

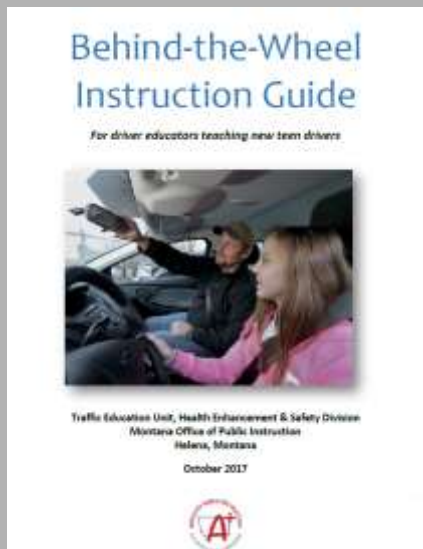
DETA WEBINAR

Questions and Discussion

Driver Education Teacher Preparation in Virginia

Thursday, 11/16/2017 3:00 pm Eastern

Duration: 60 Minutes



Host: Highway Safety Services, LLC

Guest Presenter: A. Vonnie Colvin, Ed.D. in Virginia
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This Montana BTW guide was excerpted and adapted from the *Instructor's Guide of the 2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program* with permission from the Association of National Stakeholders in Traffic Safety Education (ANSTSE). It was developed by the Highway Safety Services, LLC and Teacher Training Working Group at ANSTSE in cooperation with the National Highway Traffic Safety Administration. The 1,237-page curriculum is available at <http://www.anstse.info/Instructor%20Training%20Materials.html>.



Driver Education Teacher Preparation in Virginia

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Virginia's Driver Education Program

- We believe Virginia has an outstanding program in driver education.
- Virginia Standards of Learning in driver education were implemented in 1987 and are reviewed every 7 years.
- In 2001, a major standardization of the driver education curriculum was initiated. Materials were made available to all high school driver education students and their instructors as well as the college instructors in the endorsement courses.
- The Virginia Department of Education (VDOE) constantly evaluates the curriculum and adjusts content as needed. The VDOE has a commitment to preparing the safest drivers for the roadways of Virginia.



Endorsement Requirements



Two 3 credit college-level courses are required for the endorsement:

1. Foundations of Traffic Safety
2. Instructional Principles and Methodologies for In-car Driver Education

Colleges submit materials to the VDOE for program approval. The VDOE evaluates and approves each driver education program as well as assesses the qualifications of faculty. Any course content changes that the college wishes to modify must be approved by VDOE.

Standardizing Instruction

- The VDOE works very closely with the college instructors to ensure that everyone is disseminating the same information:
 - Novice instructors often meet at the VDOE to learn about all of the resources.
 - All driver education teacher educators are invited to attend a working/sharing session at the Virginia Association for Driver Education and Traffic Safety (VADETS) Conference each October

Standardizing Instruction (continued)

- An additional meeting is held every July at the Health & Physical Activity Institute.
- In addition, important information is disseminated via email as needed
- But the best resource is the VDOE's availability over telephone or by e-mail to answer specific questions.

VDOE comprehensive examinations

- At the conclusion of each course, a VDOE constructed comprehensive exam is administered.
- A composite average of 70% is expected.
- Students not achieving the score are mentored and may re-take the exams.
- The goal is to ensure that all endorsement completers possess the knowledge and skills to become strong teachers of driver education.
- The exam assists the college instructors in evaluating their programs' strengths/weaknesses and also to determine competencies that need more emphasis.

Continuing efforts to ensure quality teacher preparation in driver education

In 2017, the VDOE received a grant to revise and convert materials into a newer electronic medium for the endorsement courses. The work on the first course is nearly complete. This revision:

- Combines all resources into one site. (syllabus, Power Points, assessments, hand-outs, activities, test bank, etc.)
- Will ensure that students who complete the first course at one college and the second course at another, have the same information and quality of instruction.
- Provides guidance for college teachers with less experience in the field.
- Streamlines all of the materials into a course that can be completed in 14 weeks of face to face meetings.

The first course in the driver education teacher preparation program

1. The course is standardized and addresses three primary areas:
 - a. Content knowledge addressed in the Board of Education regulations, Virginia DMV, and VDOE's ORPH drive;
 - b. Knowledge of Virginia laws and policies related to driver education and juvenile licensing procedures; and
 - c. Embedding methods of teaching into content.
 - i. Knowledge about the teen learner.
 - ii. Hands-on activities (anchors) and other suggestions for content retention. This also provides examples that college students can use with their own classes in the future.
 - iii. Teaching hints are embedded.

Foundations of Traffic Safety

(Continued)

2. Continuous assessment is essential.

- Lessons begin with short quiz about class information from previous week and end with a short test on the module students were to complete for the week.
- If a problem area is revealed, it is re-taught and re-tested.

3. PowerPoints are limited to fewer than 45 slides per 2.5 hr. class period. The goal is to focus on the challenging materials the students encounter, not all of the materials provided by the VDOE.

The foundation of the curriculum & instruction for driver education courses

- The VDOE has create a web site (ORPH) with instructional materials.
- High school teachers use this as a resource for power points as well as sample assessments, worksheets, videos, etc.
- High School students complete a workbook that aligns with these materials.
- During the endorsement courses, the college students work through the same 12 modules and complete the same workbook as the high school students do. This familiarizes them with all of the materials.

The Foundations of Traffic Safety course has much more. But it does not . . .

1. Address every content area covered on the ORPH website that the high school teachers use in their instruction. Topics were selected because they:
 - Were challenging areas for the high school students and/or college students to learn. Ex- reference points; pitch, roll, yaw; push-pull steering; etc.
2. Contain every teaching idea, but a selected few. The college students are assigned to review three resources on ORPH each week. This increases their familiarity with the materials available.
3. Align the week number with module number. There are 12 modules, but 14 weeks in the semester. Therefore, week 3 is not module 3. With all modules under revision, this course is based on topics for instruction.

What materials are provided to the college instructors?

- Syllabus – Instructors will need to adjust for specific college requirements, but essential elements are there.
- For each class meeting, instructors are provided:
 - PowerPoint with anchors, teaching ideas, and activities embedded;
 - A sample quiz on previous week’s instruction; and
 - A sample module test.

Examples of supplemental materials:

- a) KAHOOTs – User name: drivesafevirginia@gmail.com – password KAHOOT12
- b) Jeopardy
- c) Handouts

Suggested grading percentages

• Workbook	15%
• Classroom activities, homework, tests quizzes	30- 40%
• Collect 10 anchors – 4 must be original	5 – 10%
• Teach lesson (length depends upon number of students)	5 - 20%
• Final exam (cumulative)	<u>25 – 35%</u>
	100 %

Instructor may select within the range provided to meet the needs of the students in their class. For example, a class with all teacher preparation students is very different than a community college course where many are interested in teaching in a commercial business, as opposed to a school.

Sample class calendar (1st course) based on general topics and 12 modules

Week #	What is due - shortened	Class content – shortened here
1		Orientation to class & syllabus Changes to driver education since most received their licenses
2	Quiz on information from Mtg. # 1	Legislation and policies impacting driver education
3	Mtg. 2 quiz Create 2 activities to teach signs Module 1 test	Working through DMV driver's manual
4	Mtg.3 quiz Module 2 test	Complete DMV Driver's Manual Organizing a lesson
5	Mtg. 4 quiz Module 3 test	Meet in parking lot. Learn about: footprint, checking air pressure and oil, using car manual to find parts of engine, as well as front and back limitations. In classroom – Preparing to operate your vehicle

Sample class calendar (1st course) - continued

Week #	What is due	Class content – shortened here
6	Mtg. 5 double quiz - cumulative Module 4 test	Laws of Nature – The Physics of Driving; Vision; Basic Maneuvering; Space Management Discussion of anchors Module 3 student presentations
7	Mtg. 6 quiz Module 5 test	Moving the Vehicle – Backing, Turnabouts; Parking; Intersections; Hills; Curves Module 4 student presentations
8	Mtg. 7 quiz Module 6 test	Expressways; Using Maps; Sharing the Road Module 5 student presentations
9	Mtg. 8 quiz Modules 7 & 8 test	Distracted Driving & Alcohol Module 6 student presentations
10	Mtg. 9 quiz Module 9 test	Adverse Conditions Modules 7 & 8 student presentations

Sample class calendar (1st course) - continued

Week #	What is due	Class content – shortened here
11	Mtg. 10 triple quiz – cumulative to week 1 Module 10 test	Vehicle Systems; Handling Special Vehicles; Driver Responsibilities Module 9 student presentations
12	Mtg. 11 quiz Module 10 test	Including Parents – 45 hr. Parent/Teen Driving Guide; Parents in the Driver’s Seat Module 10 student presentations
13	Mtg. 12 quiz Modules 11 & 12 test	Legislation and policies affecting 18+ year olds; Modules 11 & 12 student presentations
14	Completed workbook and anchors due	Comprehensive exam/Final Exam

Agenda for class meeting – First course

1. Answer any questions on assigned module and corresponding section of workbook
2. Quiz on last week's lecture/lesson
3. Characteristics of teen learners (1 slide)
4. Content
5. Student presentations
6. Homework for next week explained
7. Test on assigned module (Instructor looks through workbooks while students take test)

Second course required for endorsement

Instructional Principles and Methodologies for
In-car Driver Education



Instructional Principles and Methodologies for In-car Driver Education

- State-wide, all college students enrolled in this course are expected to ride with a driver education teacher for at least 14 hours while the teacher is instructing students in the car. This is in addition to class meeting time.
- Each college has different resources and some adjustments are necessary. This presentation is based on having one car with an extra brake for every 2-3 students, a parking lot that can be barricaded so no other cars can enter, and the ability to hire additional driver education instructors to assist with teaching road skills; first as a teacher and then as a student.

Instructional Principles and Methodologies for In-car Driver Education

Students are expected to demonstrate:

- Content knowledge from Board of Education, Virginia DMV, and Virginia legislation pertaining to the in-car portion of driver education.
- Other “outside of the car” competencies include:
 - The ability to complete all required documentation and create a record keeping process.
 - Able to identify criteria needed to work with special populations.
 - In addition, students should be able to create a work plan to create a driver education program.

Instructional Principles and Methodologies for In-car Driver Education

During a road test, students are expected to demonstrate to the instructor:

Correct personal driving skills

All skills learned during the Foundations of Driver Safety course – a few of these are:

- Use of push-pull steering
- Use of reference points
- Parking (perpendicular, angle, parallel)
- Turnabouts (2-point, 3 point, U-turns)
- Use of mirrors positioned to BGE setting

Instructional Principles and Methodologies for In-car Driver Education

Students are expected to demonstrate and be able to teach:

Skills on the driving range:

- Parking [perpendicular (pull in & back in), angle, parallel]
- Serpentine (6 cones, 22' apart) – forward and reverse
- Reference points

Evasive maneuvers:

- Blocked lane
- Off-road recovery
- Serpentine – 4 cones – 44" apart (higher speed)

Instructional Principles and Methodologies for In-car Driver Education

As in-car driver teachers, students are expected to:

- Know what is going on in and around the car
- Provide timely instruction and feedback
- Have knowledge of Virginia's assessment forms for daily evaluation as well as the final road test

Instructional Principles and Methodologies for In-car Driver Education

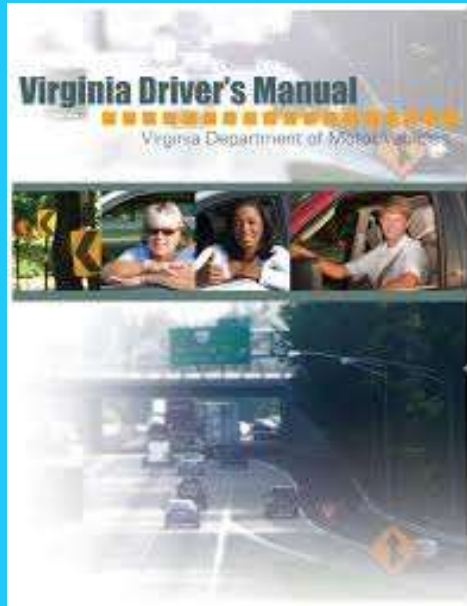
As instructors, sitting on the passenger side, students are expected to demonstrate the ability to:

- Drive from the passenger side
- Use instructor brake when appropriate
- Place car in neutral, apply instructor brake, and bring car to a safe location

Instructional Principles and Methodologies for In-car Driver Education - Grading

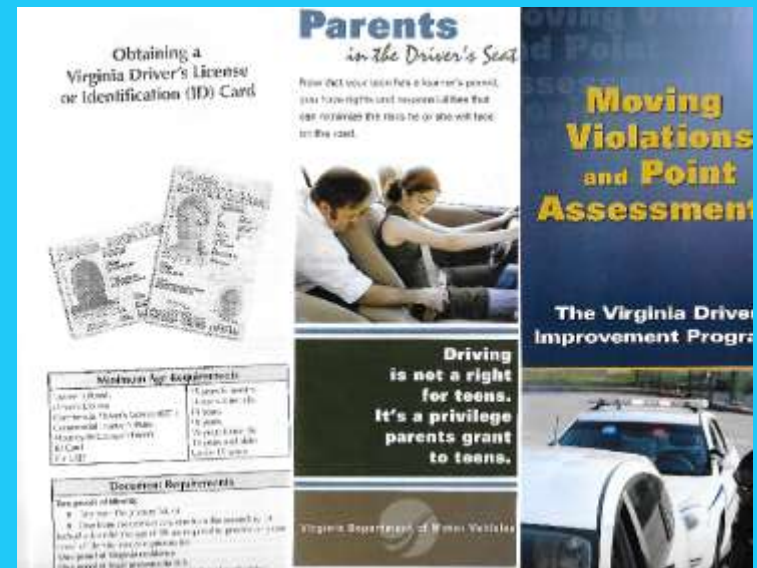
- Teach a specific lesson to the class employing reference points, demonstrations, and verbal cues 5%
 - Draw a range and develop a lesson plan for it 10%
 - Teach 25 minute on-street skills to instructor acting as a student (evaluated on appropriateness of route, assessment, and instruction) 20%
 - Create a final road test for instructor and determine if instructor qualifies for a license (evaluated on route and ability to assess driver competencies) 15%
 - Skills on driving range (parallel park, perpendicular park, serpentine, reference points) 10%
 - Final written exam 40%
-
- 100 %

Materials from the Virginia DMV utilized in the revision to the first course



Manual

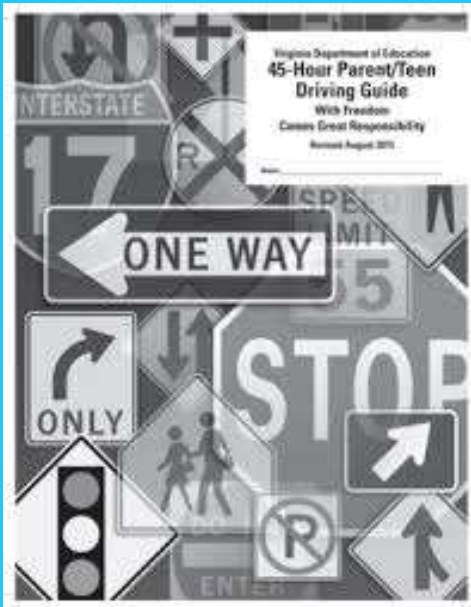
Fax request on school letterhead to 804-367-1054. Please check the DMV website to see if there are other materials you need. Allows 2-3 weeks for delivery.



Pamphlets

Additional Resources Available to Schools

Please check the DOE website for other resources.



Distributed to schools by VDOE at beginning of each school year.

