


Welcome to the Driver Education Teacher Training Workshop!

August 24–28th, 2019





Introductions

- ▶ Name
- ▶ Where you are from (state and organization)
- ▶ Fun fact that no one else in the room knows about you



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Ground Rules

- ▶ Be on time
- ▶ Be prepared each day
 - Review the materials
 - Bring instructors guide, standards and stages document
- ▶ Creature Comforts
 - Restrooms
 - Smoking
 - Refreshments
 - Lunch/breaks
 - Emergency exits and procedures
 - Cell phone usage
- ▶ Clean up after yourself




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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 barriers


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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.
- ▶ States no longer have universities conducting teacher training.
- ▶ Many States have a teacher/instructor shortage.
- ▶ States need to define a new system.
- ▶ This workshop will assist states in identifying different approaches to teacher/instructor training.

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Objectives of Workshop

This workshop will:

- ▶ Familiarize you with the National Standards, teacher training materials and resources.
- ▶ Provide you with the knowledge and strategies to develop or enhance your teacher training system.
- ▶ Review various challenges and strategies to assist States in their overall instructor training efforts.
- ▶ **NOT** train you to train other teachers.

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Expectations Check

- ▶ **What are your expectations of the workshop?**
 - To brainstorm and research different ways/methods to train a new instructor. What works for different states and what does not.
 - Better understanding of the most important criteria to include in a new plan to create a universal curriculum and improve the training of instructors.
 - I hope to be able to help others see how the teacher training program can be used in any state and show the quality built into it.
 - To provide an instructor training program, without cost of university and time that universities require.

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Expectations Check, cont.

- Become more knowledgeable to overhaul instructor training program
- To provide a better understanding of the process of being a train the trainer and the objectives of future growth in this program.
- To learn as much as possible regarding classroom and behind the wheel teaching best practices to assist us in developing a statewide strategy on how we can best provide teacher training.
- To best understand the structure you offer and how I could implement it in my State.

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Expectations Check

- ▶ **What would you like to learn more about?**
 - How national instructor training can work for states that have private providers and instructors.
 - The most important safety techniques for BTW instructors.
 - What can be done to protect students from sexual harassment and what can be done to protect instructors from false sexual harassment claims?
 - How can the Program be more effective ensuring that educating students is the primary goal instead of profit?

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Expectations Check, cont.

- Assistance in implementing a consistent, mandatory, teacher training program statewide. Having access to college and University credit for the 3-course program is a need in some areas of the country.
- How we can convince the state to authorize attentive certification.
- What is the strategic plan in 5 years to developing a stronger program to help teachers grow?
- I am open to the expertise and professionalism of the ANSTSE team in helping us to develop a strategy to meet our needs.
- Best practices in driver education teacher training, and driver education teacher evaluation.

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Expectations Check

- ▶ **How can this assist your state / organization?**
 - Help give us ideas that we can either immediately implement, or slowly implement to make our instructor training better so they are providing quality training to novice drivers.
 - Provide information needed to help develop a long-term plan to improve driver education in the State.
 - Help to see how the program can be used by all providers in the state.

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Expectations Check, cont.

- Hope ADTSEA can assist in training the current teacher training instructors.
- I think it comes at a critical time as we are working toward implementing a new teacher training program which includes the student teaching practicum and mentors.
- Hope to take back a system that we could implement, and/or knowledge that I can use to improve what already exists.

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Association of National Stakeholders in Traffic Safety Education (ANSTSE)

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



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ANSTSE Members



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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



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NHTSA's Support for Driver Education

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

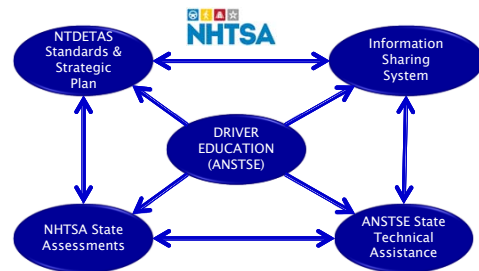


Visit www.anstse.info and www.nhtsa.gov

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NHTSA's Support for Driver Education



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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...

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Current ANSTSE Projects

- ▶ Develop Resources to Assist States in the Implementation of the NTDETAS
- ▶ Develop Core Elements for a Driver Education Parent/Guardian Session
- ▶ Develop Training Materials for Driver Educators on Advanced Driver Assistance Systems (ADAS)

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Develop Resources to Assist States in the Implementation of the NTDETAS

- ▶ The goals of this project are to:
 - Develop an Implementation Guide to provide strategies to meet the NTDETAS and state practices.
 - Develop comparative data fact sheets.
 - Enhance resource library on the ANSTSE website to be searchable.
 - Provide status of recommendations since NHTSA Assessment or ANSTSE Technical Assistance

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Develop Core Elements for a Driver Education Parent/Guardian Session

- ▶ Core elements will:
 - Help to prepare parents for their critical role in their teen's learning-to-drive process.
 - Ease States' path toward the implementation of such sessions.
 - Assist in providing the elements that should be in a parent/guardian session.
 - Provide state examples regarding parent sessions.
 - Advocate the value of the parent/guardian involvement section in the NTDETAS.

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Develop Training Materials for Driver Educators on Advanced Driver Assistance Systems (ADAS)

- ▶ The project will:
 - Prepare driver educators to teach new drivers about current and near-future vehicle technologies through instructor training and continuing development.
 - Develop lesson plans to train driver educators.
 - Develop visuals (slides, graphics, videos).
 - Identify resources for continued professional development on vehicle technologies.

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Instructor Training Project–2017

- ▶ System to train instructors nationwide.
- ▶ Model instructor training materials for the Teaching Task.
- ▶ Recommendations for the certification of instructors.
- ▶ Developed as an alternative to university based programs.
- ▶ Will assist all State DE programs to offer quality instructor training.

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Instructor Training Project

- ▶ Developed by ANSTSE and an expert working group.
 - Allen Robinson, PA
 - Robin Bordner, MI
 - Rich Hanson, OR
 - Dale Ritzel, IL
 - Frank Gruber, IL
 - Sharon Fife, OH
 - Denis MacNeil, Canada
 - John Svensson, Canada
 - Brett Robinson, HSS & ANSTSE Secretariat

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Benefits of the Model Training Curriculum

- ▶ Will assist all state programs to offer quality driver education instructor training.
- ▶ Providing commercial, public and private schools with a powerful new resource for training driver education instructors.



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Pilot Tests

- ▶ The curriculum and stages were pilot tested in three states.
 - North Carolina
 - Michigan
 - Oregon
- ▶ To demonstrate the materials would efficiently train new driver education instructors.
- ▶ Instructors felt the students had significant improvements in their ability to teach classroom and BTW.

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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)

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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

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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

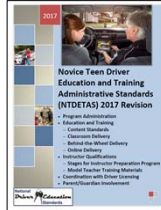
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Novice Teen Driver Education and Training Administrative Standards

A few highlights of the revisions include:

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



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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?

- ▶ One who can cause information to be shared (a facilitator).
- ▶ Manages, coordinates, and facilitates the teaching and learning process.
- ▶ Teaches the tasks.
- ▶ Evaluates learners when they perform the task.
- ▶ Coaches learners when they practice doing the task and provides feedback.
- ▶ Ensures the students meet the course objectives.

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What is a Driver Education Teacher/Instructor?

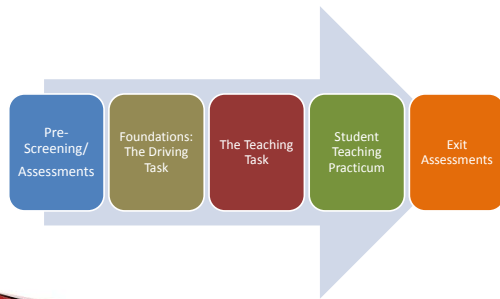
- ▶ Not as simple as most think.
- ▶ New teachers need ample training, practice, feedback and evaluation.
- ▶ Learning how to conduct both classroom and BTW training are complex tasks.
- ▶ Ample time must be devoted to the process of training new teachers/instructors.



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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
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

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Thumb 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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Thumb 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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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



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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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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

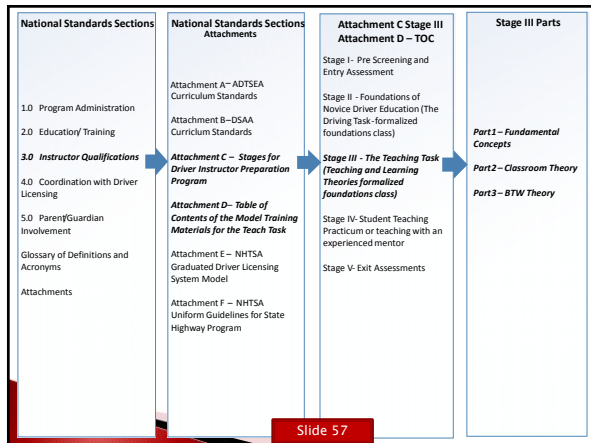
- ▶ How the ANSTSE resources interrelate and support each other.
 - NTDETAS Section 3 – Instructor Qualifications
 - Attachment C – Stages for Driver Education Instructor Preparation Program
 - Attachment D – Table of Contents of the Model Training Materials for the Teaching Task
 - ANSTSE Teacher Training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

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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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SV / R

Stage II Foundations of Novice Driver Education


- ▶ Approaches for covering and modeling multiple approved curricula
- ▶ Examples of how to cover content (foundations) of driver education from multiple curricula
- ▶ Modeling Select portions
 - AAA-Searching/Ahead (Rich H.)
 - ADTSEA-Speed Management/Adjusting Speed (Robin B.)
 - Oregon Playbook®-Space Management/Following Distances (Sharon R.)
- ▶ Discussion on Modeling

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B/T

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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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

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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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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


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B/R

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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B/T

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


Welcome back!

Driver Education Teacher Training Workshop

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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
- ▶ 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, LaCheryl Jones

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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)
- ▶ Module 4: Driver Evaluation
- ▶ Module 5: Command and Control of Mobile Classroom

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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

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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

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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 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

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^{B/T}

Day 4 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 5

Welcome back!


Driver Education Teacher Training Workshop

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Examples of State Teacher Training Programs – Hawaii

- ▶ Prerequisites: driver's license for 5 years, criminal history record check, high school degree
- ▶ No entry assessments, but recently holding trainers responsible to meet the NTDETAS
- ▶ 105 hours (but have seen trainers do less time)
- ▶ Problem with recruiting and retaining instructors (cost and politics)
- ▶ Certified individuals who were grandfathered in are training instructors
- ▶ Difficulty training instructors because of few facilities due to time and distance
- ▶ Instructors have individuals teach curriculum to the class with minimal guidance

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Examples of State Teacher Training Programs – Hawaii

- ▶ No practicum or mentorship
- ▶ Instructors take the same exam given to students and are provided the answers, no emphasis on highway safety or accountability, memorizing vs. teaching is 2 different entities
- ▶ Need accountability and evidence-based training, better guidelines, need recertification every 3 years
- ▶ Administrative rules enables the State to set additional guidelines to enhance the foundation of the Train the Trainer program in accordance with highway safety

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Examples of State Teacher Training Programs – Maryland

- ▶ First approved as an Apprentice Instructor, which requires entry-level exam on MD law, classroom instruction and BTW instruction, compliance inspectors observe and score their abilities
- ▶ Require both basic and advanced level training
 - Basic – provided by employing driving school, requires covering MD GDL and MD curriculum
 - Administration provides evaluation of basic instructor testing proficiency
 - Advanced – provided by driving school but not necessarily the employing driving school
 - Administration provides evaluation of advanced instructor testing proficiency
- ▶ After successful completion obtain their Certified Driver Ed Instructor Badge

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Examples of State Teacher Training Programs – Maryland

- ▶ 80 hours required
- ▶ Problem with recruiting and retaining instructors – training is long and unpaid
- ▶ Lack of candidates pursuing instructor certification
- ▶ Need streamlined process, need help with redesign of instructor training program
- ▶ Currently competing driving schools complete the training
- ▶ Some schools complete practice teaching assignments
- ▶ Required to mentor under supervision of an instructor who's certified for at least 2 years
- ▶ Must pass Advanced Level Testing exit exam

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Examples of State Teacher Training Programs – Michigan

- ▶ Prerequisites: criminal background check, physician's statement fit to drive, satisfactory driving record, 21 years old, 5-year valid license
- ▶ 4 private driving schools and 1 traffic safety agency currently conducting training
- ▶ 3 courses + 4th course as practicum
- ▶ Each course 2 semester hours (180 hours – 45 hrs per course + 30 hrs face to face)

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Examples of State Teacher Training Programs – Michigan

- ▶ Some issue with recruiting instructors because of time and cost, but enough for student classes
- ▶ Deliver practice teaching assignments
- ▶ No entry or exit assessments
- ▶ Change 4 course structure to align with standards and incorporate online instruction

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Examples of State Teacher Training Programs – North Carolina

- ▶ Prerequisites: 21 years old, high school degree or GED, good moral character, no moving violations of 7 or more points in last 3 years, 4 years licensed operator, no suspension of license in 4 years
- ▶ Complete licensed instructor course and maintain valid educator's license
- ▶ Local boards of education check driving records for instructors annually
- ▶ No entry assessment currently (working on it)
- ▶ No option for university level courses or training
- ▶ Only DMV provides a course

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Examples of State Teacher Training Programs – North Carolina

- ▶ NCDMV has an 80-hour course, two-week sessions, 8 – 5 during the spring, summer and fall at various locations across the state (10 total classes, max of 20 in each class)
- ▶ DPI has received permission to offer a training course for current teachers and paraprofessionals
- ▶ NCDPI is piloting STEP program with current teachers reviewing the material, that has over 80 hours of training material and requires a student teaching practicum
- ▶ Problem with recruiting and retaining instructors and difficulty training because of few facilities
- ▶ Some private providers offer practice teaching assignments

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Examples of State Teacher Training Programs – North Carolina

- ▶ No practicum or mentorship currently but with new STEP program would have 54-hour student teaching practicum
- ▶ DMV requires 80% proficiency on written exam and satisfactory score on driving test
- ▶ STEP program will require 80% proficiency on all 3 phases of the course, plus a final exam score of 80%
- ▶ Need more teachers trained as teachers retire
- ▶ STEP program uses ANSTSE materials with NC specific content in a blended model utilizing the LMS CANVAS and a required practicum

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Examples of State Teacher Training Programs – Ohio

- ▶ Prerequisites: Federal & state background checks, driving record, passing their driving test, physical, sexual harassment prevention training
- ▶ No entry-level assessments
- ▶ 60 hours training required
 - 8 hours of administrative training (Basic Instructor Course)
 - 1 hour introduction to the policies & procedures of classroom training
 - 32 hours of classroom observation & co-instruction (including a classroom assessment)
 - 1 hour introduction of the policies & procedures of BTW training
 - 18 hours of BTW observation & co-instruction (including a BTW assessment)

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Examples of State Teacher Training Programs – Ohio

- ▶ Instructors trained by private providers
- ▶ Require student teaching practicum / mentor
- ▶ No exit exam
- ▶ Problem with recruiting instructors

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Examples of State Teacher Training Programs – Tennessee

- ▶ 2 types of instructors (private and licensed):
 - **Private providers**
 - Prerequisites: criminal background check; good driving record; health certification, age 21, driver license with "For Hire" endorsement, graduated high school or have GED.
 - Must pass a knowledge and skills test.
 - Training is the discretion of providers who hire the instructor. No minimum hours or training standards.

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Examples of State Teacher Training Programs – Tennessee

- **Licensed teachers**
 - Employed by high schools and community colleges.
 - Governed by DOE who develops curriculum and teacher qualifications.
 - Must obtain 10 credit hours in DE from a college to earn endorsement. Only a few left.
- ▶ Problems recruiting instructors – too much time to meet state rules, high profession risk, students have lack of discipline leading to accidents, fear of program being cut.

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Examples of State Teacher Training Programs – Washington

- ▶ Two paths to become instructor:
 - Public school: Professional Educator Standards Board, Preparation Programs to obtain a traffic safety endorsement, national background check
 - Commercial school: training conducted by a driver training school, high school diploma, instructor log, national background check
- ▶ Entry-assessment decided by schools
- ▶ Provided by college, licensed private vocational school, instructor-trainer (1,000 hrs experience in past year, 5 years of previous experience)
- ▶ No less than 100 hours of total length

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Examples of State Teacher Training Programs – Washington

- ▶ Problem recruiting and retaining instructors
- ▶ No University to train instructors
- ▶ No practicum or mentor program, peer teaching done in some schools
- ▶ Exit written and skills exam
- ▶ Complete revamp of training, create equal standards for instructor qualifications and update instructor curriculum

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Facilitated Discussion

- ▶ Evaluating and maintaining the state's teacher training program and teacher core
 - Why is evaluation important?
 - What do you evaluate your teacher training program and teacher core against?

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Facilitated Discussion

- ▶ Developing a vision and strategy for the state's teacher training program and stakeholders
 - Do you know who your stakeholders are? Was that analysis part of your evaluation?
 - Who sets or approves the end goals? Is the vision set for you or do you have the ability to influence?
 - Strategically, should you develop a biennial plan, a 5 year plan, etc.?
 - How do you get the stakeholders in a room to work together?

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Facilitated Discussion

- ▶ Qualifications for candidate and current instructors (now and in the future)
 - Do your qualifications reflect and support the ideal instructor?

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Facilitated Discussion

- ▶ Continued education for current instructors (now and in the future)
 - Why is continuing education necessary?
 - Do your continuing education standards support that necessity?
 - How do you verify those continuing education standards are met?

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Facilitated Discussion

- ▶ Discussion on selecting master trainers and qualifications needed
 - What does it take to be a master trainer?
 - What should the qualifications be for a master trainer?
 - Who teaches/trains a master trainer?
 - How are they trained?



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Facilitated Discussion

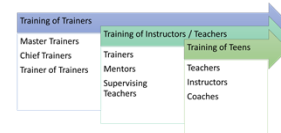
- ▶ Open Discussion on Teacher Training

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Master Instructors

- ▶ Should be taught by a qualified master instructor who has received training on how to utilize these materials.
- ▶ States/programs may duplicate the materials for use and distribution to participants.
- ▶ State-specific and program-specific content may be added.



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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 5 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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