectations of the workshop?**
 - I am hoping to find ways to improve Michigan’s Instructor Prep program so all programs are more inline with each other and the goals of the state.
 - Refresh and get all on the same page
 - Hope to gain more knowledge on this teacher training system so I can mentor those industry members to perform their training and instruction at a higher level of understanding. This will also help me to create more robust criteria for industry members to pass during their application process.
 - Spend some time with the curriculum and listen to people’s thinking about where things are going and where improvements are needed.

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Expectations Check, cont.

- I am hoping to gain a better understanding of the new curriculum and how to best train our instructors on working with it.
- To learn more about the Instructor preparation curriculum and the organization in which we should be teaching it.
- To provide best-practices pertaining to driver education.
- To get new ideas for my class.

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Expectations Check, cont.

- I need to hear the highlights of putting together a uniform program to tell potential instructors the importance of training.
- Excited to get equipped to develop other instructors.
- Very excited to gain more information to enhance my delivery methods.
- How we should be preparing future driver education teachers to teach driver education to high school students.

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Expectations Check

- ▶ **What would you like to learn more about?**
 - Any updates to the current document/program.
 - How did other State’s get the program approved and where did they start.
 - I’m ready to learn new ideas and strategies.
 - We need to get those that are potential teachers to remember that there are people who have little knowledge on how people learn.
 - I’m eager to learn new ideas and methods to keep delivery fresh.

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Expectations Check

- ▶ **What would you like to learn more about?**
 - How to train instructors on BTW techniques and have a program that reflects the best practices to train new instructors.
 - New concepts
 - How to begin implementing this for our state.
 - Spend some time with the curriculum and listen to people's thinking about where things are going and where improvements are needed.

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Expectations Check, cont.

- ▶ **What would you like to learn more about?**
 - If there is the ability to adapt the program to fit the expectations of the State of Michigan.
 - Will there be an impact to my specific state's requirements for teaching instructor preparation programs?
 - How the curriculum was derived and the best ways for it to be implemented successfully.
 - I've been teaching for decades but teaching instructors for only a couple years. I'm just looking forward to spending more time seeing what's out there.

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Expectations Check

- ▶ **How can this assist your state / organization?**
 - To provide consistent and standards-based instruction across the state.
 - If adopting an entire college level course is not an option, then what would you suggest as an alternative?
 - To bring the teaching level up to national standards.
 - Have common ground to begin setting goals.
 - This workshop will help generate ideas on building a better teaching method for our trainers in the industry.
 - It will allow me to train our instructors to use best practices while using the curriculum.

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Expectations Check

- ▶ **How can this assist your state / organization?**
 - Being able to certify other instructors will make it more possible for our teens to get through the program and meet their requirements.
 - I am part of our state's curriculum committee tasked to compile a "basic" teaching package for our private and Department of Education instructors.
 - Improve what and how teachers are being trained.
 - It can help get us more familiar with the curriculum and the thinking behind it.

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Expectations Check, cont.

- ▶ **How can this assist your state / organization?**
 - Hopefully this workshop will assist in consistent teaching of Instructor's not only in my state but other states as well.
 - This workshop will assist by providing us with guidance on preparing future instructors of driver education.
 - Help us develop instructor prep courses that are more engaging for the instructors and more comprehensive in using effective techniques.
 - We are bringing back driver education teacher training to a Delaware College. Our first class will start in late January. This will help us as we have implemented the ANSTSE Teacher Training Curriculum to our new classes.

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Association of National Stakeholders in Traffic Safety Education (ANSTSE)



- ▶ Made up of volunteers representing National Organizations involved in teen traffic safety.
- ▶ Identify and support areas of common ground for the improvement of traffic safety education in America.
- ▶ Developed the Novice Teen Driver Education and Training Administrative Standards (NTDETS).

Visit www.anstse.info for driver education resources and to learn more!


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ANSTSE Members




American Automobile Association (AAA)




The Association for Driver Rehabilitation Specialist (ADED)




American Association of Motor Vehicle Administrators (AAMVA)




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)

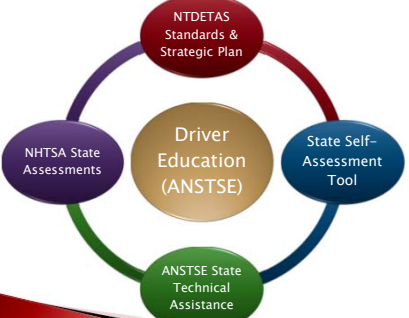


Transportation Research Board (TRB)


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NHTSA's Support for Driver Education






NHTSA's Support for Driver Education






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-  Novice Teen Driver Education and Training Administrative Standards (NTDETAS) – 2017
-  NTDETAS Strategic Plan


Resources






-  Technical Assistance Reports / Requesting Technical Assistance
-  Model Instructor Training Materials and ADAS Instructor Training Materials
-  Recordings of Virtual Presentations and Workshops

www.anstse.info

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-  Guidelines for Establishing State Driver Education Advisory Boards
-  Implementation Guide for the NTDETAS
-  State Driver Education Comparative Data Fact Sheets
-  Core Elements for Parent/Guardian Seminars
-  Stopgap Measures for Driver Education During a Pandemic or Emergency

Resources, continued

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Definitions

- ▶ **Behind-the-wheel** – actual instructional driving time during which the novice driver operates a vehicle (e.g., off-street, on-street, on-highway) and is guided by an instructor in the front passenger seat. Observation is not included in behind-the-wheel time.
- ▶ **Classroom content** – the part of the driver education program that imparts the knowledge, theory, principles, laws, rules, best practices, and related curriculum content through student-centered activities, lecture, media, programmed instruction, independent study, correspondence, and other effective techniques.
- ▶ **Observation time** – instructional time whereby novice teen drivers observe a behind-the-wheel lesson and receive perceptual practice in how to manage time and space for risk reduction outcomes.

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Definitions, cont.

- ▶ **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.

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Definitions, cont.

- ▶ **Practicum** – a school or college course, especially one in a specialized field of study, that is designed to give students supervised practical application and on-the-job experience of previously studied theory.
- ▶ **Mentorship** – a period of time during which a less experienced and/or knowledgeable person receives guidance from a more experienced and/or more knowledgeable person in a company or educational institution.
- ▶ **Peer teaching** – actively showing, describing or explaining content from a unit of instruction out of the driver education curriculum to your instructor and peers during training.

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Definitions, cont.

- ▶ **Asynchronous** – communication in elapsed time between two or more people. Examples are email, online discussion forums, message boards, blogs, podcasts, etc.
- ▶ **Synchronous** – instructor and student(s) participate in the instruction at the same time. For example the instructor and student interact together through the web.

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Definitions, cont.

- ▶ **Orientation Training** – learning to use a new or revised curriculum and orienting an individual to what is different and new.
- ▶ **Instructor Candidate Training** – the process of learning how to become an instructor/teacher through courses and qualifications at the onset of their career.
- ▶ **Professional Development Training** – the ongoing acquisition of knowledge, skills, and awareness of new or emerging issues by driving instructors, generally required as a condition of re-certification as an instructor by a State.

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Definitions, cont.

- ▶ **Commentary teaching** – the instructor verbalizes the lesson and conditions to familiarize the students with what they are expected to do and the condition of the roadway.
- ▶ **Student driver commentary** – The student verbalizes what they are doing and the condition of the roadway.

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History of Training Materials

- ▶ ANSTSE recognized teacher training as a high priority in the Strategic Plan.
 - In need of training system to replace retired teachers.
 - Colleges have discontinued their teacher training programs.
- ▶ Development of a teacher training system and curriculum would provide:
 - An alternative to university-based programs.
 - A system to train instructors nationwide.
 - Model instructor training materials for the Teaching Task.
 - Quality instructor training.



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History of Training Materials

- ▶ Assembled expert working group of teacher trainers.
- ▶ Reviewed and compared existing teacher training programs.
- ▶ Developed the 5 Stages for a Driver Education Instructor Preparation Program.
- ▶ Revised the NTDETAS Instructor Qualifications standards based on the 5 Stages.



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History of Training Materials


- Utilized American Driver and Traffic Safety Education Association (ADTSEA) teacher training curriculum as the basis.
 - Developed in the 90's and revised in 2001
 - Consisted of 3 courses:
 - Driver Task Analysis** – training to cover the driver education curriculum
 - Developing Classroom Knowledge** – training to provide quality classroom instruction
 - Developing Vehicle Operational Skills** – training to provide successful on-street instruction
- Utilized American Association of Motor Vehicle Administrators (AAMVA) materials and lesson plan template.

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History of Training Materials

- Conducted 3 pilot tests of the training materials:
 - North Carolina
 - Michigan
 - Oregon
- Revised the training materials based on the pilot tests.
- Finalized system and curriculum in 2017.
- Available for anyone to use.



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ANSTSE Resources for Instructor Qualifications and Training


- NTDETS 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 detail later)

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Novice Teen Driver Education and Training Administrative Standards (NTDETS) and Content Standards

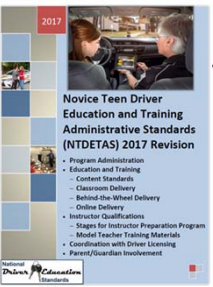
- NTDETS ensure that driver education and training is:
 - High quality
 - Consistent
- Content standards provide what should be in a driver education curriculum, including vehicle technologies.



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Novice Teen Driver Education and Training Administrative Standards



1. Program Administration
2. Education and Training
3. Instructor Qualifications
4. Coordination with Driver Licensing
5. Parent/Guardian Involvement


Available at www.anstse.info

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D. Instructor Qualification Standards

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



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D. 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

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D. Instructor Qualification Standards

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

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What is a Driver Education Teacher/Instructor?

- ▶ What is another word for a driver educator?
- ▶ What qualities do driver educators need to possess?
- ▶ What part of a driver education instructor's job is most important?

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What is a Driver Education Teacher/Instructor?

- ▶ Not as simple as most think.
- ▶ New teachers need ample training, practice, feedback and evaluation.
- ▶ Learning how to conduct both classroom and BTW training are complex tasks.
- ▶ Ample time must be devoted to the process of training new teachers/instructors.

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Attachment C – Stages for Instructor Preparation Program

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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.

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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.

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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.

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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.

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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.

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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.

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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
Qualification 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

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High Level Overview - NTDETAS Attachment D

Please turn to page 174
NTDETAS Novice Teen Driver Education and Training Administrative Standards

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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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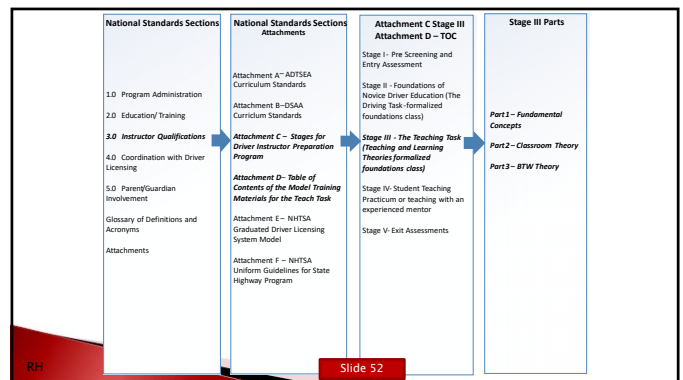
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NTDETAS Section 3, Relation of Attachments C & D

- ▶ 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.

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Box Drive Contents

- ▶ Model Training Curriculum Materials
 - Instructor's Guide Lesson Plans, Quizzes, Tests, Answer Sheets (Word and PDF) and Slides (PowerPoint)
 - Participant Workbook (PDF)
 - Sample In-Car Forms
- ▶ Novice Teen Driver Education and Training Administrative Standards
- ▶ ANSTSE Accomplishments
- ▶ Role of Driver Education in Vehicle Technology

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Box Drive Contents

- ▶ State of Driver Education
- ▶ What Driver Educators Should Know About Vehicle Technology
- ▶ Establishing a National Credential for Driver Education Instructors
- ▶ Guidelines for Establishing State Driver Education Advisory Boards
- ▶ State Teacher Training Resources
- ▶ Summary of State Teacher Training Programs

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Day 1 Wrap Up

- ▶ Clarification / Questions
- ▶ Review of Parking Lot (in general, not go over each item)
- ▶ Review of Expectations (mark off those covered so far)
- ▶ Prepare for Second Day

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Day 2

Welcome back!

Driver Education Teacher Training Workshop

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Stage II Foundations of Novice Driver Education

- ▶ Approaches for covering multiple approved curricula

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Overview of ANSTSE Model Training Curriculum

- ▶ 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

Going over structure, activities, purpose, objectives, content of each section, flow, how it all fits together, and assessment and evaluation

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Forward and Introduction

Page x. and xi. shows how to use the curriculum

Page xii. definitions throughout the curriculum

Page xiii. is a sample agenda

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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

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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

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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

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Day 2 Wrap Up

- ▶ Clarification / Questions
- ▶ Review of Parking Lot (in general, not go over each item)
- ▶ Review of Expectations (mark off any that we've covered so far)
- ▶ Prepare for Third Day

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Day 3

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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

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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
- ▶ Module A and B and Supplemental Materials

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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

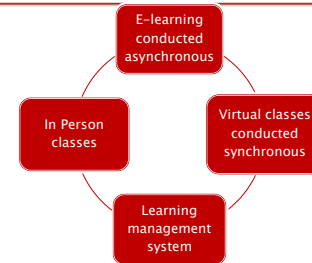
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Hybrid Model



All

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Hybrid Model

- ▶ What can be done remotely?
 - Part I
 - Most of Part II
 - Decision to be made about teaching assignments be done virtually
- ▶ Part III must be done in person
 - In-car activities every module

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Part III – Teaching and Learning Theories for BTW Course

- ▶ Overview of content, methodology and activities for Part III, Modules 1–11
- ▶ Building Blocks of Part III
 - Module 1
 - BTW Lesson Plan
 - Route Development
 - BTW Activity
 - Module 2
 - Giving Directions
 - Instructor Mirrors
 - BTW Activity

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Part III – Teaching and Learning Theories for BTW Course

- ▶ Building Blocks of Part III
 - Module 3
 - Teaching Techniques
 - Commentary Teaching
 - Coaching
 - Module 4
 - Evaluation
 - Providing Feedback
 - BTW Activity (concepts delivered in mod 3 and 4)
 - Module 5
 - Command and Control
 - Dual Brake
 - BTW Activity

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Part III – Teaching and Learning Theories for BTW Course

- ▶ Building Blocks of Part III
 - Module 6
 - Peer Teaching
 - 2 BTW Activities
- ▶ Each Module builds off the previous module
- ▶ A little information and go practice
- ▶ Put it altogether later in Part III

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Day 3 Wrap Up

- ▶ Clarification / Questions
- ▶ Review of Parking Lot (in general, not go over each item)
- ▶ Review of Expectations (mark off any that we've covered so far)
- ▶ Prepare for Final Day

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Day 4

Welcome back!

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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)

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Part III – Teaching and Learning Theories for BTW Course

- ▶ Module 4: Driver Evaluation
- ▶ Module 5: Command and Control of Mobile Classroom
- ▶ Module 6: Putting it All Together and Practice Teaching
- ▶ Module 7: Peer Teaching Driving Route Demonstrations

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Part III – Teaching and Learning Theories for BTW Course

- ▶ 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
- ▶ Module C and Supplemental Materials

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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

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Part III - Teaching and Learning Theories for BTW Course

- ▶ Relation and coordination of Part III classroom modules with BTW skills activities for instructor training
- ▶ How Part III BTW fits into the overall training system for Stage III the Teaching Task
- ▶ Alternative approaches for Part III

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Part III - Teaching and Learning Theories for BTW Course

- ▶ **Review of Stage III - The Teaching Task / Teaching and Learning Theories (Formalized Foundations Class)**
 - How each Part 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

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Developing Quality Driver Education Teachers/Instructors				
Exit In-Vehicle Teaching Skills Assessment		Exit Advanced Knowledge Assessment		
Student Teaching Practicum/Mentorship				
Part III Behind-the-Wheel Teaching and Learning Theories Course				
Lesson Plans for BTW	Managing the Mobile Classroom	BTW Teaching Techniques	Driver Evaluation	
Command and Control in BTW	Putting It All Together & Practice Teaching		Coordination - Classroom & BTW	
Peer Teaching Driving Lessons				
On-Board Technologies	Simulators & Driving Ranges	Wrap-Up & Assessment		
Part II Classroom Teaching and Learning Theories Course				
Preparing to Teach	Classroom Management	Student Assessment & Evaluation	Coordination - Classroom & BTW	
Peer Teaching Presentations				
Online/Virtual Classroom	Addressing Special Needs		Wrap-Up & Assessment	
Part I Fundamental Concepts of Teaching and Learning Course				
Introduction & Overview	Concepts of Learning	Concepts of Teaching	Using Lesson Plans	Questioning Techniques
Responsibility & Accountability		Sexual Harassment & Liability	Wrap-Up & Assessment	
Foundations Classroom				
Foundations BTW		Foundations Other Methods		
Entry Pre-Screening	Entry Driving Assessment	Entry Knowledge Assessment		

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Developing Quality Driver Education Teachers/Instructors				
Exit In-Vehicle Teaching Skills Assessment		Exit Advanced Knowledge Assessment		
Student Teaching Practicum/Mentorship				
Part III Behind-the-Wheel Teaching and Learning Theories Course				
Lesson Plans for BTW	Managing the Mobile Classroom	BTW Teaching Techniques	Driver Evaluation	
Command and Control in BTW	Putting It All Together & Practice Teaching		Coordination - Classroom & BTW	
Peer Teaching Driving Lessons				
On-Board Technologies	Simulators & Driving Ranges	Wrap-Up & Assessment		
Part II Classroom Teaching and Learning Theories Course				
Preparing to Teach	Classroom Management	Student Assessment & Evaluation	Coordination - Classroom & BTW	
Peer Teaching Presentations				
Online/Virtual Classroom	Addressing Special Needs		Wrap-Up & Assessment	
Part I Fundamental Concepts of Teaching and Learning Course				
Introduction & Overview	Concepts of Learning	Concepts of Teaching	Using Lesson Plans	Questioning Techniques
Responsibility & Accountability		Sexual Harassment & Liability	Wrap-Up & Assessment	
Foundations Classroom				
Foundations BTW		Foundations Other Methods		
Entry Pre-Screening	Entry Driving Assessment	Entry Knowledge Assessment		

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FAILURE!

in Developing Quality Driver Education Teachers/Instructors

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Facilitated Discussion

- ▶ Evaluating and maintaining the state's teacher training program and teacher core
- ▶ Developing a strategy/vision for the state's teacher training program and stakeholders
- ▶ Continued education and qualifications for current instructors (now and in the future)
- ▶ Discussion on selecting master trainers and qualifications needed
- ▶ Open Discussion on Teacher Training

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Instructor Candidates

- ▶ Instructor candidates should have a strong understanding of:
 - state law
 - the driver education curriculum they will be teaching
 - Exceptional driving ability demonstrated

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State Specific Information

- ▶ To enhance the quality and effectiveness of training throughout a State's instructor training program.
- ▶ Not designed to accomplish all of the training and information a State may wish to provide.
- ▶ Should be supplemented by State material and information.

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Day 4 Wrap Up

- ▶ Review of Parking Lot (Review each item to ensure there is a plan in place or resource in place to answer / work with person who placed it on the lot)
- ▶ Review of Expectations (mark off any that we've covered so far and if any are left, talk about next steps for them)
- ▶ Taking the message back to your state or association and resources to assist you for informing others
- ▶ Next Steps, Wrap-up and Adjournment

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