

DRIVERS EDUCATION (MINOR)
21005
DRAFT

June 20, 2007

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the school setting.

21005.1 Content Knowledge.

The program requires the study of driver education content and disciplinary concepts related to the development of a driver safety educated person. The program requires the study of how to plan, implement, and maintain a driver and traffic safety education program through classroom instruction and in-car instruction. To meet this standard, institutions will require:

Knowledge Indicators - *The competent driver education teacher:*

- Shall provide the student with knowledge of the basic elements of driver and traffic safety education, including:
 1. theories of accident causation;
 2. interpretation of the elements of the Highway Transportation System;
 3. components of the driving task;
 4. psychological and physiological factors affecting driver behavior; and
 5. laws and rules that regulate motor vehicle operation.
- Shall provide experiences which expand skills in operating motor vehicles under normal and adverse weather conditions.
- Shall provide knowledge of the organization and management of a driver and traffic safety education program.
- Shall provide the student with knowledge of:
 1. processes of human growth, development, and learning including the characteristics of particular age groups such as adolescents or adults;
 2. skills used in recognizing, analyzing, evaluating, and employing specific teaching and diagnostic techniques and instructional materials appropriate to the classroom and behind-the-wheel environments; and
 3. skills needed to work effective with educationally or physically handicapped students in the regular classroom.
- Shall provide the student with knowledge of the effects of alcohol and other drug use, particularly as they relate to decision-making and driving behaviors.

Performance Indicators - *The competent driver education teacher:*

- Holds a valid driver license and maintains an acceptable driving record;
- Possesses a strong knowledge of the Highway Transportation System, North Dakota's Motor Vehicle Code, and the Administrative Resource Guide for

Driver Education in North Dakota.

- Is able to give clear and concise instructions and directions while instructing students in the driver education car.
- Is able to identify and use appropriate traffic safety resources to enhance instruction and develop collaborative relationships with safety-related organizations and agencies.
- Is knowledgeable of substance abuse and prevention education and the effects of substance abuse on drivers, the driving task, and our highway transportation system.
- Is knowledgeable of laws pertaining to minor drivers in North Dakota.
- Knows and understands appropriate procedures and practices to follow when working with students with exceptional educational needs.
- Is able to take control of, or make adjustments to, a vehicle's speed, and/or direction while teaching in-car, so as to eliminate, or reduce the chance (or severity) of a crash.
- Is familiar with professional traffic safety associations (state and national) and their role in development and professional growth of the driver education teacher.
- Knows the importance of, and is able to implement a parent involvement program.
- Is able to teach both classroom and laboratory phases of a traffic safety program.
- Knows how to use a variety of student assessment instruments.
- Is able to observe a student's driving actions and behaviors, identify errors, and prescribe appropriate corrective actions.
- Understands the process of periodic renewal of their driver education teaching license with the Education Standards and Practices Board.

21005.2 Pedagogical Knowledge.

The program requires the ability to apply pedagogical knowledge and skills appropriate to the teaching of driver's education including the classroom and in-car instruction. The core of this standard will be sequential and progressive field experiences/student teaching that allow teacher candidates to refine, extend, and apply their teaching skills at the 7-12 level .

Knowledge Indicators - *The competent driver education teacher:*

Performance Indicators - *The competent driver education teacher:*

Dispositions - *The competent driver education teacher:*

21005.3 Growth and Development.

The program requires the study of how individuals learn and develop, and provides to teach candidates how to support their student's physical, cognitive, social, and emotional development. This standard addresses human growth and driver/safety education development and focuses on the application of growth and development concepts necessary to create learning experiences such as the development of _____ The program uses a variety of performance assessments

Knowledge Indicators - *The competent driver education teacher:*

1. Identifies differences in approaches to learning and physical performance (e.g. different learning styles, multiple intelligences, and performance modes).
2. Identifies areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers (e.g. English language learners).
3. Describes how individual experiences, talents, prior learning, as well as culture, family, and community values influence learning.

Performance Indicators - *The competent driver education teacher:*

1. Selects and implements appropriate instruction that is sensitive to learners' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
2. Identifies and uses appropriate services and resources to meet diverse learning needs.

Dispositions - *The competent driver education teacher:*

21005.4 Management and Motivation.

The program requires the study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect, and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of driver education activities. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Describes principles of effective management and a variety of strategies to promote equitable and meaningful learning in driver education settings.
2. Uses developmentally appropriate practices to motivate learners to participate in driver education activity.
3. Understands factors related to intrinsic motivation and strategies to help learners become self motivated.

Performance Indicators - *The competent driver education teacher:*

1. Uses managerial routines that create smoothly functioning learning experiences and environments.
2. Organizes, allocates, and manages resources (e.g., learners, time, space, equipment, activities, teacher attention) to provide active and

- equitable learning experiences.
3. Uses a variety of developmentally appropriate practices to motivate learners to participate in driver education activity inside and outside of the school.
 4. Uses strategies to help learners demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others safety, cooperation) that promote positive relationships and a productive learning environment.

Dispositions - *The competent driver education teacher:*

1. Accepts responsibility for establishing a positive climate in the driver education setting and school environment.
2. Believes that providing opportunities for learners' input into instructional decisions increases their commitment to learning.
3. Recognizes the importance of positive peer relationships in establishing a climate for learning.
4. Recognizes the value of intrinsic motivation to life-long participation in driver education activities.

21005.5 Communication.

The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in driver education settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Demonstrates a variety of effective communication techniques including appropriate verbal and nonverbal instructional cues and prompts.
2. Describes and implements strategies to enhance communication among learners in driver education settings.
3. Demonstrates strategies for developing listening skills and cooperation among learners in driver education settings.

Performance Indicators: - *The competent driver education teacher:*

1. Describes and demonstrates effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).
2. Communicates managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video, power point presentations and web development).

Dispositions - *The competent driver education teacher:*

1. Communicates in ways that demonstrate sensitivity to all learners (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
2. Commitments to communicating with school colleagues, parents/guardians, and the community.
3. Demonstrates commitment to serve as a positive role model.

21005.6 Planning and Instruction.

The program requires the study of how to plan and implement a sequential standards based K-12 curriculum using a variety of developmentally appropriate instructional strategies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Identifies, develops, and implements appropriate program and instructional goals.
2. Designs and implements learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
3. Selects and implements appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
4. Articulates principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction).

Performance Indicators - *The competent driver education teacher:*

1. Selects and implements instructional strategies, based on selected content, learner needs, and safety issues, to facilitate learning in the driver education setting.
2. Applies disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
3. Provides learning experiences that allow learners to integrate knowledge and skills from multiple subject areas.
4. Uses effective demonstrations and explanations to link driver education concepts to appropriate learning experiences. Developing a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

Dispositions - *The competent driver education teacher:*

1. Values long and short-term plans that are linked to both program and instructional goals and learner strengths and needs.
2. Commits to continuous learning about pedagogical content knowledge and its impact on learning.
3. Believes that the safety of students is the first priority in any driver education setting.
4. Models instructional strategies that facilitate learning in driver education settings (e.g., manages, informs, checks for learner understanding, draws

connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses).

5. Understands the importance of asking questions and posing scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).

21005.7 Learner Assessment.

The program requires the study **observing, recording, and reporting** of assessment to foster driver/safety, cognitive, social, and emotional development of learners in driver/safety activities. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students and parents, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Identifies key components of various types of assessment, describing their appropriate and inappropriate use, and addressing issues of validity, reliability, and bias.
2. Demonstrates knowledge of characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).
3. Selects and uses developmentally appropriate assessment strategies and instruments congruent with driver education activity learning goals.
4. Demonstrates the use of assessment as an integral part of instruction to provide feedback to learners.
5. Describes how to use and interpret learner performance data to inform instruction decisions and report progress.

Performance Indicators - *The competent driver education teacher:*

1. Successfully integrates a variety of appropriate authentic and traditional assessment techniques into lessons (including both self and peer assessments) to assess learner understanding and performance, provide feedback, and communicate learner progress (i.e., for both formative and summative purposes).
2. Interprets and uses learning and performance data to make informed curricular and/or instructional decisions.
3. Maintains records of learner performance and communicating learner progress based on appropriate indicators.

Dispositions - *The competent driver education teacher:*

1. Values ongoing assessment to identify learner needs and abilities.
2. Understands the critical importance of using assessment strategies that are appropriate to learning goals.

3. Recognizes that a variety of assessment strategies are necessary.

21005.8 Reflection.

The program requires the study of reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Investigates a variety of self-assessment and problem solving strategies for reflecting on practice and its influences on learning.
2. Completes an ongoing review of literature on teaching driver education and a variety of resources available for professional development (e.g., journals, associations, and development activities).

Performance Indicators - *The competent driver education teacher:*

1. Uses a cycle in which the candidate reflects upon teaching goals and performance, and implements changes based on observation of learners.
2. Uses available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
3. Constructs a plan for continued professional growth based on the assessment of personal teaching performance.
4. Reflects on the appropriateness of program design on the development of driver educated individuals.

Dispositions - *The competent driver education teacher:*

1. Engages in on-going self-reflection, assessment, and learning.
2. Values critical thinking and self-directed learning.
3. Seeks, develops, and refines practices to address individual needs of learners.
4. Recognizes responsibility for engaging in and supporting appropriate professional practices.

21005.9 Technology.

The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Demonstrates knowledge of current technologies and their application in teaching driver education education.
2. Designs, develops, and implements student-learning activities that integrate information technology.

Performance Indicators - *The competent driver education teacher:*

1. Uses technologies for record keeping, instructional resources and to communicate, network, locate resources, and enhance continuing professional development.
2. Selects and uses appropriate technological tools specific to the development of a driver/safety educated person.

Dispositions - *The competent driver education teacher:*

1. Seeks to keep abreast of new technology resources to enhance the driver education learning environment.

21005.10 Collaboration.

The program requires the study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for driver education both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Knowledge Indicators - *The competent driver education teacher:*

1. Identifies strategies to become an advocate in the school and community to promote a variety of driver education and traffic safety opportunities.
2. Identifies and actively seeking community resources to enhance driver education opportunities.
3. Understands laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).

Performance Indicators - *The competent driver education teacher:*

1. Actively participating in the professional driver education community (e.g., local, state, district, national) and within the broader education field.
2. Understanding how to work with counselors, other professionals and community agencies.
3. Being sensitive and responsive to signs of distress and seeking help as needed and appropriate.

Dispositions - *The competent driver education teacher:*

1. Pursuing productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.

2. Valuing collaboration with teachers of other subject matter areas.
3. Respecting learners' privacy and the confidentiality of information.
4. Willingness to work with others to improve the overall working environment.

21005.11 Candidate Assessment Data.

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

History:

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