

Project C.R.U.I.S.E

Culturally Responsive Understanding in Safety Education



Multicultural Principles Guideline for Driver Education Programs



Acknowledgements

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CRUISE Guideline

The purpose of this multicultural principles guideline is two-fold: a) to describe six CRUISE Best Practices; and b) to provide teaching strategies based on **CRUISE Guidelines Best Practices** for driver education and traffic safety instructors.

CRUISE Best Practices are:

- 1) **Connect** to student learning;
- 2) **Relate** to all students;
- 3) **Utilize** multicultural principles and align with standards;
- 4) **Instruct** with culturally responsive teaching;
- 5) **Select** appropriate materials and culturally responsive, media and technology for instruction; and
- 6) **Evaluate** critically assessments and instruction.



Best Practices in Teaching and Student Learning

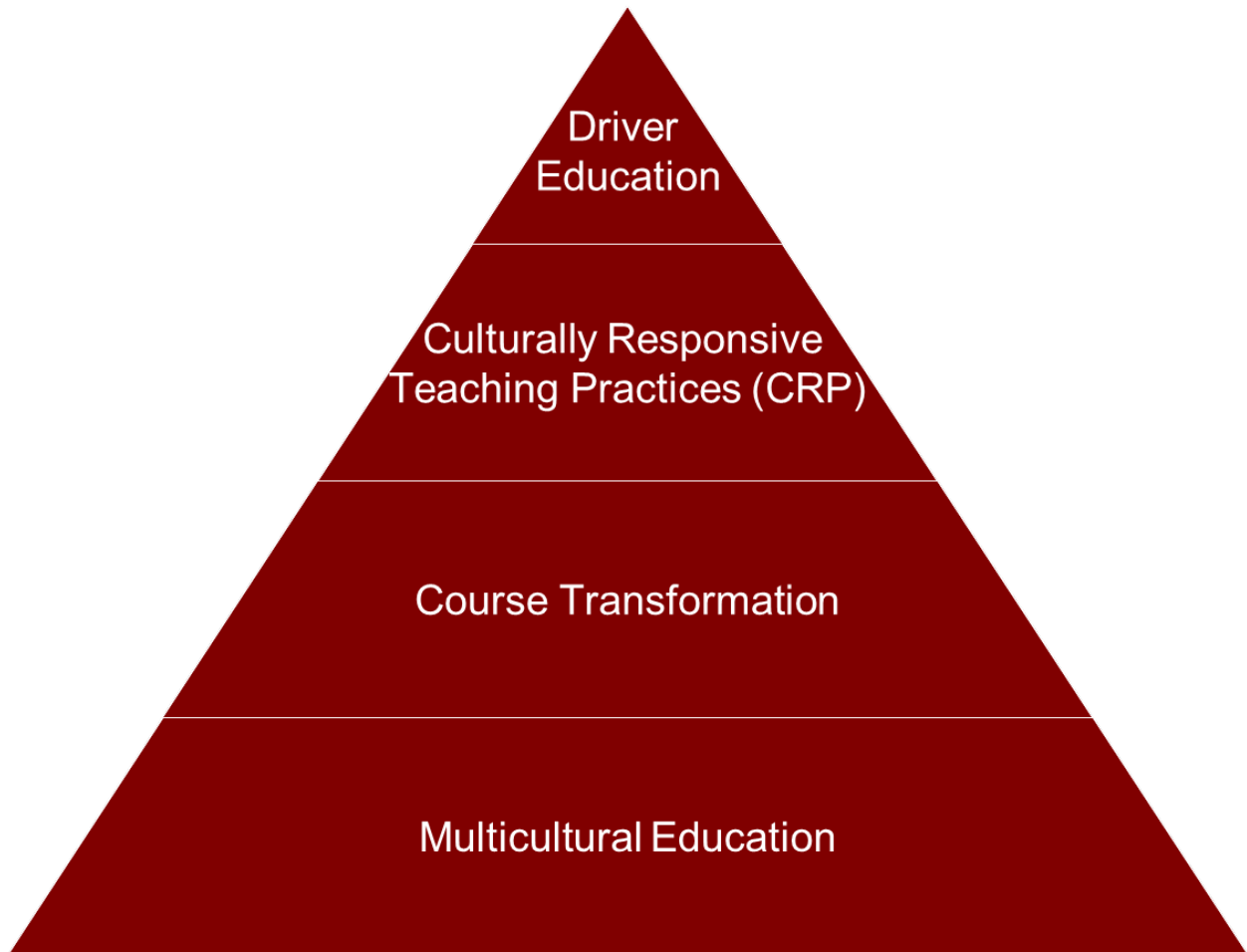
Why address this issue?

- As public schools embrace diversity within curriculum instructional delivery (Larke, 1992; Gay, 2000). Driver education instructors must begin to respond to teaching driver and traffic safety education curriculum to students of color. The high-risk behavior associated with younger drivers (NHTSA & ADTSEA 2006).
- Teen high-risk behaviors: failure to wear safety belts, speeding, driving while impaired (by alcohol or other drugs), failure to recognize hazards, drowsy or distracted driving (Goodwin, Foss, Son, & Mayhew, 2007; ADTSEA, 2005).
- To achieve a reduction in traffic crashes, fatalities and injuries (NHTSA, 2009).
- Have driver education programs that reflect multicultural education principles and are free of bias” (Novice Teen Driver Education and Training Administrative Standards, 2009).
- To provide the best practices whereby all can benefit from “lifesaving” efforts, necessitates a wide scope of traffic safety programs (NHTSA, 2009).
- ... highest level of instruction that can be attained so that as people learn to drive in the United States they will pose the least risk possible to themselves and others and to help them remain crash- and violation-free in their driving careers (Curriculum Content Standards, DSAA, 2010).

Best practices used in this guideline document are those instructional and pedagogical strategies, behaviors and attitudes that enhance and impact student learning. These practices are supported by various educational research studies and have been proven to show a connection between best practice and student achievement or success. Best practices show a link between the practice and student learning. They are applicable to any teaching situation when applied correctly. Best practices involve teacher and student attitudes, behaviors, pedagogical and instructional skills as well as curriculum content.

Finally, this guideline document is inclusive of multicultural education principles. Multicultural Education is a field of study whose major aim is to create equal educational and employment opportunities for people of color and others from diverse racial/ethnic, social class, gender differences and cultural groups and religious groups.

Conceptual/Theoretical Framework



Review of Multicultural Education Principles

Multicultural education principles are critical, intentional, transformational, antiracist education, basic education, important to all students, pervasive, education for social justice, and critical pedagogy (Nieto, 1992).

- Critical – Helps student to look at knowledge/driving from various perspectives.
- Intentional – Realizes that values and cultures are different and should be shared.
- Transformational – Changes the views of the world and society. Finds ways to promote risk reduction efforts. Involves changes in the personal as well as professional.
- Is Antiracist Education -paying attention to all discriminatory practices (curriculum, choices, relationships)
- Is Basic Education - It is the cannon, central to the curriculum
- Is Important for ALL Students - Not just for students of color but for everyone
- Is Pervasive - It permeates the entire curriculum, not a subject, month, or something to be covered
- Is Education for Social Justice - Learning how to think and behave in ways the ensure fairness and that people have the power to make changes
- Is a Process - It is ongoing and dynamic. No one stops becoming
- Is Critical Pedagogy - Includes transformative process to think in multiple ways that leads to action

Culturally responsive teaching components are cultural competence, critical consciousness, and academic/driving success (Gay, 2000; Ladson Billings, 2000).

- Uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits of teaching --- Geographic experiences, cultural ... **Cultural Competence**
- Helps students develop a broader perspective of the sociopolitical consciousness, the tools to critical analyze societal relationships -- How does driving work in the society...
rage... **Critical Consciousness**

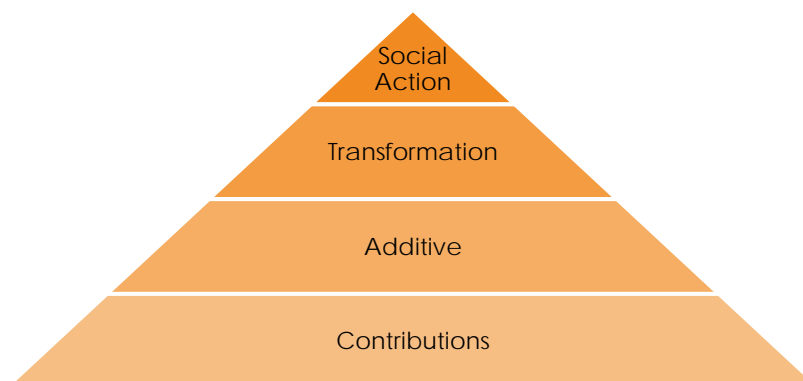
- Improves academic achievement and driving skills of ethnically diverse students by teaching them through their own cultural and experimental filters --- Traffic Safety Behavior.... **Academic/Driving Success**

The diversity principles include: Be Aware, Know Others, High Expectations, Accept & Respect, Value, and Sensitive Actions.

- **Be Aware** - Students are different – No two students are alike. Each one is different with sameness not deficits.
- **Know Others** - Educate yourself- More than food and fashion. Ask questions about life experiences
- **High Expectations** - Expectations with real meanings. All clients can learn. Deliver instruction with a passing assurance.
- **Accept & Respect** - Tolerance is not acceptance- Build respect – find out information about client – use in responding to client
- **Value** - Value all Languages- Learn another language...When the language is valued, the client feels valued.
- **Sensitive Actions** - Demonstrate words and actions. Derogatory words are never acceptable. Use kind words and sensitive actions.

Banks’ levels of diversity awareness include Contributions, Additive, Transformation, and Social Action (Banks, 1999).

- Contributions – Share heroes and sheroes - food, fashion, fun, folklore, list of people, adds a few pictures
- Additive – Use as extra credit, not part of the “cannon.” Discuss concepts within, not alone—race, gender as relate to driving...
- Transformation – Increase the knowledge to change the subject area. Showing how to drive in a diverse areas
- Social Action- Change views of society. Reducing crashes, fatalities... Safe driving habits.



The 6 C's and 3 P's of Culturally Responsive Practices in Driver Education and Traffic Safety

Power - The authority and control to make a change. Make it a part of your vision and goal statement. Who are the power players in your state who can make changes?

Policies – What informal and formal policies are prevalent. What are the rules, guiding principles for involving CRP practices? CRP is policy in the state. It is something that must be done.

Plans – How will you begin? What are some reasonable goals? What is your plan of action? What are your short-term goals, long-term goals?

Commitment – What is the level of commitment? Is it lip service, just talk? What action plans do you have to change your content delivery? Where is the “beef?” Making sure that programs/projects are responsive to class, race and gender, sex and religious inequalities.

Co-Responsibility – This includes instructors, students and parents/ significant others sharing in the knowledge about driver education and traffic safety. All must share the role in making traffic safety a priority.

Communication – What messages do you send to your students about diversity? How do culturally linguistically, ethnically, economically, diverse students know that you want them in your program/school?

Cultural Understanding – What do you know about cultural issues that are accurate and up to date? What have you read lately about diversity issues in driver education. What do you know about rural students and students of color?

Courage – How do you find the strength to make efforts? Realizing that many classrooms support classism, racism and sexism in subtle but powerful ways.

Change – How do you alter, adjust and transform your instruction to accommodate differences (language, disabilities, race, sexual, religious beliefs)?

Multicultural Educational Terms

Hegemony - Maintenance of domination not by force but primarily through consensual means.

Cultural Capital - Knowledge associated with the group that has the most status. Ways of talking, acting, language practices, values

Racism - A system of privilege and penalty based on one's race.

CRUISE Guideline

For the purpose of this project, best practices will be identified as the **CRUISE Guideline for Best Practices** that have been identified using the acronym **CRUISE** to make them applicable to driver education and traffic safety. **CRUISE Guideline for Best Practices** has six components as noted in Figure 1. These components are: **Connect, Relate, Utilize, Instruct, Select** and **Evaluate**, all of which are related to best practices found in the research. Each of the components will include five strategies for driver education and traffic safety instructors. The **CRUISE Best Practices** are:

- 1) **Connect** to student learning;
- 2) **Relate** to all students;
- 3) **Utilize** multicultural principles and align with standards;
- 4) **Instruct** with culturally responsive teaching;
- 5) **Select** appropriate materials and culturally responsive, media and technology for instruction; and
- 6) **Evaluate** critically assessments and instruction.



Figure 1 CRUISE Best Practices



Connect to Student Learning

According to Gay (2009), in order for all knowledge to be effective, it must be connected to students' interests and dreams. Knowledge must also be connected to their communities and work environments where students live, work and play. Gay further states that students must be allowed to help originate design and direct their own curriculum. In fact, students need ownership in their learning. Drive education and traffic safety instruction, when connected to student learning, can provide students with opportunities to obtain skills, attitudes and behaviors to promote safe driving.



This connection to student learning is demonstrated in lesson cycles that provide a framework for teaching. A lesson cycle includes six components. They are: 1) objectives/purpose/learning outcomes; 2) anticipatory set/hook; 3) teaching that includes input, modeling and checking for understanding; 4) guided practice/monitoring; 5) closure; and 6) independent practice.

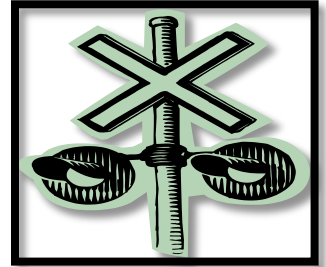
- 1. Objective.** Each lesson begins with an objective or purpose. The lesson is guided by the identified learning outcomes that a student should obtain from the specific lesson. For example, the student should be able to identify two laws about drinking and driving. All objectives should be aligned to national and state standards for driver education and traffic safety.
- 2. Anticipatory Set/Hook.** The anticipatory set or the hook is important as it captures the student interests and connects to the student and the learning environment. This is achieved by finding a familiar concept to make the lesson relative to student learning by showing pictures, asking questions, and relating the concept to students' interests.
- 3. Teaching.** Teaching includes accessing past experiences of students, sharing information, modeling and checking to see if students understand the concepts. Introducing a concept, for example, through exploration explanations, pictures and graphics to help students understand the issues. Using a variety of questions to probe for understanding and applicability.
- 4. Guided Practice.** Guided practice involves giving students an opportunity to demonstrate their understanding of information that can be done verbally, written or electronically with a student response system such as, Socrative found at <http://www.socrative.com/>.
- 5. Closure.** Have students respond to questions such as: What have you learned today? Share two concepts that were new to you today. Share how you are connecting a new concept with something you already knew.
- 6. Independent Practice.** Ensure that the practice is relative to content and that the reading and language level is appropriate for students. Move from sharing the ownership for learning to supporting students in taking ownership of their own learning through independent practice.

Suggested Strategies for Driver Education and Traffic Safety Instructors

1. Share the learning outcomes for driver education and traffic safety engagement with students and make connections to what students should learn. As a result, the initial engagement should involve the development of relationships. Begin by calling students by their correct names (found in the Program for Organized Instruction for Driver Education and Traffic Safety http://www5.esc13.net/drivers/docs/from_static/instructionalobjectives.pdf).
2. Have students rephrase statements and place content in their own words to check for understanding. Listen to students' descriptions as related to their environment and use that to build relationships with students.
3. Provide concrete examples (using pictures, visual, clues) and relate them to students by using vocabulary as it relates to driver education and traffic safety that is integral in their communities such as streets and places (i.e. grocery stores, centers, schools).
4. Share with students how violations of the laws affect their communities and why.
5. Have student complete interest inventories and use the information when explaining driver education and traffic safety concepts.

Relate to Students

Developing relationships with students are critical to teaching. As with the cliché “students do not care how much you know until they know how much you care.” Student-teacher relationships impact significantly student learning. Learning increases when students have a positive relationship with teachers. Positive relationships between teachers and students are essential to learning. Building positive relationships begins at the point of contact when students enter the learning environment. The learning environment can be a classroom or virtual environment. Knowing about the culture, family and language of students served, help teachers build relationships that motivate and inspire students. Building positive relationships enables the instructor to facilitate and manage student conflicts in an affirming and positive manner.



Three key steps in building relationships with students include knowing information about students, respecting student differences and speaking kind words with sensitive actions.

1. **Getting to know students.** Instructors can get to know students, by asking questions about family, community, school experiences, social cultural experiences, work experiences and personal desires. Once students have completed an interest inventory, use the information to relate to students.
2. **Respecting students.** Create a climate of respect for both students and the instructor. Share with students expectations about behavior, dress and language. Many students consider themselves as young adults and want to be treated as such.
3. **Kind words and sensitive actions.** Speaking kind words to students and showing sensitivity in actions will increase strength in relationships. How instructors allow students to demonstrate respect in and out of the classroom is essential in building relationships. Although the course is about driver education and traffic safety, manners and respect are an underlying theme that not only builds relationships but shows students how to respect other drivers on the road.

Suggested Strategies for Driver Education and Traffic Safety Instructors:

1. Calling students by their correct names is most important as the number of diverse students enter driver education classrooms. Instructors must make concerted efforts to correctly pronounce student names. This is significant when students come from various backgrounds and have names that are often challenging for native English speakers to pronounce correctly.
2. Using the stories and experiences of students to build relationship is important. For example, when driving on street X (use a street name of one of the students), there are three traffic signs that include a school sign, a deaf child at play sign and a speed limit sign. Such an example, demonstrates that the instructor is familiar with the student's street and community, and implies that the instructor "cares" about the student.
3. Using pictures of students' neighborhoods while discussing driving concepts can engage students. This not only builds relationships, but helps to build respect for differences among communities. Remember students do not leave their culture, language and home environment at the classroom door.
4. Focusing on the behaviors, attitudes and actions as the instructor in very consistent ways, is important. Students dislike instructors who are inconsistent. For example, one day it seems that the instructor "likes" them and the next day, the instructor demonstrates actions of "dislike" toward them.
5. Developing a variety of experiences to build relationships is advantageous. For example, the male instructor cannot merely engage in "male" talk and ignore "females" with in the classroom.

Utilize Multicultural Principles and Align with Standards



No content/curriculum is taught in a vacuum. All information is guided by philosophy and theory that support principles and standards. Best practices utilize the five foundational principles of multicultural education and are aligned with national and state standards and applied to driver education and traffic safety.

Principle 1. Multicultural education encompasses the theory of cultural pluralism. Cultural pluralism, a term coined by Horace Kallen 1924, provided the impetus for promoting acceptance and respect for human diversity in the educational system (cited in Gollnick & Chinn, 2008). This theory has three basic principles:(a) people do not choose their ancestry; (b) each ethnic group’s culture has something positive to share with the American culture; and (c) the idea of democracy and equality carries an implicit assumption that although there are differences, people should be viewed as equal (Gollnick & Chinn, 2008). The ideologies of multicultural education have been formed from this theory.

Principle 2. Multicultural education encompasses the ideals of social justice and seeks to end the “isms” of racism, classism, sexism and other forms of prejudice and discrimination. Many culturally diverse students and females have been victims of racism, classism, and sexism. While the instructor may have a desire not to see color and to treat all students the same, this rarely happens due to the historical role of racism and discrimination. However, instructors can make concerted efforts to address the issues and not participate in discriminatory acts by denying the impact and role of White privilege. The color blind perspective should not be used in driver education and traffic safety.

Principle 3. Multicultural education recognizes the affirmation and critical role of culture in the teaching and learning process. Gay argues that “culture counts” and “is at the heart of all we do in the name of education, whether that is curriculum, instruction, administration, or performance assessment” (2009, p. 8). She writes that race, culture, ethnicity, individuality, and intellectuality of students are not discrete attributes that can be neatly assigned to separate categories, some to be ignored while others are embraced. When students language and culture are valued; the student is valued and all become a part of the teaching and learning process.

Principle 4. Multicultural education embraces educational equity and excellence that manifest in higher levels of academic learning for all stakeholders. Equity in education means equal opportunities for all students to reach their fullest potential. It must not be confused with equality or sameness of result, or even identical experiences. Student potential may be diverse, and at times equity requires different treatment according to relevant differences, such as instruction in a language the student understands. Achieving educational excellence requires an impartial decision on the part of instructors in which all students are perceived to be capable of learning at high levels and are provided opportunities to achieve

Principle 5. All driver education and traffic safety programs must be aligned to national and state standards. The National Highway Traffic Safety Administration's (NHTSA) *2020 Report: People Saving People on the Road to a Healthier Future*, provides national guidelines encouraging states to support and employ useful educational programs in an effort to end avoidable tragedy and reduce economic costs associated with vehicle crashes. This report states that there should be an overview of the practices that are necessary to make the instruction culturally responsive.

Suggested Strategies for Driver Education and Traffic Safety Instructors:

1. When instructors have a limited knowledge base about multicultural education, they must be willing to participate in the professional development to learn the pedagogy to enhance diversity in their driver education and traffic safety teaching.
2. Instructors believe that each student has something valuable to add to the class and responds appropriately to eradicate any acts of prejudice and discrimination in the teaching and learning process, especially in driver education and traffic safety classrooms, simulations or actual driving experiences.
3. Instructors recognize that equal and equity are not the same. They use a variety of instructional approaches to promote high expectations.
4. Instructors examine their programs to see if their objectives are aligned with state and national standards.
5. Instructors use a variety of instructional skills to deliver driver education concepts. These include accepting and respecting student diversity as an integral part of teaching. Within each lesson teachers are cognizant of formal and informal curriculum to affirm students while teaching driver education and traffic safety concepts.

Instruct with Culturally Responsive Teaching

How one instructs in the classroom is most important to the teaching and learning process when working with culturally and linguistically diverse students.

Culturally responsive teaching (CRT) is a pedagogy that recognizes the importance of including students' cultural references in all aspects of teaching and learning. In driver education and traffic safety, CRT can assist all students to learn content in a more culturally responsive manner. Since culture is central to learning, CRT can assist both the instructor and the students in communicating and receiving information more effectively.



This is accomplished by examining how driver education and traffic safety instructors present information and assessing how students understand the given information. There are three components that instructors should use to instruct with culturally responsive teaching (Noel, 2000). The components include: (a) using multiple ways to engage students in classroom discourse; (b) incorporating time awareness in the instructional process; and (c) using multicultural climates to foster student learning.

1. **Multiple ways to engage students in classroom discourse.** A variety of questioning skills and discussion techniques will increase student engagement in class discussion. Students are encouraged to share personal stories to connect to learning. Teacher talk does not dominate the instruction.
2. **Time awareness for the instructional process.** Providing the appropriate wait time allows students to engage in the instruction. Time is used effectively in class, which includes teacher and student talk time, student class work time, teacher instructional time and student stage setting time.
3. **Multicultural climates to foster student learning.** Many modes of instruction are inclusive in the classroom. The instruction modes are small group, large group, cooperative grouping and jig saw. Classrooms include learning centers, students desks are organize for different modes of instruction and when possible student desks are ergonomic.

Suggested Strategies for Driver Education and Traffic Safety Instructors:

1. "Teacher talk" does not dominate the instruction because instructors use student talk that includes their personal stories to engage students in learning driver education and traffic safety concepts.
2. Instructors know that students do not leave their culture at the classroom door. Instead they invest in learning about students' cultures and use that knowledge in class discussions while teaching traffic safety and driver education concepts.
3. Instructors are aware of stage setting activities that provide preparation time for class work and assignments. Stage setting activities include preparing writing tools, books and papers, or hand and eye gestures that help to stimulate the thinking process.

4. Instructors embrace the cultural identity and experiences of students by using conduits of their experiences in the teaching and learning process, especially while discussing issues of driver education and traffic safety.
5. Multiple modes of instruction are dominant in the classroom as instructors use the most appropriate instructional delivery based on student interests and needs.

Select Appropriate Curriculum Materials, Media and Technology for Instruction

Curriculum is defined as any document or plan that exists in a school or school system that defines the work of teachers, at least to the extent of identifying the content to be taught students and the methods to be used in the process. In driver education and traffic safety, it is a document or plan that defines the work of driver education teachers.

Curriculum also includes the experiences that students have in an education program. It includes materials, media and technology used for instruction. When selecting curriculum materials, media and technology for instruction, careful attention must be given to ways to analyze those curriculum materials for inclusion of multicultural education principles. These ways are invisibility, stereotyping, selectivity and imbalance, fragmentation and isolation, as well as improper linguistic, loaded words, activity bias, tokenism, and the role of women.



- 1. Invisibility.** Invisibility occurs in the written curriculum when the subject matter disproportionately represents “certain” people in the curriculum, especially when some students are not represented at all in the written curriculum. If students do not see themselves within the curriculum, the students often feel less valued. They feel that the curriculum does not apply to them.

Example: When talking about driving trucks and only males are mentioned, female students may not relate to the information. In addition, if the examples in the curriculum were from only European Americans’ cultures, students from other cultures may not relate to the information.

- 2. Stereotyping.** Stereotyping occurs in the written curriculum when the subject matter makes disparaging or discriminating statements about a certain race, sex, or group. Descriptive words that describe people, especially people who have “differently-abled conditions” must be reviewed for stereotyping undertones.

Examples: If words are found that have stereotyping undertones, the words must be removed or replaced with acceptable language.

- 3. Selectivity and Imbalance.** Selectivity and imbalance occur in the written curriculum when subject matter and circumstances are only viewed from one culture’s viewpoint. The authors determine what is important. Often history, origins, heritage and contributions are written from the Eurocentric perspective.

Example: If only a description of luxury vehicles is used in the curriculum, it implies that other vehicles are not appropriate or important.

- 4. Unreality.** Unreality occurs in the written curriculum when the subject matter represents an unrealistic depiction of a theme or when touchy topics are brushed over.

Example: If only a description of suburbs is used to illustrate the driving environment in the curriculum, students who live in rural or the inner city environments, may not relate to the information.

- 5. Fragmentation and Isolation.** Fragmentation and isolation occurs in the written curriculum when the subject matter segregates information from certain diverse or religious groups from the other material.

Example: Only a description of one culture or one religious group is used to illustrate individuals in the curriculum, then students from other cultures or religious groups may not relate to the information. This may imply or impose feelings of superiority and inferiority on particular students.

- 6. Improper Linguistic.** Improper linguistic engagement occurs in the written curriculum when the subject matter contains sexist or bias words. Remove any language in the curriculum that demeans, humiliates, or degrades any individuals no matter the ethnicity, gender, physical ability, beliefs, sexual orientation, social status, etc.

Example: The words describe only cars driven by blond females in sexually provocative a manner that implies both sexist and racist tenants.

- 7. Loaded Words.** Loaded words occur in the written curriculum when the subject matter contains words that have repugnant implications. Any racist or sexist connotations should be removed.

Example: The word policeman should be changed to police officer, mailman to mail carrier, etc.

- 8. Activity Bias.** Activity bias occurs in the curriculum when the subject matter represents only one culture in positions of power and the relationships among cultures is not represented equitably.

Example: The images or pictures portray only one culture as the authority figures or only females as authority figures.

- 9. Tokenism.** Tokenism occurs when visual images that attempt to show diverse populations are not accurate.

Example: The photographs or pictures must accurately portray the culture and not just be a retouched picture of “Europeans” with added color or tint.

- 10. Role of Women.** The inaccurate portrayal of the role of women occurs when visual images place women in menial or unskilled roles.

Example: Illustrate women in roles of law enforcement, maintenance workers, or truck drivers.

Suggested Strategies for Driver Education and Traffic Safety Instructors:

1. Do not regulate curriculum to only driver education documents, rather know that is encompasses all learning experiences.
2. If unfamiliar with technology, then learn how to teach the “net” generation (students who were born after the World Wide Web).
3. Examine driver education and traffic safety content for any of the areas that define the work of instructors and make appropriate modifications.
4. Review your curriculum materials using the “Checklist for Appropriate Curriculum Materials” and make appropriate changes.

CHECKLIST FOR APPROPRIATE CURRICULUM MATERIALS

Principles	Curriculum Transformation (Examples)	Needs Revision Yes/No
Invisibility	<p>To remove invisibility whereby all students may see herself/himself in the curriculum, include:</p> <p>All types of vehicles (cars, trucks, pickup trucks, motorcycles, bicycles, etc.)</p> <p>Both female and male drivers included in curriculum</p> <p>Many student cultures</p> <p>Many types of neighborhoods</p> <p>Different traffic environments</p>	
Stereotyping	To remove stereotyping from the curriculum, remove any words that indicate stereotyping to one specific gender, race, religion or country.	
Selectivity and Imbalance	To remove selectivity and imbalance from the curriculum describe all types of vehicles, neighborhoods, and traffic environments so that one does not have more importance than another.	
Fragmentation and Isolation	<p>To remove fragmentation and isolation from the curriculum, include many cultures and religious groups.</p> <p>Remove any description or illustrations that may imply superiority or inferiority to one specific group</p>	
Improper Linguistic	To use proper linguistic describe people, places and things with the proper terms and not slang. Also, remove all sexist and racist tenants.	
Loaded Words	To remove loaded words from the curriculum, utilize words such as law enforcement, police officer, mail carrier, etc.	
Activity Bias	To remove activity bias from the curriculum, use images or illustrations that does not indicate that only one culture is the authority figures or only females as authority figures over males or vice versa.	
Tokenism	To remove tokenism from the curriculum, use images and descriptions that accurately portray the culture and not just be a retouched picture of “Europeans” with added color or tint.	
Role of Women	To ensure the role of women is illustrate in the curriculum, illustrate women in roles of law enforcement, maintenance workers, or truck drivers, etc.	

Evaluate Assessments and Instruction

According to research, evaluation is the process of determining the value or worth of a program. For programs to be effective, they must have ongoing evaluations that assess learning outcomes. Learning outcomes are impacted by the instructional delivery system, curriculum content and student assessment. The quality of evaluation is determined often by data points gathered within the program. Information is obtained from surveys, interviews, inventories and questionnaires. Evaluation includes a systematic investigation, using observation and interpretation of information. Evaluations can be in written or oral forms and in demonstration form depending on the objective of the given task.



Effective evaluation in driver education and traffic safety programs should include all three forms of culturally responsive evaluation: formative evaluation, summative evaluation and program evaluation.

1. **Formative Evaluation.** This evaluation monitors student learning. It includes using methods to check for understanding such as questioning about traffic safety concepts or, observing traffic safety behaviors.
2. **Summative Evaluation.** This evaluation focuses on an assessment of student learning. These includes such as quizzes, end of module tests, simulation assessments or driving tests.
3. **Program Evaluation.** This evaluation focuses on the quality of the program. It responds to the question: Does it work? Were the objectives and learning outcomes met for both the student and instructor? Program evaluation involves gathering information from surveys, interviews, inventories, questionnaires and observations to assess the quality of the program.

Suggested Strategies for Driver Education and Traffic Safety Instructors:

1. Conduct formative, summative and program evaluations often.
2. Constantly evaluate concepts during the lesson by asking probing questions of students.
3. After each assessment, evaluate your instructional delivery and student responses.
4. When possible, create student assessments before the lesson is taught.
5. Use technology (cell phones, tablets, lap tops, the internet) to check for student understanding.

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