


Module 1


Fundamental Concepts of Teaching and Learning Course Introduction and Overview



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Introductions

- ▶ Name
- ▶ Where you are from
- ▶ Your expectations of the course
- ▶ Brief description of teaching experience (if any)





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Slide 1-3

Ground Rules

- ▶ Be on time
- ▶ Be prepared each day
 - Study the course materials
 - Bring writing materials
 - Bring participant workbook
- ▶ Create Comforts
 - Restrooms
 - Smoking
 - Refreshments
 - Lunch/breaks
 - Emergency exits and procedures
 - Cell phone usage
- ▶ Clean up after yourself.


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Slide 1-4

Welcome!

This course will:

- ▶ Help prepare you to become a driver education instructor
- ▶ Be able to teach from a driver education curriculum




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Purpose of Course

Will provide:

- ▶ A fundamental understanding of the teaching and learning process, and
- ▶ The knowledge, skills and attitudes necessary to teach driver education.




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Rationale for instructor Training Course

- ▶ To provide quality driver education instructor preparation for either public or commercial (private) schools.
- ▶ States that currently have instructor preparation programs may adopt this system.



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Rationale for instructor Training Course

- ▶ States or agencies that lack quality driver education instructor preparation can use this system to initiate a driver education instructor preparation program.
- ▶ The program also recognizes competence in achieving certain standards set by the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) for instructors.

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Slide 1-8

History of Driver Education

- ▶ 1934 – Amos Newhart started first high school driver’s education course
- ▶ 1949 – national conferences to bring standardization
- ▶ 1949 – 30 hours classroom and 6 hours of BTW established
- ▶ 1966 – Congress enacted Highway Safety Act and identified driver education as a major crash countermeasure

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Slide 1-9

History of Driver Education

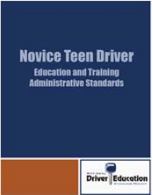
- ▶ Late 1970s/Early 1980s – Dekalb Study used to determine the effectiveness of driver education.
 - Found no effects or negative effects.
 - Resulted in early licensure.
- ▶ Since study has been a decline in high school driver education.
- ▶ Last decade major changes in how driver education is offered.

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Slide 1-10

History of Driver Education

- ▶ 2009 NTDETAS Standards were published.
- ▶ Key highway safety countermeasure for states to use in improving teen driver safety.
- ▶ Serve to guide all novice teen driver education and training programs in States striving to provide quality, consistent driver education and training.

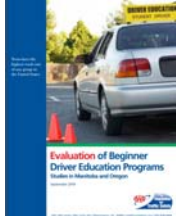


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History of Driver Education

- ▶ Findings from the Oregon and Nebraska studies concluded that there are modest, positive safety effects for teen drivers.
- ▶ These findings provide evidence that driver training can impact traffic citations and crash rates for teen drivers.



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History of Driver Education

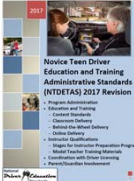
- ▶ NHTSA offers state assessments of driver education programs based on the Standards.
- ▶ At a state’s request NHTSA will send a team of experts to analyze and make recommendations to improve the driver education program.
- ▶ Off-site or on-site technical assistance is available, at no cost, to States wanting to implement the Standards.

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History of Driver Education

- ▶ The NTDETAS were revised in 2017 with the addition of:
 - Delivery standards for classroom, behind-the-wheel and online driver education.
 - Revised teacher training standards and model materials.




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Slide 1-14

Objectives of the Course

Upon successful completion of this course, you will be able to:


- ▶ Define teaching and learning and their key elements.
- ▶ Explain the advantages of using a variety of activities to appeal to students with different learning styles.
- ▶ Describe the four steps of teaching and learning.
- ▶ Identify and describe the characteristics of a good instructor.

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Slide 1-15

Objectives of the Course


- ▶ Identify characteristics of each step of teaching and learning in the use of a lesson plan.
- ▶ Demonstrate how to use a lesson plan from a driver education curriculum.
- ▶ Demonstrate how to use questioning techniques.
- ▶ Explain how to interact with students in a professional manner.


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Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Module quizzes and pass with 80%.
- ▶ End of course knowledge test and pass with 80%.



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Slide 1-17

State Requirements

- ▶ **Insert state requirements.**

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Slide 1-18

Agenda

- ▶ **Module 1** – The 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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Agenda

- ▶ **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 Course Wrap-Up
- ▶ **Module 9** – Fundamental Concepts of Teaching and Learning Knowledge Test

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Slide 1-20

Module Summary

- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the fundamental concepts of teaching and learning course and the course requirements.

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Slide 1-21


Questions?

?

Module 1 PW page 1-10 ANSTSE

Module 2


Fundamental Concepts of Learning



Slide 2-2

Purpose of the Module


- ▶ To provide you with an understanding of the fundamental concepts of learning, to discuss various learning preferences, discuss the domains of learning and review the four-step teaching and learning process.



Slide 2-3

Module Sections


- ▶ This Module covers five topics:
 - What is learning?
 - Characteristics of teen learners.
 - Learning preferences
 - Domains of learning
 - The four-step teaching and learning process



Slide 2-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Define learning and its key elements.
 - Identify the characteristics of teen learners.
 - Define the three domains of learning.
 - Describe learning as a process that involves sensory activities.
 - Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
 - Define the four steps of teaching and learning.




Slide 2-5

Learning Activity

Activity #1: Learning Assessment


Take an online learning preference assessment to determine your learning preference.



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Question

What is Learning?



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What is Learning?

- ▶ Acquiring new knowledge, behaviors, skills.
- ▶ Accessing information.
- ▶ An activity involving the senses that affects behavior.

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Slide 2-8

Key Elements of Learning

- ▶ Learning involves the modification of behavior.
- ▶ Learning occurs when an individual:
 - acquires to do something new, or
 - improves their performance.

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Slide 2-9

Key Elements of Learning

- ▶ **Behavior**
 - A person learns only when he or she acquires the ability to do something new or better.
 - Simply acquiring "facts" is not learning.
 - Learning involves the ability to apply or use the "facts."

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Slide 2-10

Key Elements of Learning

- ▶ **Purposeful sensory activities**
 - The learner's activities are directed toward the behavior to be acquired.
 - The activities are free of distractions.
 - The learner participates fully in the activities.

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Slide 2-11

? Question

Name the 5 Senses

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Slide 2-12

Key Elements of Learning

- ▶ **Senses**
 - A person only learns through his or her senses.
 - The more senses that are involved in learning experiences, the more efficiently the person will learn.
 - All learners must participate to their ability.

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Slide 2-13

Senses Used in Learning

- ▶ Some people learn best through hearing.
- ▶ Some people learn best through seeing.
- ▶ Some people learn best through touching/feeling.

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Slide 2-14

Senses Used in Learning

- ▶ Each class is different in the percentages used and the needs of the learners.
- ▶ The best way to reach 100% of learners every time you teach is to enhance their learning by using a combination of senses.
- ▶ The more senses involved in the learning, the more complete and efficient the learning experience.

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Slide 2-15

Learning Activity

Activity #2: Senses Used in Learning

Determine what sense you learn best through and why. Determine how the way you learn will impact the way you teach.

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Slide 2-16

Types of Learning Preferences

<p style="text-align: center; margin: 0;">Visual</p> <ul style="list-style-type: none"> • Charts, graphs, flow charts, diagrams, PowerPoint slides, etc. • Videos and movies • Use symbols and words • Drawing 	<p style="text-align: center; margin: 0;">Auditory</p> <ul style="list-style-type: none"> • Lectures, tutorials, tapes • Talk with others • Record your notes on tape • Listen, listen, listen
<p style="text-align: center; margin: 0;">Reading/ Writing</p> <ul style="list-style-type: none"> • Taking notes • Words, lists, handouts • Textbooks, manuals, dictionaries, glossaries 	<p style="text-align: center; margin: 0;">Kinesthetic</p> <ul style="list-style-type: none"> • Experience • Examples • Practice • Simulation • Do It

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Slide 2-17

Question

What is Your Learning Preference?

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Slide 2-18

Learning Activity

Activity #3: Determining Learning Preference

Make the "thumbs up" sign.

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Slide 2-19

The Learner's Job

- ▶ The learner's job is to:
 - Participate in classroom discussion
 - Participate as fully as possible in the planned learning activities

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Slide 2-20

Learning Activity

Activity #4: Using the Four Learning Preferences

Complete Activity in Participant Workbook

Module 2 PW page 2-8 ANSTSE

Slide 2-21

The Domains of Learning

- ▶ There are three general kinds of things that people can learn.
 - Acquire knowledge
 - Form or adjust attitudes
 - Develop or improve skills

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Slide 2-22

The Domains of Learning

- ▶ Cognitive Domain = Knowledge (other terms: Concepts, facts, information, principles)
- ▶ Affective Domain = Attitudes (other terms: Opinions, values, beliefs, outlooks, feelings/emotions)
- ▶ Psychomotor Domain = Skills (other terms: Operations, procedures, talents)

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? Question

Does Teaching Require all 3 Domains?

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Slide 2-24

The Domains of Learning

- ▶ For learning to take place all three domains must be utilized.

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Slide 2-25

The Domains of Learning

- ▶ Verbal symbols alone are the least effective!
- ▶ Visual symbols alone are just slightly better, but still insufficient.

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Slide 2-26

The Domains of Learning

- ▶ Visual symbols combined with verbal symbols are much more efficient.
- ▶ Visual and verbal symbols combined with hands-on involvement by the learners is approaching maximum achievement.

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The Domains of Learning

- ▶ Therefore, the best way to meet the needs of 100% of the audience is to involve as many of the senses as possible.

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Learning Activity

Activity #5: Domains of Learning

Complete Activity in Participant Workbook

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Characteristics of Teen Learners

- Self-conscious
- Defensive often
- Curious
- Moody
- Know-it-all
- Narrow minded
- Does not know self
- Peer oriented/pressure
- Individual identity
- Freedom
- Insensitive about others
- Unique
- Need guidance and praise

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Slide 2-30

How to Apply Characteristics of Teenagers to the Classroom

- ▶ Good for learning and acquiring skills.
- ▶ Teen communication with friends creates distractions to learning.
- ▶ Lessons should be very interesting and motivating.
- ▶ Boring lessons cause discipline problems, missing classes and loss of interest.

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How to Apply Characteristics of Teenagers to the Classroom

Slide 2-31

- ▶ Critiquing should be done in a friendly manner.
- ▶ Instructors should praise achievements and progress.
- ▶ Teens learn best when they are truly engaged in what they are learning.

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The Four-Step Process of Teaching and Learning

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1. Motivation (overview or introduction)
2. Presentation
3. Application
4. Evaluation

Module 2

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1. Motivation (overview or introduction)

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- ▶ Getting the learner in a state of readiness to learn.
 - Objectives
 - Benefits
 - Expectations and Activities

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Key Points Concerning Motivation

Slide 2-34

Learners:

- ▶ want to be informed of what is going to happen.
- ▶ need to know what they are going to be able to do.
- ▶ who are not informed of the purpose or objectives will be confused and distracted.

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2. Presentation

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- ▶ Showing the learner what it is that he or she will learn.
 - Facts, concepts, principles.
 - Basis and reasons for the attitudes to be formed.
 - Skills to be acquired.

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Key Points Concerning Presentation

Slide 2-36

- ▶ Show what they are supposed to learn.
- ▶ Instructor must know the facts to be covered and apply it to the task.
- ▶ Convey and exhibit the attitudes that he or she wishes the learner to form.
- ▶ Explain and demonstrate how the skill is to be performed.

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3. Application

- ▶ The learner practices and applies the new learning.
 - **Cognitive** – ask questions about the facts being presented.
 - **Affective** – question the attitudes and their factual basis and relate to personal experiences.
 - **Psychomotor** – perform the skill.

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Slide 2-38

Key Points Concerning Application

- ▶ Central step in the process.
- ▶ Requires the highest level on the part of the learner.
- ▶ Ensure that all learners actually do become involved.
- ▶ Instructor serves as a coach and moderator.

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4. Evaluation

- ▶ Determining how well the learner is learning or has learned.
 - **Knowledge:** Does he or she understand the concepts, facts, and principles presented?
 - **Attitude:** Does he or she hold the opinions and beliefs that the instructor has attempted to foster?
 - **Skill:** Can he or she perform in the proper way, as instructed?

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Slide 2-40

Key Points Concerning Evaluation

- ▶ Evaluation cannot be put off until the very end of the scheduled training.
- ▶ Evaluation must occur throughout the training.
 - Evaluation during and following motivation.
 - Evaluation during and following presentation.
 - Evaluation during and following application.

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The Learner's Perspective

1. Motivation: "Why should I learn?"
2. Presentation: "What should I learn?"
3. Application: "Let me do it!"
4. Evaluation: "How am I doing?"

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Slide 2-42

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Define learning and its key elements.
 - Identify the characteristics of teen learners.
 - Define the three domains of learning.
 - Describe learning as a process that involves sensory activities.
 - Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
 - Define the four steps of teaching and learning.

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Questions and Answers

1. What are some of the key points about learning? Why?
2. What are the three domains of learning? Which is the most difficult for us to affect as instructors?
3. What are the 4 steps in the teaching and learning process?
4. When do we evaluate?

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Slide 2-44

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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Slide 2-45


Questions?

?

Module 2 ANSTSE

Module 3


Fundamental Concepts of Teaching



Slide 3-2

Purpose of the Module


- ▶ The purpose of this lesson is to present you with the fundamental concepts of teaching, introduce you to some of the characteristics that a quality instructor possesses and why they are important for improving presentation skills.

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Slide 3-3

Module Sections


- ▶ **This Module covers five topics:**
 - Characteristics of a good instructor.
 - Teaching and basic instructor qualities.
 - What to do as a facilitator.
 - How to position yourself in the classroom.
 - Staying silent in the classroom.

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Slide 3-4

Module Objectives

- ▶ **By the end of this Module, you should be able to:**
 - Describe the characteristics of a good instructor.
 - Describe instructor characteristics as related to the three domains of learning.
 - Describe the importance of observing and listening to learners.
 - Demonstrate how to use your body and voice in classroom teaching.
 - Demonstrate how to position yourself in the classroom.
 - Describe the importance of staying silent and when to stay silent.


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Slide 3-5

Learning Activity

Activity #1: Count the F's

**FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF MANY YEARS.**

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Slide 3-6

Learning Activity

Activity #2: Spell SPOT Activity

- ▶ **Everyone Spell Out Loud**

SPOT

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Slide 3-7

? Question

What is Teaching?

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Slide 3-8

What is Teaching?

- ▶ To prepare and coach for a specific behavior in a specialized content area.
- ▶ Providing an efficient learning environment.
- ▶ To direct, manage, guide the studies of.
- ▶ To impart knowledge or skill to, to cause to learn by example or experience.

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Slide 3-9

What is a Teacher/Instructor/ Coach?

- ▶ One who can cause information to be shared.
- ▶ Manages, coordinates, and facilitates the teaching and learning process.

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Slide 3-10

The instructor's Role

- ▶ To do some or all of the tasks related to driving.
 - If you cannot perform all tasks, arrange for a subject matter expert.
- ▶ To teach those tasks.

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Slide 3-11

The instructor's Role continued

- ▶ Provide an efficient learning environment.
- ▶ Facilitate the learning process.
- ▶ Help the learners teach each other.

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Slide 3-12

The instructor's Role continued

- ▶ The instructor must make sure the learning:
 - Is directed toward the desired behavior.
 - Is free of distractions.
 - Helps the learners to fully participate.

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Responsibility of an instructor

- ▶ Show the learners how to do the task.
- ▶ Coach the learners when they practice doing the task.
- ▶ Evaluate learners when they perform the task.

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Instructor Performance Requirements

The instructor should:

- ▶ Have a firm grasp of the facts, concepts and principles.
- ▶ Believe in the concepts they are presenting.
- ▶ Execute the skills and procedures to the minimum level of proficiency.

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The Fundamental Skills Required for Teaching

- ▶ Planning skills
- ▶ Communication skills
- ▶ Coaching skills

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Slide 3-16

The Fundamental Attitudes Required for Teaching

- ▶ Teaching is a profession worth doing well!
- ▶ The skill to be taught is a task worth doing well.
- ▶ The instructor is there to help the learners.

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Slide 3-17

Qualities of an Effective instructor

- ▶ Fundamental attributes of the instructor.
 - Comprehensive knowledge.
 - Fundamental skills.
 - Positive attitude.

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Slide 3-18

Qualities of an Effective instructor

- ▶ Thorough preparation for the teaching assignments.
 - Knows the objectives.
 - Knows the material.
 - Knows the learning activities.
 - Assemble resources needed.

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Qualities of an Effective instructor

- ▶ **Professionalism as an instructor.**
 - Prepares the learner to learn.
 - Presents clearly and enthusiastically.
 - Ensures ample, effective practice.
 - Evaluates learners fairly.
- ▶ Exhibits respect for the learners.

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Slide 3-20

Learning Activity

Activity #3: The Best Teacher You Ever Had

Complete Activity in Participant Workbook

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Characteristics of a Quality Instructor

- ▶ **Knowledgeable**
 - Have a working knowledge of key concepts
 - Understand where key concepts came from

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Slide 3-22

Characteristics of a Quality Instructor

- ▶ **Confident**
- ▶ **Poised**
- ▶ **Good communicator**
- ▶ **Proper enunciation**
- ▶ **Uses appropriate language**
- ▶ **Patient**

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Characteristics of a Quality Instructor

- ▶ **Builds healthy relationships**
- ▶ **Understanding and sincere**
- ▶ **Positive attitude towards learning**

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Characteristics of a Quality Instructor

- ▶ **Enthusiastic or outgoing**
- ▶ **Knows how to motivate and engage learners**
- ▶ **Uses humor but avoids jokes**

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Characteristics of a Quality Instructor

- ▶ **Good eye contact**
 - Do not focus on:
 - The left or right side of the class only
 - Problem or challenging learners
 - learners of the opposite gender

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Slide 3-26

Characteristics of a Quality Instructor

- ▶ **Voice fluctuation and changing pitch of voice**
- ▶ **Use different methods to reach learners**
 - Use different teaching strategies
 - If learners don't learn the way you teach, teach the way they learn

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Slide 3-27

Characteristics of a Quality Instructor

- ▶ **Teaches to the objective**
- ▶ **Asks questions to generate discussion**
- ▶ **Allows time for questions**

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Characteristics of a Quality Instructor

- ▶ **Listens to learners' questions**
- ▶ **Answers learners' questions clearly**
- ▶ **Monitors the learners and adjusts the teaching accordingly**

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? Question

Give examples of distracting mannerisms.

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Slide 3-30

Characteristics of a Quality Instructor


- ▶ **No distracting mannerisms**
 - Playing with pens / remotes / etc.
 - Standing in front of screen
 - Hands in pockets
- ▶ **No fillers**
 - Ahs and ums
 - Okays / all rights
 - You know / I mean / you know what I mean
 - Actually / basically
 - Well

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Characteristics of a Quality Instructor

- ▶ *"Don't bother being better than your contemporaries or predecessors. Try to be better than yourself."*
–William Faulkner
- ▶ *"We are what we repeatedly do. Excellence then, is not an act but a habit."*
–Aristotle


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Slide 3-32

Learning Activity

Activity #4: Characteristics of a Quality Instructor and Distracting Mannerisms


Complete Activity in Participant Workbook

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Positioning Yourself And Teaching In The Classroom


- ▶ Avoid standing in front of the screen.
- ▶ Do not read from slides.
- ▶ Be prepared and familiarized with the content.

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Slide 3-34

Positioning Yourself And Teaching In The Classroom


- ▶ Use body language, but avoid repetitive (distracting) mannerisms. Hands:
 - Use hands to emphasize your message
 - Avoid hands in your pockets, crossing your arms, hands in your lap, wringing your hands

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Positioning Yourself And Teaching In The Classroom


- ▶ Feet:
 - Do not stay in one spot.
 - Take a few steps to keep the focus on you.
 - Move a step closer to the audience to emphasize a point or call attention to a participant.

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Positioning Yourself And Teaching In The Classroom


- ▶ Voice:
 - Change your pitch, speed, and tone.
 - Your tone tells the learners how interested *you* are in the material.

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Positioning Yourself And Teaching In The Classroom

- ▶ Always maintain eye contact
- ▶ Face the audience


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Learning Activity

Activity #5: Positioning Yourself in the Classroom


Complete Activity in Participant Workbook

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Slide 3-39

Definition of a Facilitator


- ▶ Someone who helps people learn. One who helps achieve desired outcomes.

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Slide 3-40

What to Do as a Facilitator?


- ▶ Talk!
- ▶ Write on the board
- ▶ Ask learners to read
- ▶ Ask questions
- ▶ Use color in presentations
- ▶ Use props
- ▶ Use exercises
- ▶ Use handouts
- ▶ Use media & technology

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Slide 3-41

How to Vary Your Teaching Techniques

- ▶ Lecture
- ▶ Discussion
- ▶ Demonstration
- ▶ Practical Exercise
- ▶ learner centered activities
- ▶ Role Play
- ▶ Brainstorming
- ▶ Case Study
- ▶ Gaming (i.e. Jeopardy, Family Feud, Bingo)


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Slide 3-42

Staying Silent in the Classroom

- ▶ Be silent during exercises, quizzes and tests.
- ▶ Review after they are completed.
- ▶ Give learners time to think when asking questions.

The worst thing about a bore is not that he won't stop talking, but that he won't let you stop listening. – Unknown

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Slide 3-43

Module Summary

- ▶ **With the conclusion of this Module, you should be able to:**
 - Describe the characteristics of a good instructor.
 - Describe instructor characteristics as related to the three domains of learning.
 - Describe the importance of observing and listening to learners.
 - Demonstrate how to use your body and voice in classroom teaching.
 - Demonstrate how to position yourself in the classroom.
 - Describe the importance of staying silent and when to stay silent.

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Slide 3-44

Questions and Answers

1. What are some characteristics of a quality instructor?
2. What are some of the key points about teaching? Why?
3. What are the fundamental skills required for teaching?

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Slide 3-45

 Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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Questions?

?

Module 3 ANSTSE

Module 4

How to Use Lesson Plans and Curricula

ANSTSE

Slide 4-2

Purpose of the Module

- ▶ The purpose of this module is to discuss the purpose and benefits of lesson plans, how they are used and their importance in providing consistent and efficient training.

Module 4 PW page 4-2 ANSTSE

Slide 4-3

Module Sections

- ▶ This module will cover eight topics:
 - What are lesson plans?
 - Lesson plan organization.
 - Guidelines for motivation.
 - Guidelines for presenting the lesson.
 - Applying the lesson.
 - Guidelines for evaluating.
 - Guidelines for summarizing the lesson.

Module 4 PW page 4-2 ANSTSE

Slide 4-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe what a lesson plan is.
 - Describe the purpose of a lesson plan.
 - Identify the contents of a lesson plan.
 - Describe who uses lesson plans.
 - Explain the benefits of a lesson plan.
 - Describe characteristics of each step in the use of a lesson plan.
 - Demonstrate how to use a lesson plan from a driver education curriculum.
 - Modify a lesson plan from an existing lesson plan and/or develop a lesson plan.

Module 4 PW page 4-2 ANSTSE

Slide 4-5

? Question

What are Lesson Plans?

Module 4 PW page 4-4 ANSTSE

Slide 4-6

What are Lesson Plans?

- ▶ Written outlines of the content with an identified method of instruction.
- ▶ Lesson plans specify:
 - How the information will be taught.
 - How the information will be learned and what the learner will do.

Module 4 PW page 4-4 ANSTSE

Slide 4-7

What are Lesson Plans?

- ▶ An outline of instruction to be learned.
 - **Not** the text of a speech.
 - **Never** intended to be read verbatim to the class.

Module 4 PW page 4-4 ANSTSE

Slide 4-8

Purpose of Lesson Plans

- ▶ Written so they can be reviewed by:
 - The instructor, in preparation for the class.
 - The instructor, as needed, during the class.
 - Supervisors/administrators of training, for prior approval and/or certification or modification.

Module 4 PW page 4-4 ANSTSE

Slide 4-9

Learning Activity

Activity #1: Benefits of Lesson Plans

Complete Activity in Participant Workbook

Module 4 PW page 4-4 ANSTSE

Slide 4-10

The Benefits of Lesson Plans

- ▶ Helps the instructor to prepare.
- ▶ Helps the instructor to stay on track during the presentation.

Module 4 PW page 4-5 ANSTSE

Slide 4-11

The Content Of Lesson Plans

- ▶ Lesson objectives
- ▶ Time estimate for each lesson and sections in a lesson
- ▶ Information to be presented
- ▶ Audio-video aid to support the presentations
- ▶ Questions to be posed to learners

Module 4 PW page 4-6 ANSTSE

Slide 4-12

The Content Of Lesson Plans

- ▶ Exercises to be conducted
- ▶ Procedures/skills to be demonstrated
- ▶ Points to be emphasized
- ▶ Tests to be given
- ▶ Materials, equipment and resources needed

Module 4 PW page 4-6 ANSTSE

Slide 4-13

Learning Activity

Activity #2: Utilizing a Lesson Plan

Complete Activity in Participant Workbook

Module 4 PW page 4-6 ANSTSE

Slide 4-14

Lesson Plan Flow

- ▶ Progress from simple to complex tasks.
- ▶ Should be followed as designed.
- ▶ Changing the order in which something is taught can impact the learning process.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Organization of a Lesson Plan

▶ **Motivation:**

- Relates to prior learning.
- States the main topics of the unit.
- States the purpose of the learning (helps to explain the benefits of the lesson).
- States the objectives of the lesson.

Module 4 PW page 4-7 ANSTSE

Slide 4-16

Organization of a Lesson Plan

▶ **Presentation:**

- Provides the content to be taught.
- Identifies visuals to be shown.
- Provides instructor notes/prompts.
- Provides points of emphasis.
- Provides sample questions to be asked.

Module 4 PW page 4-8 ANSTSE

Slide 4-17

Organization of a Lesson Plan

▶ **Application:**

- Provides questions to be asked.
- Provides learning activities.
- Provides skill activities.

Module 4 PW page 4-8 ANSTSE

Slide 4-18

Organization of a Lesson Plan

▶ **Evaluation:**

- The method of evaluating the learner's comprehension and understanding of the content.
- Provides questions to be asked.
- Provides learning activities.
- Provides worksheets and assignments.
- Provides quizzes and exams.

Module 4 PW page 4-8 ANSTSE

Slide 4-19

Guidelines for Motivation

- ▶ To get the learners ready to learn.
- ▶ The learners' perspective during the phase is, "Why should I learn?"

Module 4 PW page 4-10 ANSTSE

Slide 4-20

Guidelines for Motivation

- ▶ The learners must be made aware at the onset of each lesson:
 - What he or she will be able to do?
 - Why it is important or useful to be able to do it?
 - How long is the lesson?
 - What content will be covered?
 - What activities will take place and where?
 - What are the consequences if they don't learn?

Module 4 PW page 4-10 ANSTSE

Slide 4-21

How to Motivate The learners to Want to Learn

- ▶ Know what they are expected to learn
- ▶ Believe it is worthwhile to learn it
- ▶ Are confident of their ability to learn it
- ▶ Have a clear understanding of what will take place

Module 4 PW page 4-10 ANSTSE

Slide 4-22

Components of an Introduction

- ▶ Transition from prior unit of instruction
- ▶ Module/Unit name and length of the lesson
- ▶ Purpose of the lesson
- ▶ Benefits relating to the real world
- ▶ Lesson objectives
- ▶ Activities and exercises

Module 4 PW page 4-10 ANSTSE

Slide 4-23

Learning Activity

Activity #3: Introduction to a Unit

Partner with IC's and discuss the outline utilizing the 3-5 minute intro/summary presentation form.

Module 4 PW page 4-11 ANSTSE

Slide 4-24

How to Present the Lesson

- ▶ To present the lesson's content through discussion or lecture.
- ▶ The learner's perspective during this phase is, "What should I learn?"
- ▶ Critical to the learners' success.

Module 4 PW page 4-12 ANSTSE

Slide 4-25

How to Present the Lesson

- ▶ Cover lesson plan content
- ▶ Use visual aids
- ▶ Use on-the-job aids
- ▶ Conduct activities and exercises
- ▶ Ask questions to generate discussion
- ▶ Evaluate learners' understanding
- ▶ Monitor and adjust teaching accordingly

Module 4 PW page 4-12 ANSTSE

Slide 4-26

Presentation Guidelines

- ▶ Use simple language
- ▶ Be familiar with the lesson
- ▶ Maintain eye contact
- ▶ Use humor, but not jokes
- ▶ Ask questions often
- ▶ Stay in control
- ▶ Use body language, but avoid distracting mannerisms
- ▶ Be yourself
- ▶ Use visual aids
- ▶ Pose problems and exercises
- ▶ Provide realistic learning activities
- ▶ Provide hands-on practice

Module 4 PW page 4-12 ANSTSE

Slide 4-27

How to Teach Content Using Examples

- ▶ Teach the information
- ▶ Make it relevant
- ▶ Relate to real world
- ▶ Related to prior learning
- ▶ Use example from curriculum

The only place where success comes before work is in the dictionary. – Vidal Sassoon

Module 4 PW page 4-13 ANSTSE

Slide 4-28

Allowing for Differences

- ▶ We all have strengths and weaknesses
- ▶ Draw quiet learners into discussions
- ▶ Gear learning towards the slowest learners
- ▶ Challenge the fast learners

Module 4 PW page 4-13 ANSTSE

Slide 4-29

Identifying “Quick Studies”

- ▶ Observe learners
- ▶ Identify “quick studies”
- ▶ Look for the “strugglers”
- ▶ Pair the quick studies with the strugglers

The only man who never makes a mistake is the man who never does anything. – Theodore Roosevelt

Module 4 PW page 4-13 ANSTSE

Slide 4-30

Applying What the learner has Learned

- ▶ Opportunity to apply what they have learned.
- ▶ The learner's perspective is, “Let me try it!”
- ▶ Requires the highest level of learning on the part of the learner.
- ▶ Challenges the learners
- ▶ Aids in retention

Module 4 PW page 4-14 ANSTSE

Slide 4-31

Application Guidelines

- ▶ Ask questions.
- ▶ Pose problems and exercises.
- ▶ Provide realistic learning activities.
- ▶ Provide hands on practice.
- ▶ Assign homework.

Module 4 PW page 4-14 ANSTSE

Slide 4-32

Evaluating the learner

- ▶ To evaluate learner's comprehension of the subject matter being taught.
- ▶ The learner's perspective is, "How am I doing?"
- ▶ Evaluation is an on-going process!
- ▶ Do not wait until the end to evaluate.

Module 4 PW page 4-15 ANSTSE

Slide 4-33

Evaluating the Learner

- ▶ Helps learners determine how they are doing.
- ▶ Helps instructors to adjust any training techniques or styles.
- ▶ "Monitor and Adjust" teaching techniques on feedback.

Module 4 PW page 4-15 ANSTSE

Slide 4-34

Evaluation Guidelines

- ▶ Use oral questions.
- ▶ Ensure evaluation is directly related to the stated objective of the current lesson.
- ▶ Use learner-led demonstrations.
- ▶ Use formal tests.
- ▶ Assign homework.

Module 4 PW page 4-15 ANSTSE

Slide 4-35

How to Summarize the Lesson

- ▶ Summarize at the end of a major section within a lesson.
- ▶ Summarize the content at the end of a lesson.

Module 4 PW page 4-16 ANSTSE

Slide 4-36

How to Summarize the Lesson

- ▶ Summarization:
 - Brings closure to the lesson.
 - Let's the learner know what they should have learned.
 - Ask questions.
 - Allow for the instructor to improve their abilities to deliver the lesson.
 - Allows for transition into the next unit of instruction.

Module 4 PW page 4-16 ANSTSE

Slide 4-37

How to Summarize the Lesson

- ▶ After summarizing the lesson:
 - Administer quiz or test.
 - Assign homework.

Module 4 PW page 4-16 ANSTSE

Slide 4-38

Learning Activity

Activity #4: The Four-Step Teaching and Learning Process

Complete Activity in Participant Workbook

Module 4 PW page 4-17 ANSTSE

Slide 4-39

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe what a lesson plan is.
 - Describe the purpose of a lesson plan.
 - Identify the contents of a lesson plan.
 - Describe who uses lesson plans.
 - Explain the benefits of a lesson plan.
 - Describe characteristics of each step in the use of a lesson plan.
 - Demonstrate how to use a lesson plan from a driver education curriculum.
 - Develop or modify a lesson plan.

Module 4 PW page 4-18 ANSTSE

Slide 4-40

Questions and Answers

- ▶ What is the purpose of a lesson plan?
- ▶ What does a lesson plan consist of?
- ▶ How is a lesson plan organized?
- ▶ How can the four-steps of teaching and learning be applied to the lesson plan?

Module 4 ANSTSE

Slide 4-41

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 2 PW page 4-19 ANSTSE

Slide 4-42


Questions?

?

Module 4 ANSTSE

Module 5


Questioning Techniques



Slide 5-2

Purpose of the Module

- ▶ The purpose of this module is to introduce the different types of questioning techniques and discuss the benefits of asking questions to generate discussion.




Module 5 PW page 5-2

Slide 5-3

Module Sections

- ▶ This module covers eight topics:
 - Questioning.
 - Overhead/undirected questions.
 - Pre-directed questions.
 - Overhead/directed questions.
 - Inquiry style questions.
 - Deflected and deferring questions.
 - Handling student responses.
 - Answering student questions.




Module 5 PW page 5-2

Slide 5-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the different types of questioning techniques.
 - Demonstrate how to use questioning techniques.
 - Identify how questioning techniques can be used for control.
 - Explain how to handle students' responses to questions.
 - Describe how to answer student questions.
 - Understand how to deflect or defer student questions.




Module 5 PW page 5-2

Slide 5-5

The Value of Questions

- ▶ Heighten student's involvement.
- ▶ Opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Help to require a higher level of learning on the student's part.
- ▶ Help to create discussion and communication among the class.




Module 5 PW page 5-3

Slide 5-6

The Value of Questions

- ▶ Allow students to learn from each other.
- ▶ To evaluate how well students are grasping the information.
- ▶ To evaluate how well the instructor is presenting the materials.
- ▶ To monitor and adjust their teaching accordingly.



Module 5 PW page 5-3

Slide 5-7

Good Questions

- ▶ Recognize the wide possibilities of thought
- ▶ Are built around varying forms of thinking
- ▶ Are directed toward learning and evaluative thinking
- ▶ Are open-ended questions

Module 5 PW page 5-3 ANSTSE

Slide 5-8

Bad Questions

- ▶ Vague or ambiguous
- ▶ Yes or No
- ▶ Spoon-fed
- ▶ Too compound or too abstract
- ▶ Are closed-ended questions

Module 5 PW page 5-3 ANSTSE

Slide 5-9

How to Develop an Effective Question

- ▶ Be concise
- ▶ Provide sufficient context
- ▶ Ask not only for a statement, but also for the reasoning and values behind it
- ▶ Avoid very narrow issues

Module 5 PW page 5-4 ANSTSE

Slide 5-10

How to Ask Questions to Structure the Learning

- ▶ Plan key questions in advance
- ▶ Phrase clearly and specifically
- ▶ Adapt to students' level
- ▶ Be logical and sequential
- ▶ Provide students time to think
- ▶ Follow-up on student responses

Module 5 PW page 5-4 ANSTSE

Slide 5-11

When and Where to Ask Questions

- ▶ Use questions at the start of a lesson to:
 - Make connections
 - Set a purpose

Module 5 PW page 5-4 ANSTSE

Slide 5-12

When and Where to Ask Questions

- ▶ Use questions during the lesson to:
 - Clarify and review
 - Confirm
 - Critically evaluate and make personal connections
 - Check for understanding

Module 5 PW page 5-4 ANSTSE

Slide 5-13

When and Where to Ask Questions

- ▶ Use questions at the end of the lesson to:
 - Reinforce critical concepts
 - Encourage critical thinking
 - Build awareness of common threads

Module 5 PW page 5-4 ANSTSE

Slide 5-14

? Question

Undirected/Jump Ball Question

Module 5 PW page 5-5 ANSTSE

Slide 5-15

Overhead/Undirected Questions

Description	A question thrown out to the entire class, anyone can jump to answer it.
Advantages	<ul style="list-style-type: none"> • Identifies students who will freely respond. • Forces everyone to be thinking.
Disadvantages	<ul style="list-style-type: none"> • Anyone who doesn't want to respond can remain silent. • Class can be dominated by those who respond quickly or loudly.

Module 5 PW page 5-5 and 5-6 ANSTSE

Slide 5-16

Learning Activity

Activity #1: Overhead/Undirected Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 2 PW page 5-6 ANSTSE

Slide 5-17

? Question

Pre-Directed Question

Module 2 PW page 5-7 ANSTSE

Slide 5-18

Pre-directed Questions

Description	A question directed to one student.
Advantages	<ul style="list-style-type: none"> • Ensures every student participates. • Used to evaluate a specific student. • Can gain attention from a student who is not attentive.
Disadvantages	<ul style="list-style-type: none"> • Everyone else can ignore the question. • Can be intimidating. • Can create a tense learning environment.

Module 5 PW page 5-7 ANSTSE

Slide 5-19

Important Techniques for Posing Pre-directed Questions

- ▶ Instructor must always pause after naming the student, before posing the question.
- ▶ Many students initially are “slightly shocked” when their names are called.
- ▶ Pause for two or three seconds to permit the student to deal confidently with the question.

Module 5 PW page 5-8 ANSTSE

Slide 5-20

Learning Activity

Activity #2: Pre-Directed Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5 PW page 5-8 ANSTSE

Slide 5-21

? Question

Overhead/Directed question

Module 5 PW page 5-9 ANSTSE

Slide 5-22

Overhead/Directed Questions

Description	A question thrown out to the entire class and then instructor calls on a particular student.
Advantages	<ul style="list-style-type: none"> • Instructor can control who is participating. • All students are motivated to think about each question.
Disadvantages	<ul style="list-style-type: none"> • During the pause between posing the question and calling on a student, overly eager students might answer.

Module 5 PW pages 5-9 and 5-10 ANSTSE

Slide 5-23

Learning Activity

Activity #3: Overhead/Directed Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5 PW page 5-10 ANSTSE

Slide 5-24

? Question

Inquiry Style of Question

Module 5 PW page 5-11 ANSTSE

Slide 5-25

Inquiry Style of Question

Description	Several questions being asked to lead the students to the answer.
Advantages	<ul style="list-style-type: none"> • Helps to create a discussion. • Requires a higher level of the thought process. • Guides students to discovery of the answer.
Disadvantages	<ul style="list-style-type: none"> • Continued use will take too much time and can also confuse the students. • Instructors may sometimes give up too early and answer the questions themselves.

Module 5
PW pages 5-11 and 5-12

Slide 5-26

Learning Activity

Activity #4: Inquiry Style of Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5
PW page 5-12

Slide 5-27

Question

Deflecting and Deferring Questions

Module 5
PW page 5-13

Slide 5-28

Deflecting Questions

- ▶ It is important to “save face” for a student who does not know the answer.
- ▶ To effectively deflect:
 - Deflect the question to another student.
 - Commend them for their response and ask if anyone can help them out.
 - If a student asks you a question ask if anyone knows the answer.

Module 5
PW page 5-13

Slide 5-29

Deferring Questions

- ▶ If a student asks a question about content that will be covered later in the course.
- ▶ “Save face” for the questioner by:
 - Answering immediately if the answer is simple, brief and will help the class move forward.
 - Deferring the question to a Parking Lot list.

Module 5
PW page 5-13

Slide 5-30

Conclusions to Questioning Techniques

- ▶ Asking questions helps create a positive learning environment.
 - Gets students involved
 - Aids in retention
 - Helps instructor to evaluate students
- ▶ No one style of question is the best.

Module 5
PW page 5-14

Slide 5-31

Conclusions to Questioning Techniques

- ▶ Before using any type of questioning technique, ask yourself:
 - Does it make the information relevant
 - Does it make the information more understandable
 - Does it increase the number of connections between ideas

Module 5 PW page 5-14 ANSTSE

Slide 5-32

Learning Activity

Activity #5: Questioning Techniques

Develop questions for your lesson.

Module 5 PW page 5-15 ANSTSE

Slide 5-33

Handling Student Responses

- ▶ Encourage students to respond to questions.
- ▶ The instructors reactions to responses have a major impact on a student's willingness to respond.

Module 5 PW page 5-16 ANSTSE

Slide 5-34

Handling Student Responses

- ▶ When a student provides a correct answer to a question, the instructor should always commend the student.
 - Positive reinforcement
 - (Exactly right!, Perfect!)
 - Bland expressions
 - (Uh huh, yes, no response at all)

Module 5 PW page 5-16 ANSTSE

Slide 5-35

Handling Student Responses

- ▶ When a student provides an incorrect answer, avoid conveying disappointment, dissatisfaction, or frustration with the response.
- ▶ Provide constructive criticism.
- ▶ Never belittle or embarrass the student.

Module 5 PW page 5-16 ANSTSE

Slide 5-36

Handling Student Responses

- ▶ If an incorrect response is at least partly correct, point out the partial validity of the response and seek the correct answer.
 - The student still realizes his or her answer is incorrect.
 - Student is not discouraged. He or she probably will try to answer future questions.

Module 5 PW page 5-16 ANSTSE

Slide 5-37

Handling Student Responses

- ▶ If a student's answer is **totally incorrect**:
 - Point out the answer was logical, but incorrect.
 - Do not make student look foolish.
 - Student is not discouraged.

Module 5 PW page 5-17 ANSTSE

Slide 5-38

Learning Activity

Activity #6: Handling Student Responses

Complete the Activity in the Participant Workbook.

Module 2 PW page 5-18 ANSTSE

Slide 5-39

Answering Student's Questions

- ▶ Wait for the student to finish before you begin answering.
- ▶ Repeat each question to the entire class.
- ▶ If asked in mid-presentation, answer if it helps to clarify the topic.
- ▶ Postpone questions aimed at resolving specific problems or not-related.

Module 5 PW page 5-19 ANSTSE

Slide 5-40

Answering Student's Questions

- ▶ Avoid prolonged discussion with one student.
- ▶ Be complete and clear.
- ▶ Be certain you answered it to their satisfaction.

Module 5 PW page 5-19 ANSTSE

Slide 5-41

? Question

What Could Happen if you try to Answer a Question You Don't Know the Answer To?

Module 5 PW page 5-19 ANSTSE

Slide 5-42

Answering Student's Questions


- ▶ **Never** try to answer a question you don't know the answer to.
 - Use your resources
 - Do not attempt to answer the question.
 - Tell them you do not know the answer and you will get back to them with the correct answer.
 - Do not ask if any students know the answer.

Module 5 PW page 5-20 ANSTSE

Slide 5-43

Answering Student's Questions


- ▶ Always allow time for students to ask clarifying questions.
- ▶ Q&A sessions can be frightening.
 - Prepare in advance.

Module 5 PW page 5-20 

Slide 5-44

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the different types of questioning techniques.
 - Demonstrate how to use questioning techniques.
 - Identify how questioning techniques can be used for control.
 - Explain how to handle students' responses to questions.
 - Describe how to answer student questions.
 - Understand how to deflect or defer student questions.

Module 5 PW page 5-21 

Slide 5-45

Questions and Answers

- ▶ What are the benefits of asking questions.
- ▶ Give me an example of an overhead/directed question and an overhead/undirected question.
- ▶ How should we respond to a student's incorrect answer to a question.
- ▶ What should you do if asked a question you do not know the answer to.


Module 5 ANSTSE

Slide 5-46

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 5 PW page 5-22 

Slide 5-47


Questions?

?

Module 5 ANSTSE

Module 6


Professional Responsibility and Accountability



Slide 6-2

Purpose of the Module


- ▶ The purpose of the Module is to help you gain an understanding of the professional responsibility you have as a driver education instructor.



Slide 6-3

Module Sections


- ▶ This module will cover four topics:
 - Professional dress and demeanor.
 - Human relations and public service.
 - Maintaining and improving professional abilities.
 - Driver education instructor code of ethics.



Slide 6-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the importance of professional dress and demeanor as a driver education instructor.
 - Demonstrate how to interact with students in a professional manner.
 - Explain how to conduct public relations and services.
 - Describe how to maintain and improve professional abilities.
 - List and abide by an instructor code of ethics.



Slide 6-5

? Question


Why is good personal appearance & hygiene important to first impressions?



Slide 6-6

First Impressions

- ▶ Maintain your professionalism.
- ▶ Provide greater self-esteem to the instructor.
- ▶ Not be offensive to students/parents.




Slide 6-7

? Question

Why is good personal hygiene important as a driver education instructor?


Give examples of good hygiene.

Module 6 PW page 6-2 

Slide 6-8

Personal Hygiene


- ▶ Important when you work directly with the public.
- ▶ Impacts the way the public perceives you.
- ▶ Can lead to uncomfortable situations if not complied with.
- ▶ Can be offensive and lead to bad impressions.

Module 6 PW page 6-2 

Slide 6-9

Personal Hygiene


- ▶ Appropriate grooming.
- ▶ Having clean, trimmed hair.
- ▶ Using deodorant.
- ▶ Bathing daily.
- ▶ Clean / pressed clothes or uniform.
- ▶ Fresh breath.
- ▶ Other items of grooming.

Module 6 PW page 6-2 

Slide 6-10

Guidelines for Interacting with Students


- ▶ Maintaining proper instructor attitude.
- ▶ Instructor offering students a service.
- ▶ Instructor should give accurate, efficient, honest service without discrimination to anyone.

Module 6 PW page 6-4 

Slide 6-11

Guidelines for Interacting with Students


- ▶ The instructor should constantly:
 - Review his/her attitude as an instructor.
 - Evaluate their actions and manners.
 - Stay knowledgeable and informed on current conditions.

Module 6 PW page 6-4 

Slide 6-12

Common Do's of Teaching

- ▶ Do identify yourself by name.
- ▶ Do appear with a smile.
- ▶ Do be positive in your approach.
- ▶ Do emphasize good points before concentrating on bad ones.
- ▶ Do keep your control.
- ▶ Do keep your tone of voice cordial.
- ▶ Do show consideration for the students' needs.

Module 6 PW page 6-4 

Slide 6-13

Common Don'ts of Teaching

- ▶ *Do Not* act with bias or prejudice.
- ▶ *Do Not* appear to take a student's problem lightly.
- ▶ *Do Not* take a defensive position.
- ▶ *Do Not* chew gum while teaching.
- ▶ *Do Not* breathe in the student's face.
- ▶ *Do Not* act in a demeaning manner.
- ▶ *Do Not* act in an authoritarian manner.
- ▶ *Do Not* appear disinterested or preoccupied.
- ▶ *Do Not* use personal electronic devices when teaching.

Module 6 PW page 6-4 ANSTSE

Slide 6-14

Learning Activity

Activity #1: Do's and Don'ts of Teaching

Complete Activity in Participant Workbook

Module 6 PW page 6-5 ANSTSE

Slide 6-15

Public Relations and Service

- ▶ Attempt to positively influence public opinion concerning the driver education program via:
 - letters to the parents of students in the program,
 - parent meetings,
 - media usage and
 - a variety of community service projects.

Module 6 PW page 6-6 ANSTSE

Slide 6-16

Public Relations and Service

- ▶ Establish and maintain a plan to present a positive image for the driver education program.
 - To other instructors, school staff, and management.
 - Automobile dealers and other private agents.
 - Persons in the community.

Module 6 PW page 6-6 ANSTSE

Slide 6-17

Public Relations and Service

- ▶ Provide the community information and education regarding traffic safety.
 - Hold periodic education programs for parents and the community.

Module 6 PW page 6-6 ANSTSE

Slide 6-18

Public Relations and Service


- ▶ Perform service activities in the community
 - Assess unique situations within community.
 - Conduct service activities to upgrade traffic safety in the community.
 - Participate in community traffic safety activities as a resource person.

Module 6 PW page 6-6 ANSTSE

Slide 6-19

How to Maintain and Improve Professional Abilities

- ▶ By investigating new developments in the field of driver education.
- ▶ Participating in appropriate professional organizations and meetings, in-service training (ADTSEA, DSAA, other state and local groups).
- ▶ Reading professional and related literature.



Module 6 PW page 6-7 ANSTSE

Slide 6-20

Code of Ethics

- ▶ A code of ethics is a system of principles, rules, values and commitments, including a moral philosophy governing an individual or group.

Module 6 PW page 6-9 ANSTSE

Slide 6-21

? Question

Why do you think a code of ethics is necessary?

Module 6 PW page 6-9 ANSTSE

Slide 6-22

Purpose for Code of Ethics

- ▶ Identifies duties, appropriate conduct and performance standards.
- ▶ Establishes values and identifies essential qualities.
- ▶ Provides guidance and direction.
- ▶ Prescribes a code of honor, pledge of commitment or agreement of performance.
- ▶ Promote professionalism and advance the profession.

Module 6 PW page 6-9 ANSTSE

Slide 6-23

Purpose for Code of Ethics

The driver education instructor may be governed by a:

- ▶ Professional Code of Ethics
- ▶ State Code of Ethics
- ▶ Organization Code of Ethics
- ▶ Human rights legislation, if applicable

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Slide 6-24

Why Professionalism is so Important?


- ▶ Driving must become to each individual a social responsibility and an exacting skill.
- ▶ The profession of a driver education instructor dedicates itself, and prescribes the moral philosophy.

Module 6 PW page 6-9 ANSTSE

Slide 6-25

Why Professionalism is so Important?


- ▶ Driving is a social activity in which you must become socially responsible.
- ▶ Driving is an exacting skill and instructors must help drivers to understand their responsibilities.

Module 6 PW page 6-9 

Slide 6-26

State, District or School Instructor Code of Ethics

- ▶ Commitment to the student
- ▶ Commitment to the school and school system
- ▶ Commitment to the profession


Module 6 PW page 6-10 

Slide 6-27

Learning Activity

Activity #2 Code of Ethics


Read your State's Code of Ethics and explain why it is a needed resource.

Module 6 PW page 6-10 

Slide 6-28

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the importance of professional dress and demeanor as a driver education instructor.
 - Demonstrate how to interact with students in a professional manner.
 - Explain how to conduct public relations and services.
 - Describe how to maintain and improve professional abilities.
 - List and abide by an instructor code of ethics.


Module 6 PW page 6-11 

Slide 6-29

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 6 PW page 6-12 

Slide 6-30


Questions and Answers

- ▶ Why is it important to make a good first impression with the students?
- ▶ How can the driver education instructor positively influence public opinion concerning driver education?
- ▶ How can the driver education instructor maintain and improve their professional abilities?
- ▶ In regards to the code of ethics who should the instructor provide responsibility to?

Module 6 

Slide 6-31

Questions?




Module 6



Module 7


Sexual Harassment and Liability Protection



Slide 7-2

Purpose of the Module


- ▶ The purpose of the Module is to provide information on instructor professionalism, including sexual harassment and liability.

Module 7 PW page 7-2 

Slide 7-3

Module Sections


- ▶ This module will cover two topics:
 - Sexual harassment.
 - Liability protection.

Module 7 PW page 7-2 

Slide 7-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe policies related to sexual harassment.
 - Explain the liability protection a driver education instructor should have.
 - Develop a liability portfolio.

Module 7 PW page 7-2 

Slide 7-5

A Safe Learning Environment


- ▶ The driver education environment needs to be a safe place for the student to learn and the instructor to teach.
- ▶ Complaints will be taken seriously and may result in an investigation.

Module 7 PW page 7-3 

Slide 7-6

Instructor's Position of Authority

- ▶ In a position of power over a minor student.
- ▶ Professional responsibility to maintain a safe and respectful learning environment.

Module 7 PW page 7-3 

Slide 7-7

What is Sexual Harassment?


- ▶ Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
 - Verbal abuse, insults, suggestive comments and demands
 - Leering, pressure for sexual activity
 - Touching, pinching and patting
 - Can end up as attempted rape or rape

Module 7 PW page 7-3 

Slide 7-8

Examples of Sexual Harassment


- ▶ Staring at a person or focusing upon a particular area of the body
- ▶ Terms of address such as “honey,” “baby,” “chick,” “dear”...etc.
- ▶ Sexual or intrusive questions about an individual’s personal life
- ▶ Explicit offers of sex for grades, money or other rewards

Module 7 PW page 7-3 

Slide 7-9

What is Sexual Harassment?


- ▶ Be extremely cautious about giving any gifts to a student.
- ▶ Do not use lesson time to have students drive on personal errands as part of the lesson.

Module 7 PW page 7-4 

Slide 7-10

Determining Whether Behavior is Proper


- ▶ Ask yourself the following:
 - Would I want my behavior to be the subject of a newspaper article or to appear on the news?
 - Would I behave the same way if my wife, husband, or significant other were standing next to me?
 - Would I want someone else to act this way toward my daughter, son, wife, husband, or significant other?

Module 7 PW page 7-4 

Slide 7-11

Determining Whether Behavior is Proper


- ▶ Ask yourself the following:
 - Is there equal power between me and the person I am interacting with?
 - Is there equal initiation and participation between me and the person I am interacting with?
 - Will I worry about the student or employee telling anyone about my behavior?

Module 7 PW page 7-4 

Slide 7-12

Flags or Warning Signs of Sexual Harassment

- ▶ **“No one will know.”**
- ▶ **“This will be our little secret.”**
- ▶ **“Let’s keep this between you and me.”**

Module 7 PW page 7-4 

What to Do if You are the Victim of Sexual Harassment

Slide 7-13

- ▶ Be assertive. The harasser's behavior generally changes after being confronted.
- ▶ Keeping a diary of the incident will help if you decide to pursue a formal complaint.
- ▶ Tell someone.

Module 7

PW page 7-5



What is Liability and Tort?

Slide 7-14

- ▶ Liability means legal responsibility for one's acts or omissions.
- ▶ Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another. Torts include all negligence cases as well as intentional wrongs which result in harm.

Module 7

PW page 7-6



Why Liability is Important to a Driver Education Instructor?

Slide 7-15

- ▶ Student behaviors can become liability issues in collisions.
- ▶ The instructor may be requested to justify teaching practices, procedures, and assessment of skills.
- ▶ Instructor liability may be an issue if records do not indicate performance and assessment of required skills.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-16

Two concerns are present:

- ▶ Testifying to instructor assessment of student behavior and collision avoidance techniques are often at issue.
- ▶ Safety education instructors in many ways assess driver performance and driver behavior in tasks that are required to be performed by the curriculum guide in the local school district.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-17

- ▶ Driver performance is defined as a measurement of what the driver is able to do.
- ▶ Driver behavior is more stringently defined as what the driver actually does in a situation.
- ▶ Often the assessment mechanisms are not designed to differentiate performance and behavior.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-18

- ▶ Did the instructor perform everything which could have been done to prevent a collision?
- ▶ Did the instructor perform everything which should have been known to avoid a collision?

Module 7


PW page 7-7



Slide 7-19

Feasance Issues


- ▶ **Feasance** – carrying out of lawful obligations.

Module 7 PW page 7-7 

Slide 7-20

Misfeasance of Duty


- ▶ The improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.

Module 7 PW page 7-7 

Slide 7-21

Misfeasance of Duty


- ▶ For example, passing is a lawful and legal act.
- ▶ An instructor requests a student driver to simulate a pass over a broken yellow line without a vehicle in front of him.
- ▶ Passing is legal, but crossing center line is not when a pass or an emergency is not taking place.
- ▶ A resulting incident may become a misfeasance of duty issue.

Module 7 PW page 7-7 

Slide 7-22

Malfeasance of Duty


- ▶ The performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.

Module 7 PW page 7-7 

Slide 7-23

Malfeasance of Duty


- ▶ For example, the local curriculum guide calls for recognizing and operating a vehicle on one-way streets.
- ▶ A student driver is requested to turn onto a one-way designated street in the opposite direction to assess the student's ability to recognize the street signs.
- ▶ The instructor allows the student to turn onto the street and an incident occurs.
- ▶ The student is operating the vehicle in an illegal manner on a one-way street.
- ▶ Any resulting incident may become a malfeasance of duty issue.

Module 7 PW page 7-7 

Slide 7-24

Nonfeasance

- ▶ Failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.

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Slide 7-25

Nonfeasance

Examples:

- You allow students to enter a store during a lesson. Students steal from store. They enter vehicle under your control and your vehicle is stopped by police officer.
- You disagree with the “no errand policy” and pull into bank or fast food drive thru. Student hits gas rather than brake resulting in bodily injury and/or property damage.

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Slide 7-26

Statute Relevance

- ▶ When questions of duty arise and levels of performance are queried before the court system, the system relies on sequencing of relevant laws, procedures, and practices.

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Slide 7-27

Statute Relevance

- ▶ National
 - Federal Uniform Vehicle Codes
 - Department Standards
 - National Curriculum Standards
 - Agency Regulations
 - Textbooks and Curriculum Materials
- ▶ State
 - Traffic and Civil Statutes
 - Administrative Rules and instructor Certification
 - Model curriculum guidelines
 - Approved local curriculum
 - State and Local practices

Module 7 PW page 7-8 ANSTSE

Slide 7-28

Novice Teen Driver Education and Training Administrative Standards

- ▶ A key highway safety countermeasure for states to use in improving teen driver safety.
- ▶ To provide quality, consistent driver education.
- ▶ A sections include:
 - Program Administration
 - Education and Training
 - Instructor Qualifications
 - Coordination with Driver Licensing
 - Parental Involvement

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Slide 7-29

Liability Portfolio Contents

- ▶ Certification Records
- ▶ Approved Curriculum Guide
- ▶ Sample Classroom Lesson Plan
- ▶ Sample In-vehicle Lesson Plan
- ▶ Exemptions to Curriculum Plan
- ▶ Local Practices
- ▶ List of Resources Used

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Slide 7-30

Considerations for the Instructor


- ▶ Parent meeting
- ▶ In-vehicle guide
- ▶ Provide copies of state driver manual
- ▶ Written communication to parents/ guardians
- ▶ Provide guide for safe in-vehicle practices
- ▶ Policy manual
- ▶ Evidence indicating a certified and organized pattern of practice
- ▶ Evidence of pre-assessment was given

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Slide 7-31

Considerations for the Instructor


- ▶ Evidence indicating approved lesson plans and drive routes showing organized pattern of instruction
- ▶ Evidence of permit check
- ▶ Evidence indicating student progress and level of competence
- ▶ Establish an instructor liability portfolio
- ▶ Establish student files of instruction

Module 7 PW page 7-9 

Slide 7-32

Planning Behind-the-Wheel Lessons


- ▶ Pre-assessment
 - Preparation for lesson
 - Record keeping
- ▶ Lesson objectives
 - Meet National standards
 - Meet state standards
 - Meet local standards
- ▶ Learning activities
 - Demonstration
 - Practice
 - Evaluation
 - Level of task performance

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Slide 7-33

Planning Behind-the-Wheel Lessons


- ▶ Assessments
- ▶ Record keeping
- ▶ Parent involvement

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Slide 7-34

Protecting Yourself

- ▶ Novice progression evidence
- ▶ Novice capability or evidence of incapability
- ▶ Injury/crash records
- ▶ Written lesson plans and routes
- ▶ Evidence of care compliance
- ▶ Liability portfolio

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Slide 7-35

 Learning Activity

Activity #1: Liability Protection Portfolio


Begin developing a liability portfolio.

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Slide 7-36

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe policies related to sexual harassment.
 - Explain the liability protection a driver education instructor should have.
 - Develop a liability portfolio.

Module 7 PW page 7-12 

Slide 7-37

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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Questions and Answers

- ▶ How to determine if your behavior is appropriate?
- ▶ Why is liability important to a driver education instructor?

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Slide 7-39

Questions?

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