



**Driver Education Teacher Training Workshop Agenda
August 24-28, 2019
Western Oregon University, Monmouth, Oregon
Hosted by ANSTSE and ADTSEA**

Day 1: Saturday, August 24, 2019 (8:30 am – 5:00 pm)

1. Welcome and introductions
 - Information Prior: expectations & background
 - Fun fact that no one else in the room knows about you
 - Parking Lot
 - Name Cards – Name, State, Organization
2. Purpose, Objective, Expectations and Ground Rules of the Workshop
3. Overview of ANSTSE and NHTSA's Support
4. Overview of the ANSTSE Instructor Training Project and Pilot Tests
5. Overview of ANSTSE Resources for Instructor Qualifications and Instructor Training
 - Instructor Qualification Standards (NTDETAS Section 3): What it means to be a driver education teacher / instructor
 - Process for Training: 5 Stages for Instructor Training (NTDETAS Attachment C)
 - I. Pre-Screening and Entry Assessments (Stage I)
 - II. Foundations of Novice Driver Education (Stage II)
 - III. The Teaching Task / Teaching and Learning Theories (Stage III)
 - IV. Student Teaching Practicum or Mentorship (Stage IV)
 - V. Exit Assessments (Stage V)
 - Review recommended instructional hours for each Stage
 - Review Qualification Levels
 - Review Thumb drive contents
 - Review Definitions
6. High level overview of Teacher Training Curriculum (NTDETAS Attachment D)
 - Forward and Introduction
7. How the NTDETAS Section 3, Attachment C and Attachment D (Model Training Materials) interrelate and support each other for Instructor Training
 - Flow chart slide
8. Stage II Foundations of Novice Driver Education – Driver Education Curricula
 - Approaches for covering and modeling multiple approved curricula
 - How to apply approach to the audience
 - Modeling select portions – AAA (Rich H.) = Searching/Ahead; ADTSEA (Robin B.) = Speed Management/Adjusting Speed; Oregon (Sharon) = Space Management/Following Distances (15-20 min. per)
 - Content for candidates to learn
 - Examples of how teens are taught
 - Discussion on Modeling (how, what & why)
9. Wrap-up of Day's Activities

Day 2: Sunday, August 25, 2019 (8:30 am – 5:00 pm)

1. Overview of ANSTSE Model Training Curriculum for the Teaching Task Instructor Preparation Program – **Part I Fundamental Concepts of Teaching and Learning**
 - Overview of content, methodology and activities for Part I Modules 1-9 (use of slides)
 - Module 1: Fundamental Concepts of Teaching and Learning Course Introduction and Overview – brief overview, course purpose and course objectives
 - Module 2: Fundamental Concepts of Learning – Structure; model teach Section 3, activity 5 (Domains of Learning)
 - Module 3: Fundamental Concepts of Teaching – Structure; model teach Section 2, Activity 3 (The Best Teacher You Ever Had)
 - Module 4: How to Use Lesson Plans and Curricula – Structure; model teach Section 1-Benefits
 - Module 5: Questioning Techniques – Structure; model teach Section 6 Deflecting and Deferring
 - Module 6: Professional Responsibility and Accountability – Overview, purpose and use
 - Module 7: Sexual Harassment and Liability Protection – Overview, purpose and use
 - Module 8: Fundamental Concepts of Teaching and Learning Wrap Up
 - Module 9: Fundamental Concepts of Teaching and Learning Knowledge Test
 - Supplemental materials
 - How Part I fits into the overall training system for Stage III the Teaching Task
 - Alternative approaches for Part I (e.g., non-traditional learning platforms)
2. Overview of ANSTSE Model Training Curriculum for the Teaching Task Instructor Preparation Program – **Part II Teaching and Learning Theories for Classroom Course**
 - Overview of content, methodology and activities for Part II Modules 1-7 and supporting materials
 - Orientation: Classroom Teaching and Learning Theory Course Introduction and Overview – brief overview, course purpose and course objectives
 - Module 1: Preparing to Teach and Overview of Teaching Assignments – Structure and elaborate on 1.5
 - Module 2: Classroom Management –structure; model teach Section 2 (Maintaining Leadership in the Classroom)
 - Module 3: Student Assessment and Evaluation – structure
 - Module 4: Coordination Between Classroom and BTW Instruction – Structure; model teach Section 1 (Coordinating and Communicating with the BTW Instructor)
 - Module 5: Peer Teaching Presentations – Structure and discussion
 - Process for Peer Teaching Presentation
 - Benefits of Peer Teaching Presentation
 - The role and importance of the Peer Teaching Presentations
 - Module 6: Classroom Teaching and Learning Theories Course Wrap-Up – Structure

- Module 7: Classroom Teaching and Learning Theories Course Knowledge Test – Structure
- Supplemental Materials – Structure
- How Part II fits into the overall training system for Stage III the Teaching Task
- Alternative approaches for Part II (e.g., non-traditional learning platforms)
- Wrap-up of Day's Activities

Day 3: Monday, August 26, 2019 (8:30 am – 5:00 pm)

1. **Continued:** Overview of ANSTSE Model Training Curriculum for the Teaching Task Instructor Preparation Program – **Part II Teaching and Learning Theories for Classroom Course**
2. **Begin:** Overview of ANSTSE Model Training Curriculum for the Teaching Task Instructor Preparation Program – **Part III Teaching and Learning Theories for Behind-the-Wheel Course**
 - **Car Assignments:**
 - **Group 1** – Robin Bordner, Scott Nicoll, Sheri Sagayaga
 - **Group 2** – Jo Ellen Suter, Tan-tra Nelson
 - **Group 3** – Waynette Mitchell, Stacey Thompson, John Svensson
 - **Group 4** – Dee (Dolores) Scharf, Tom Bryant, Bob Gillmer
 - **Group 5** – Reggie Flythe, Lewis Dennie
 - One car set up with cameras
 - Overview of content, methodology and activities for Part III Modules 1-11 and supporting materials
 - Orientation – brief overview, course purpose and course objectives
 - Module 1: Lesson Plans for In-Vehicle Instruction – Structure; model teach Section 3, On-Street Route Development; in car demo and practice
 - Module 2: Managing Mobile Classroom – Structure; model teach Section 2, Giving Directions; in car Giving Directions
 - Module 3: In-Vehicle Teaching Techniques (Coaching and Correcting) – Structure; model teach section 2, Commentary Teaching / Student Driver and Observer Commentary; in car Commentary Teaching / Student Driver and Observer Commentary
 - Module 4: Driver Evaluation –Structure and supplemental material
 - Module 5: Command and Control of Mobile Classroom – Structure; model teach Section 1 & 2, Managing and Taking Control of the Vehicle & Utilizing the Dual Brake In-Vehicle; All – in car Utilizing the Dual Brake In-Vehicle and Using Steering Assist
 - Module 6: Putting it All Together and Practice Teaching – Structure and review/discuss Section 5 activity 2
 - Module 7: Peer Teaching Driving Route Demonstrations – Structure; Peer teaching benefits
 - Process for Peer Teaching Presentation
 - Benefits of Peer Teaching Presentation
 - The role and importance of the Peer Teaching Presentations
 - Module 8: Coordination Between BTW and Classroom – Structure

- Module 9: On-Board Technologies – purpose, objectives and homework
- Module 10: BTW Teaching and Learning Theories Course Wrap Up
- Module 11: BTW Teaching and Learning Theories Course Knowledge Test
- Supplemental material
- Wrap-up of Day's Activities

Day 4: Tuesday, August 27, 2019 (8:30 am – 5:00 pm)

1. **Continued:** Overview of ANSTSE Model Training Curriculum for the Teaching
 - Task Instructor Preparation Program – **Part III Teaching and Learning Theories for Behind-the-Wheel Course**
 - Continuation of Part III Modules
 - 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 (e.g., non-traditional learning platforms)
2. Review of Stage III – The Teaching Task / Teaching and Learning Theories (Formalized Foundations Class)
 - How each Parts I-III relate to each other
 - How Stage III fits into the 5 Stages for Instructor Training
 - How to tailor the ANSTSE materials to fit a programs needs
 - Q&A
3. Preparation for discussion items on Day 5
4. Wrap-up of Day's Activities

Day 5: Wednesday, August 28, 2019 (8:30 am – 3:00 pm)

1. Examples of State teacher training programs
 - a. Path(s) for instructor training
 - b. Access and availability to instructor training
 - c. Possible providers for instructor training
2. Facilitated Discussion
 - a. Evaluating and maintaining the state's teacher training program and teacher core
 - b. Developing a strategy/vision for the state's teacher training program and stakeholders
 - c. Qualifications - for current instructors (now and in the future)
 - d. Continued education for current instructors (now and in the future)
 - e. Discussion on selecting master trainers and qualifications needed
 - f. Open Discussion on Teacher Training
3. Review of expectations
4. Review of Parking Lot items
5. Taking the message back to your state or association and resources to assist you for informing others
6. Next Steps, Wrap-up and Adjournment

Glossary of Definitions – Categorized

Driver Education Instruction

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.

In-vehicle instruction – consists of behind-the-wheel training and observation training time.

Computer-based independent student learning – independent student study utilizing software which directly meets and helps achieve the goals and objectives of the driver education program.

Laboratory – the portion of the driver education program, under the direct guidance of an instructor that enables students to learn through practice driving experiences, either real or simulated through the use of a multiple-vehicle (preferably) driving range or driving simulator system.

Theory – while "theory" specifically refers to the general principles of the body of knowledge related to driving, including the ideal set of facts, principles and circumstances for driving, it is sometimes used as a substitute for "classroom" when referring to driver education - as in "...the classroom or theory portion of driver education."

Coordination Between Classroom and Behind-the-Wheel

Concurrent vs. Distributive vs. Integrated Learning

Concurrent – the practice of employing behind-the-wheel, classroom, and observation teaching methods where there is no significant break of instruction between the classroom, behind-the-wheel and observation phases to ensure the maximum transfer of skills.

Distributive learning – where the acquisition of 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.

Communicating – to convey information about the classroom course to the behind-the-wheel instructor and vice versa.

Coordination – The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.

Relating – to establish or demonstrate a connection between the classroom course and the behind-the-wheel course.

Transitioning – Changing from classroom instruction to behind-the-wheel instruction.

Practice Teaching Methods – Practicum vs. Mentorship vs. Peer Teaching

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. They are designed to provide students with practical work experience.

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. The more skilled person serves as a role model, teaches, sponsors, encourages, counsels and befriends the less skilled person for the purpose of promoting the latter's professional development.

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.

Types of Training - Orientation vs. Instructor Candidate vs. Professional Development Training

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.

Continuing education – education provided for adults after they have left the formal education system, consisting typically of short or part-time courses. An instructional program that brings participants up-to-date in a particular area of knowledge or skills.

Online/Non-traditional Driver Education

Asynchronous vs. Synchronous

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.

Alternative delivery – delivery of the theory portion of driver education using channels other than the traditional classroom, such as Internet-based, correspondence-based, and parent- taught.

Blended course – a course that combines two modes of instruction for classroom learning, such as online (virtual) and face-to-face.

Facilitate – an instructor, either through instructor-led or instructor-monitored/supported courses, works with online learners to monitor progress, attendance and, at a minimum, uses asynchronous interaction (e.g., chats, blogs, emails, forums, message boards, podcasts, etc.) to provide training and assist in learner motivation.

Hybrid course – refer to “Blended course.”

Instructor-led – instructors lead the majority of the hybrid/blended or fully online course (i.e., virtual classroom) and actively monitor, participate, and conduct face-to-face or synchronous instruction with learners.

Instructor-monitored/supported – instructors monitor the online course, each learner’s progress, review and assess learner submissions, and instructors are available to answer questions or concerns through asynchronous or synchronous methods throughout the course.

Online – a driver education program in which the classroom/theory portion is delivered via the Internet.

Online-based learning system – a driver education program in which the classroom/theory portion is delivered via the Internet.

Online instructor – the person who holds the appropriate instructor certification and is responsible for instruction in an online course.

Virtual – with respect to online education, being on or simulated on a computer, electronic device or computer network; occurring or existing primarily online.

In-Vehicle Teaching Techniques

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.

Coaching – 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.

Coaching by correction – Correcting student's mistakes with constructive criticism.

Positive reinforcement – Telling the student that they have done a good job to reward student for positive behavior.

Situational awareness – Environmental and sociological situations the instructor must be alert to and the student driver will need to respond to for safe control of the vehicle. (e.g. vehicle movement, weather conditions, roadway changes, emergency vehicles, pedestrian activities, in-vehicle student interactions, other roadway users or situations that might arise)

Delivery of Classroom Driver Education

Active learning – as opposed to passive learning, learners are engaged in the materials they study through reading, writing, talking, listening, and reflecting.

Culturally competent – teaching in a cross-cultural or multicultural setting. Enable each student to relate course content to his or her cultural context.

Curriculum – the overall written program of instruction, including classroom, behind-the-wheel, and observation instruction. Generally required to be approved by the State in which the program is delivered.

Higher-order/critical thinking skills – more strategic issues such as route finding, self-assessment of driving skills, including these will improve the effectiveness of driver training.

Phased education – the incremental introduction of concepts, skills, and techniques based on the acquisition of foundational knowledge.

Instructor Training

Certification – to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.

Instructor candidate – the person who is receiving training through teacher training courses to become an instructor/teacher.

Instructor/teacher – the person who delivers the curriculum; includes certified classroom and behind-the-wheel instructors.

Recertification – to renew the certification of, especially certification given by a licensing board.

Teaching and learning theories – conceptual frameworks in which knowledge is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.