



**Pennsylvania Department of Education
Private Driver Training School Instructor
Preparation Training Guide**

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Private Driver Training School Instructor Preparation Technical Guide

The purpose of this technical guide is to assist the Private Driver Training School (PDTs) owner, or director, in preparing PDTs instructor candidates to become driver education behind-the-wheel instructors. Proper preparation with the necessary training to take on the challenges of teaching the driver education behind-the-wheel phase will assist in providing students with a quality educational experience.

This guide outlines the best practices to follow when training the PDTs instructor candidate. Training should consist of, at a minimum, addressing the following:

Foundations — designed to support the growth and success of your instructor candidate. The aim is to explain driver education to encompass the knowledge and abilities necessary to support safe driving.

Instructional Teaching — the art and science of teaching students. It is the combination of teaching methods (what instructors do), learning activities (what instructors ask their students to do), and learning assessments (the assignments, projects, or tasks that measure student learning).

Fundamental Concepts of Teaching Driver Education — how to provide instruction to students that is specific to driver education behind-the-wheel lessons.

Lesson Plans and Route Plans — communicate to learners what they will learn and how they will be assessed. They help instructors organize content, materials, time, and instructional strategies.

Professional Accountability — maintaining competency and safeguarding quality education, outcomes, and standards of the profession, while being answerable to those who are affected by one's teaching practice. It relies on teacher professionalism and incorporating accountability to gain the trust of parents, students, colleagues, and state administrators.

Vehicle Technology — make vehicles safer, smarter, and more energy-efficient, thus making driving safer, more comfortable, and intuitive.

Assessment and Evaluation — helps the students understand their progress, understand the feedback received on their progress, and help them improve. Assessments and evaluations also provide another opportunity for the student to assimilate new information and redo the task to improve performance.

The following is an in-depth guide that will provide information and instruction to assist the PDTs owner, or director, in training future driver education behind-the-wheel instructors.

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Unit 1: Foundations

The foundation for teaching driver education behind-the-wheel is understanding the driver education curriculum. The curriculum is the totality of student experiences that occur in the educational process. It is the specific planned sequence of instruction aligned to the student's instructional goals.

Each PDTS has the option of which curriculum they will use in teaching driver education. However, Modules II through V of the Pennsylvania Enhanced Driver Education Program Guide is the recommended curriculum of the Pennsylvania Department of Education.

Unit objectives:

By the end of this unit, the instructor candidate will be able to:

- Demonstrate an understanding of driver education curriculum.
- Demonstrate an understanding of driver education best practices.
- Demonstrate an understanding of the rules for safe driving.
- Demonstrate an understanding of Pennsylvania motor vehicle laws.
- Demonstrate an understanding of natural laws that affect vehicle operator performance.
- Demonstrate an understanding of driver responsibilities.
- Demonstrate an understanding of driving environment.
- Demonstrate an understanding of perception and driving strategies.

Driver Education Curriculum

The driver education curriculum will focus on the Highway Transportation Systems (HTS). The HTS is designed for the movement of people and freight safely and efficiently. It is continually updated to make it more efficient and safer by improving the roads, producing vehicles equipped with more safety features, and continually educating its users. The three components of the HTS are:

- Motor vehicles
- Streets and highways
- People

Drivers who operate their vehicles in a responsible, low-risk manner are the most important part of the HTS.

Understanding of Driver Education Best Practices

The Department of Education established requirements for a standardized program of driver education. The standardized program is defined in terms of basic program elements, methods, instructional time, program content, and administrative practices with minimum requirements in each area. All Private Driver Training Schools may, and are encouraged to, provide a driver and traffic safety education course that exceeds the minimum requirements.

The standardized driver education program consists of a minimum of 30 hours of classroom instruction and a minimum of 6 hours of practice driving. Driving simulation instruction and multiple-car driving range instruction can be used to enhance behind-the-wheel instruction and in lieu of a portion of the practice driving time. The ratio of simulation instruction to practice driving instruction is either 4 hours of simulation for every 1 hour of behind-the-wheel or 3 hours of simulation for every 1 hour of behind-the-wheel. This is determined by how simulation is scheduled. The ratio of multiple-car driving range instruction to practice driving instruction is 2 hours of multiple-car driving range instruction to 1 hour of practice driving instruction on streets or roads.

Methods and Instructional Time Classroom Mode:

Classroom mode. The classroom mode must include a minimum of 30 clock hours of classroom instruction. No student shall receive more than two hours of classroom instruction during any calendar day. The learning experiences presented must be those represented in the Pennsylvania Driver Education Enhanced Program Guide. The classroom units of instruction are:

- Decision-Making Process
- Perception and Driving Strategies for Different Environments
- Responsibilities When Entering Pennsylvania's Driver Licensing System
- Man-Made Laws
- Natural Laws in Relation to Driving a Motor Vehicle
- Psychological Conditions
- Physiological Conditions
- Adverse Conditions
- Alcohol and Other Drugs
- Financial Responsibility
- Trip Planning
- Buying and Maintaining a Car

In-Car Mode. The practice driving mode must include a minimum of six clock hours of behind-the-wheel instruction in an approved driver education vehicle. Instruction must occur in both an off-street area and on-street on designated driving routes. No student driver shall receive more than one hour of behind-the-wheel instruction during any calendar day. There are no designated time requirements for student drivers who are observing while another student is driving. The learning experiences presented shall be experiences necessary to develop a safe and efficient driver.

Driving Simulation Instruction. Driving simulators are virtual environments that simulate the point of view of the driver. The driver uses real input devices such as steering and pedal controls to operate the simulated vehicle in the virtual environment. This laboratory method of instruction can complement the in-car phase of instruction and be used in lieu of a portion of the practice driving time. If the driving simulation instruction is scheduled in one block of time the ratio to practice driving instruction is 4:1. If the driving simulation is scheduled concurrently with the practice driving instruction, the ratio is 3:1. Concurrent scheduling is when a student driver moves from the simulation laboratory to the driver education vehicle and then repeats this

process. If simulation is being used in lieu of practice driving time, the student must receive a minimum of three hours of behind-the-wheel instruction on the road in the driver education vehicle.

Multiple-Car Driving Range. This is an off-street area where cars are used simultaneously to provide laboratory instruction under supervision of one or more qualified instructors. This laboratory method of instruction can complement the in-car phase of instruction and be used in lieu of a portion of the practice driving time. The minimum ratio to practice driving time is 2:1. If this laboratory method is used in lieu of practice time, the student must receive a minimum of three hours of behind-the-wheel instruction on the road in the driver education vehicle.

Three Phase Laboratory Programs. If a state approved driver education program consists of in-car instruction on the road, driving simulation, and multiple-car driving range experience, there must be a minimum of two hours of behind-the-wheel instruction on the road in the driver education vehicle. The other four hours can be supplemented with a combination of simulation and driving range instruction.

Understanding the Rules for Safe Driving and Understanding of Pennsylvania Motor Vehicle Laws

All driver instructor candidates should have a strong understanding of the Pennsylvania Driver's Manual, PA Vehicle Code, and national, state, and local traffic regulations.

Staying current on all traffic laws and regulations will assist the instructor candidate in preparing students to become safe users of the Highway Transportation System.

Student drivers need to know:

- Why they can be stopped by police and how to conduct oneself if stopped.
- Why certain roads have specific speed limits, why certain signage is assigned to specific sections of road, and the role of traffic circles, roundabouts, and diverging diamonds.
- How drug and alcohol use impact decision making and safe driving.
- How to share the road with bicycles, motorcycles, and pedestrians.
- How active and passive passenger restraint systems work and how to use them.
- The advantages of smooth starts and stops, obeying speed limits, combining trips, etc.

Natural Laws Affecting Vehicle Operator Performance

The laws of nature have a direct impact on vehicle performance thus having a direct effect on how we drive. Driver instructors can better guide their students in becoming safe users of the Highway Transportation System when they are familiar with the following:

- Weather
- Gravity
- Inertia
- Centripetal vs centrifugal force

Driver Responsibilities

Responsible driving is the foundation for safety. Driver responsibilities include a wide range of topics:

- Understanding the function of the vehicle.
- Understanding the importance of proper maintenance and the impact on the environment and safe driving.
- Understanding vehicle control, handling, and limitations.
- Understanding driver fitness, which includes having the proper attitude, being well rested, and limiting behind-the-wheel lessons to no more than one hour per day. The following data supports this best practice:
 - Novice driver attention span becomes diminished after one hour of instruction. Ideal active instruction time is 45 minutes.
 - Retention of information learned becomes diminished.
 - The novice driver becomes over stimulated and begins to forget information after one hour of instruction.
 - Driver fatigue, especially among novice drivers, increases after prolonged exposure to active engagement in the driving task after one hour which increases the risk for accidents.
 - Novice drivers have not yet built driving stamina.
 - Driving is monotonous. Monotonous tasks lead to fatigue. The effects of driver fatigue include, but are not limited to:
 - Nodding off.
 - Reacting more slowly to changing road conditions, other drivers, or pedestrians.
 - Making poor decisions.
 - Drifting from your lane.
 - Experiencing “tunnel vision” (when you lose sense of what’s going on in the periphery).
 - Experiencing “microsleeps” (brief sleep episodes lasting from a fraction of a second up to 30 seconds).
 - Forgetting the last few miles you drove.
 - Professional drivers, such as those with a CDL license, are required to be off duty for 10 consecutive hours after driving the 11-hour limit. Two hours is 22 percent of that 11-hour limit. It is unreasonable and dangerous to expect a novice driver to drive 22 percent of what is the legal limit for professional drivers.

Driving Environments

Driving instructors must understand the dynamic of various driving environments including but not limited to weather, nighttime, rural, city, residential, limited access roadways, and road conditions. Consider using a multi-vehicle-range or an isolated area to teach instructor candidates how to teach vehicle control in simulated weather and road conditions on a skid pad.

Perception and Driving Strategies

The Perceptual Driving Program establishes a foundation for selective seeing, evaluating, and responding to selective traffic scenes. Once this process is learned, the beginning driver will then be able to apply it to various traffic environments and situations. When introducing the students to the various driving environments and what makes these environments different from one another, the processes from the Perceptual Driving Program should be applied to all planned lessons. Drivers must be aware of what the various problems are, and they must also know how to respond to these problems.

The role of the driver in the highway transportation system (HTS) is primarily that of processing information and making decisions. Competent drivers do not just operate and guide vehicles; they are involved in a complex and constant process of perceiving and deciding how best to control the speed and position of their vehicles in one traffic situation after another. Fortunately, most traffic situations to be encountered are routine and easy to deal with. However, every now and then a rather complex traffic problem arises which drivers must cope within a very limited amount of time. It is the failure of drivers to respond properly to such problem situations that lead to most collisions. Therefore, the development of traffic problem solving skills is a basic requirement of safe driving.

In addition to the driver's mental skills or processes, this unit introduces the five basic requirements that are needed for the safe control of a motor vehicle. Then, they are applied and reinforced during succeeding sessions. These five basic concepts are traction, space, time, visibility, and the path of travel.

- Adequate Traction — Without traction, vehicle movement and control would not be possible. Traction is required for accelerating, decelerating, and steering. A driver must constantly assess the traction demands of their vehicle.
- Adequate Space — An adequate margin of space gives drivers plenty of time to react to the changing conditions. It also gives them better visibility. As a result, they rarely need to make sudden stops or swerving actions. Space is needed for crossing, joining, turning, and any other maneuver. Space needed will vary with the speed being traveled.
- Adequate Time — The driver must assess the time needed for driver control actions, vehicle responses, maneuvers, and processing information. The use of timing is extremely important for avoiding hazards.
- Adequate Visibility — How well a driver can guide their car along a pathway depends on visibility and how well the eyes are being used. Changes in visibility must be perceived and responded to.
- Path of Travel — The path of travel is that strip of roadway, wide enough and long enough, to permit the safe forward movement of your car. This concept serves as the basic point of reference for all perceptions and evaluations.

Decision Making

Driving is much more than a mechanical process of steering and braking. Many young, inexperienced drivers view it as a purely manual activity requiring little more than good hand-eye coordination and fast reflexes. Driver education students who fail to recognize and understand the risk factors that impact driving are also powerless to manage these same risk factors. The goal of driver education programs must be to teach young people to be safe and responsible drivers. This goal can be achieved by sharing information, skill training, and decision-making. Driver education programs have been successful in teaching students what they need to know about safe driving. These same programs have likewise been successful in teaching students safe and responsible motor vehicle handling skills. Still, the incidence of unintentional injury and death experienced by young drivers remains very high. The primary causes for high injury and mortality rates are driving inexperience and driver inability to manage risk.

Few vehicle crashes occur during on-the-road training because driver education teachers, sitting in the passenger seat, use their risk management skills to keep their students safe. However, this will not always be the case. Eventually, these students will be on their own and will no longer be able to rely on the good judgment of their instructors. Therefore, driver education teachers need to provide their students with the ability to become effective risk managers.

Using the STOP- THINK & GO Decision-Making Process, your students will learn how to take control of their driving options rather than be controlled by their environment. Give your students something on which they can rely in your absence, their own good judgment.

Other decision-making strategies include, but are not limited to:

- Always Allow Yourself an Out (AAYO)
- Identify, Predict, Decide and Execute (IPDE)
- Prepare, Predict, Anticipate (PPA)
- Search, Evaluate, Execute (SEE)
- Search, Identify, Predict, Decide and Execute (SIPDE)

Unit 2: Instructional Teaching

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Simply put, it refers to the method of how teachers teach, in theory and in practice. Pedagogy is formed by an educator's teaching beliefs and concerns the interplay between culture and different ways to learn. One of the most powerful pedagogical approaches is when the teacher becomes a mentor or coach who helps students achieve the learning goal. Using this strategy, the students can also work together and think, pair, and share using collective skills and expertise to accomplish learning tasks.

This unit is to be used by the PDTS owner or director to help prepare their instructor candidate to become a driver education behind-the-wheel instructor and be able to teach from a driver education curriculum. This unit is designed to give the instructor candidate a fundamental understanding of the teaching and learning process along with basic concepts of the skills, knowledge, and attitudes necessary to teach the behind-the-wheel phase of driver education.

Unit objectives:

By the end of this unit, the instructor candidate will be able to:

- Understand the key concepts of teaching and learning.
- Define the advantages of using a variety of approaches to support students with different learning preferences.

Teaching and Learning Theories

- [Cognitive learning theory](#) looks at how people think. Mental processes are an important part in understanding how we learn. The cognitive theory understands that learners can be influenced by both internal and external elements. Cognitive theory has developed over time, breaking off into sub-theories that focus on unique elements of learning and understanding. At the most basic level, cognitive theory suggests that internal thoughts and external forces are both an important part of the cognitive process. And as students understand how their thinking impacts their learning and behavior, they are able to have more control over it.

Cognitive learning theory impacts students because their understanding of their thought process can help them learn. Teachers can give students opportunities to ask questions, to fail, and to think out loud. These strategies help students understand how their thought process works and how to utilize this knowledge to construct better learning opportunities.

- [Behaviorism learning theory](#) is the concept that how a student behaves is based on their interaction with their environment. It suggests that behaviors are influenced and learned from external forces rather than internal forces. Behavioral learning theory is the basis for psychology that can be observed and quantified. Positive reinforcement is a popular

element of behaviorism. Behaviors are directly motivated by the reward that can be obtained.

Teachers can utilize positive reinforcement to help students learn a concept better. Students who receive positive reinforcement are more likely to retain information moving forward, a direct result of the behaviorism theory.

- [Constructivism learning theory](#) is based on the idea that students create their own learning based on their previous experiences. Students take what they're being taught and add it to their previous knowledge and experiences, creating a reality unique to them. This learning theory focuses on learning as an active process that is personal and individual for each student.

Teachers can utilize constructivism to help understand that each student will bring their own past to the learning environment every day. Teachers in constructivist learning environments act as more of a guide by helping students create their own learning and understanding. They help them create their own process and reality based on their own past. This is crucial to help many kinds of students take their own experiences and include them in their learning.

- [Humanism](#) is very closely related to constructivism. Humanism directly focuses on the idea of self-actualization. Everyone functions under a hierarchy of needs. Self-actualization is at the top of the hierarchy of needs. It is the brief moments where a person feels all their needs are met and that they are the best possible version of themselves. Everyone is striving for this, and learning environments can either move toward meeting needs or away from meeting needs.

Teachers can create learning environments that help students get closer to their self-actualization. Educators can help fulfill students' emotional and physical needs, giving them a safe and comfortable place to learn, plenty of food, and the support they need to succeed. This kind of environment is the most conducive to helping students learn.

- [Connectivism](#) is one of the newest educational learning theories. It focuses on the idea that people learn and grow when they form connections. This can be connections with each other or connections with their roles and obligations in their lives. Hobbies, goals, and people can all be connections that influence learning.

Teachers can utilize connectivism in their learning environment to help students make connections to things that excite them, helping them learn. Teachers can use digital media to make good, positive connections to learning. They can help create connections and relationships with their students and with their peer groups to help students feel motivated about learning.

Learning Preferences

The essence of preference-based teaching involves identifying student preferences and then designing teaching programs in consideration of those preferences. Items and activities students prefer are incorporated within the teaching process. There are five established learning styles: visual, auditory, written, kinesthetic and multimodal.

- Visual: The learners prefer images, charts, and the like.
- Auditory: The learner learns better by listening.
- Written: The learner prefers learning through reading the written language.
- Kinesthetic: The learner learns best by doing, practicing, and acting.
- Multimodal: The instructor uses visual, auditory, written, and kinesthetic learning to engage all students.

Student-Centered Learning Activities

Student-centered learning activities are teaching methods that shift the focus of activity from the teacher to the learners. This includes activities in which the student solves problems, answers questions, formulates questions of their own, discusses, explains, debates, or brainstorms during the lesson.

Establishing and Maintaining Rapport with Students

Establishing and maintaining rapport with students minimizes anxiety, increases student participation, encourages social interaction, fosters a positive learning environment, and increases learning. Instructors can establish rapport by doing the following:

- Learn to call students by their names.
- Ask students about their interests, hobbies, and aspirations.
- Create and use personally relevant examples during lessons.
- Set clear expectations.
- Actively listen.
- Ask engaging questions.
- Be aware of your body language.
- Find commonalities.
- Lead with empathy and respect.

Characteristics of Young Learners

Learner characteristics can be personal, academic, social, emotional, and/or cognitive in nature.

The characteristics of learning include, but are not limited to, the following:

- Learning involves change.
- All learning involves activities.

- Learning requires interaction.

Learning is a process that leads to change, which occurs because of experience and increases the potential for improved performance and future learning. The instructor needs to recognize that learning is a lifelong process. Learning involves problem solving. And learning is the process of acquiring new information and incorporates it into one's skill set or knowledge base.

Unit 3: Fundamental Concepts of Teaching Driver Education

In the traditional concept, teaching is the act of imparting instructions to the learners in the learning environment situation. By the modern concept, teaching is the attempt to guide the pupil to learn and acquire the desired knowledge, skills, and desirable ways of living in society.

Unit objectives:

By the end of this unit, the instructor candidate will be able to:

- Identify and describe the characteristics of a good teacher.
- Describe the steps involved in teaching and learning.
- Demonstrate how to use questioning techniques.
- Demonstrate how to provide behind-the-wheel instruction.
- Demonstrate and describe mirror adjustments.
- Demonstrate commentary driving.
- Demonstrate how to take control of the vehicle from the student.
- Describe and demonstrate how to use the instructor brake.

Instructor Qualities

Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy, and patience. Other characteristics of effective teaching include an engaging learning environment, putting value in real-world learning, exchanging of best practices and a lifelong love of learning.

Characteristics of a Quality Instructor

Being a teacher is often considered to be one of the most satisfying professions. Yet not everyone enjoys teaching. Qualities often associated with good teachers include being:

- Patient and approachable.
- Enthusiastic.
- Having strong communication skills.
- Having a strong knowledge and experience of the subject.
- Being disciplined and professional.

Remember, learning demands patience, understanding and mutual respect.

Teaching Techniques

Below are examples of various teaching techniques:

- Experiential Learning is the process of learning by doing. This is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences.
- Divergent and Convergent Teaching Strategies are the process of learning by creating potential solutions and then evaluating the solutions' efficacy. Divergent thinking is the process of generating multiple solutions for a given problem, while convergent thinking is evaluating and selecting an accurate solution based on constraints, assumptions, and pros and cons analysis. Convergent questions will be those that require a single response or answer. Divergent questions are open-ended questions by nature since they promote the discovery of multiple plausible responses or answers to a problem. They also promote increased student engagement in the learning environment.
- Inquiry-Based Teaching Strategies are student-centered teaching methods that encourage students to ask questions and investigate real-world problems. In this type of learning environment, students are actively engaged in the learning process and are given the opportunity to explore their natural curiosities.
- Problem-Based Learning Teaching Strategy is a student-centered approach in which students learn about a subject by working to solve an open-ended problem. This problem is what drives the motivation and the learning.

Providing Instruction/Direction

There are several steps driving instructors can take to ensure that their students understand instructions and are able to complete assignments with ease.

- Use clear and precise language.
- Repeat your directions.
- Explain the purpose of the task.
- Check for understanding.
- Use an appropriate tone by staying calm and reassuring.
- Describe the specifics.
- When giving instructions and directions during a behind-the-wheel lesson:
 - First direct where to go, then state the action to take (e.g. at the second intersection, turn left).
 - Say the direction you want the student driver to go while pointing with the appropriate hand in the desired direction (e.g. "at the second intersection, turn left" should be stated in conjunction with pointing with your left hand to the left).
 - Give directions to turn at least one block before the turn, and always check mirrors before giving directions.
 - Avoid the use of terms with possible double meanings (e.g. instead of "right" in response to a question, say "that's correct").

How to Use the Outside and Inside Rear-View Mirrors and the Eye-Check Mirror

There are various teaching philosophies on how to properly adjust outside mirrors. At minimum, the Department advises instructors should be familiar with both Blindspot Glare Elimination and the conventional mirror setting technique, as the conventional mirror settings takes into account spatial awareness. Regardless of the method, student drivers should always be instructed to check their blind spot by turning their head and checking over their shoulder.

- Outside Mirrors — should be adjusted so the driver sees the back door handle of their vehicle in the lower inside corner of the mirror. This adjustment provides spatial awareness. Spatial awareness is the awareness of the objects in the space around us (our vehicle), and an awareness of our body's (our vehicle's) position in that space.
- Inside Rear View Mirror — should be adjusted so the driver can see out the entirety of the rear window while still seeing a portion of their vehicle in the mirror, giving the driver spatial awareness. The driver should be able to see as far behind the vehicle as possible. This setting needs to apply to the student driver and the instructor in the adjustment of the instructor's inside rear view mirror.
- Instructor Eye-Spy Mirror — should be placed on the vehicle's dash adjusted so the instructor can get a clear view of the student's eyes. The instructor needs to check for student eye movement to assure the student is properly checking their mirrors both periodically when driving and particularly when executing lane changes.

The blind spot is an area around the vehicle that cannot be directly seen by the driver while at the controls. Student drivers should be taught to always check the vehicle blind spots before executing a lane change. To check the blind spot, the driver simply turns their head to check over their shoulder.

Lane Change Acronym:

S.M.O.G.

- Signal
- Mirrors
- Over the shoulder
- Go

Always read the traffic environment ahead, to the sides, and behind while observing the student driver's behavior.

Commentary Driving

Commentary driving is a technique whereby the student driver “speaks out” their observations, interpretations, evaluations, and intentions which are related to the traffic situation, have developed, or are developing while driving. Commentary driving provides a calm forum for each lesson, improves the confidence of student drivers by easing their nerves and tendency to second-guess themselves, and gives both the student and the teacher an idea of the student's

driving and decision-making abilities and how well they are paying attention to what is happening on the road.

An example of commentary driving is: “Approaching intersection.... green light.... car in oncoming lane waiting to turn left...”

Taking Control of the Vehicle

Being able to properly take control of the driver education vehicle from a student may be the difference between life and death. Teaching your instructor candidate how to properly take control of the vehicle is critical for the safety of the future instructor and students.

- Establish a procedure or command that allows the student driver to give control of the vehicle to the teacher/instructor before moving the vehicle.
- Be calm and patient, but alert, at all times.
- Sit so your left hand can be placed on the steering wheel to help guide the student driver if necessary.
- Read the traffic environment ahead, to the sides, and behind while observing the student driver's behavior.
- If a mistake can be allowed without undue risk, permit the student driver to learn from the mistake.
- Never allow a student driver to drive into a dangerous situation. Take control or give specific direction.
- When taking control of the steering wheel, do so at the 3:00 position.

Proper Use of the Instructor Brake in the Driver Education Vehicle

The PDTS director needs to incorporate using the instructor brake, either with or without taking control of the steering wheel, into the instructor candidate’s training so the candidate can better understand vehicle control in case a future student enters a potentially dangerous situation.

- The instructor needs to sit in a position that lets them use the instructor brake with their dominant foot.
- With practice, the instructor should be able to engage the instructor brake with either foot.
- If a situation presents itself where using the instructor brake does not adequately slow the driver education vehicle, the instructor should shift the vehicle to neutral to disengage the motor from the transmission thus allowing the use of the instructor brake to slow the vehicle.

Observation

Having the instructor candidate participate in back seat in-car observation is a useful approach to familiarize the candidate with how a behind-the-wheel lesson should progress.

- The instructor candidate will need an observation checklist that contains at the minimum:
 - Did the instructor check to be sure that the student driver has the appropriate licenses and permits prior to moving the vehicle?
 - Did the instructor make sure the student driver understands the objectives of the lesson at the beginning of the lesson and did the instructor review the last lesson with the student?
 - Does the instructor have their route plan and are they following the route plan?
 - Notice the sitting position of the instructor i.e. location of feet, hand position, being in a position to view eye check mirror.
 - Is the instructor giving instruction in the proper sequence?

Unit 4: Lesson Plans and Route Plans

In this unit, the PDTs director will provide the instructor candidate with the knowledge and skills necessary to develop lesson and route plans that guide the student through the performance expectations.

Unit objectives:

By the end of this unit the instructor candidate will be able to:

- Define the Pennsylvania Performance Expectations for Driver Education.
- Demonstrate how to construct and use lesson and route plans.
- Explain the advantages of lesson and route plans.
- Explain the difference between road, street, and highway driving lessons.

Understanding the Pennsylvania Performance Expectations for Driver Education

The Pennsylvania Department of Education established the Driver Education Content and Performance Expectations Committee consisting of driver education teachers, a superintendent, a curriculum coordinator, a principal, representatives from the Pennsylvania Association of Professional Driving Schools, the Indiana University of Pennsylvania, the Pennsylvania Motor Truck Association, the Pennsylvania Association of Safety Education, the Pennsylvania State Police, and the Pennsylvania Departments of Transportation and Education to create content and performance expectations.

As part of the young driver legislation, Act 23 of 1999, the Pennsylvania Departments of Transportation and Education established a Driver Education Task Force to study driver education programs in Pennsylvania. The task force hired researchers from the Pennsylvania State University's School of Public Affairs to conduct a comprehensive study of Pennsylvania's driver education programs. Among other findings, the research identified 14 essential driving skills that significantly reduce crashes when learned and executed properly. The skills are listed only once (designated by the same numbers as listed below) in the expectations; however, they may be taught in multiple areas. The skills are:

1. Judging speed going around a curve.
2. Recognizing a stopped vehicle.
3. Staying in driving line.
4. Starting from a stop.
5. Making a left turn into traffic.
6. Scanning environment and staying in driving lane.
7. Recognizing when to brake.
8. Looking before pulling out from driveway or stop sign.
9. Judging speed and distances of on-coming traffic.
10. Driving at night.
11. Driving in the rain.
12. Driving in the snow.

13. Identifying lights, signs, and road markings.
14. Selecting a sufficient gap to enter traffic.

The Content and Performance Expectations for Driver Education provide students with the knowledge and skills that should enable them to become safe and informed members of the Highway Transportation System. The attainment of these expectations will allow students to safely use the Highway Transportation System with greater confidence and higher skill levels.

The performance expectations contain six major categories (e.g., 14.1, 14.2, 14.3) that will be taught in a six-hour behind-the-wheel driver education program. Under the categories, expectation statements (e.g. A, B, C) are listed showing what students should learn. The indicators listed under the content expectations are applicable to the performance statements. Performance Expectations for 14.6 have been omitted due to safety concerns; however, alternative methods (e.g. Safety Bug, Driving Simulations, Fatal Vision Goggles) may be used to demonstrate influences upon driver performance.

Behind-The-Wheel Performance Expectations

Expectation 14.1 Pennsylvania Laws and Regulations

The PDTS shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Demonstrate proper application of traffic laws.
- B. Verify that the vehicle meets the laws relating to responsible driving.
- C. Acquire and have in possession a learner's permit and/or driver's license.

Expectation 14.2 Knowledge of Vehicle Operations

The PDTS shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Perform a pre-trip inspection outside the vehicle.
- B. Perform a pre-trip preparation inside the vehicle.
- C. Point out and demonstrate, when appropriate, technologies related to the operation of the vehicle as stated in the owner's manual.
- D. Demonstrate basic driving skills.
- E. Perform post-trip procedures.

Expectation 14.3 Perceptual Skills Development

The PDTS shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Perform an orderly visual search and use commentary driving to describe how the driver determines speed and lane position.

- B. Utilize commentary driving and/or respond to questions to identify potential risks for path of travel or sightline restrictions.
- C. Detect risk situations and make appropriate speed or lane position adjustments.
- D. Divide the visual and mental attention tasks to maintain roadway position while searching for risk situations.

Expectation 14.4 Decision-Making/Risk Reduction

The PDTs shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Demonstrate a decision-making process through appropriate communication, followed by timely speed or lane position adjustment or by verbalizing the decision-making process.
- B. Demonstrate the appropriate communication, speed and lane position responses when encountering other users of the roadway.
- C. Adapt driving strategies to avoid or minimize inappropriate behavior while driving.
- D. Detect and verbalize characteristics of aggressive drivers while exhibiting the characteristics of a non-aggressive driver.
- E. Implement the appropriate communication, speed, and lane position responses when encountering an aggressive driver.
- F. Execute appropriate behaviors when encountering driving distractions.
- G. Practice reduced-risk driving strategies to avoid the consequences of unsafe driving.

Expectation 14.5 Driving Conditions

The PDTs shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

- A. Evaluate the driving situation and adapt to the specific hazardous condition with appropriate communication, speed, and lane position adjustments.
- B. Evaluate nighttime driving challenges and adapt to the increased risk.
- C. Respond appropriately to simulated or real vehicle malfunctions.
- D. Respond appropriately to simulated or real sudden emergencies.

Use of Lesson Plans and Route Plans

Lesson planning communicates to learners what they will learn and how their goals will be assessed. Lesson plans help instructors to organize content, materials, time, instructional strategies, and assistance in the learning environment. Always base in-car techniques and procedures on the state vehicle code and approved state or local practices. Follow a plan for in-car instruction based on approved safe practices. Document your activities and learning progress to aid in future instruction and in case of potential litigation should an accident occur or legal action is brought against the instructor .

Characteristics of a good lesson plan are:

- The lesson plan should be in written form.
- The content should be brief and written with clear learning or teaching points.
- The specific objectives with reference to content should be well defined.

Route plans will map out the appropriate route, roadway, or street where the lesson will occur.

Characteristics of a good route plan are:

- Clearly defined route of travel.
- Identifies conflict points.
- Supports and rationalizes the lesson plan.
- Justifies that the student is prepared to travel the particular roadway, street, or route.

How to Construct Lesson and Route Plans

The [Standards Aligned System \(SAS\)](#) has lesson plan templates available to assist in writing quality lesson plans. The components of a lesson plan and route plan need to contain the following:

- **Objective** — Is a thorough description of what your student should accomplish during a lesson.
- **Materials needed for the lesson** — This is what the teacher will need in order to conduct the lesson.
- **Procedure and body of the lesson** — Your lesson procedure is an in-depth explanation of how the lesson will progress in the learning environment. The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students enter the learning environment until the end of the lesson. For detailed plans, this includes the expected routines, the activities that will go on, and the questions and answers.
- **Assessment & Evaluation** — The assessment and evaluation is a test for understanding. As the instructor, you will need to include assessments in your lesson plan not only at the end but also during the lesson. It is the final outcome of the lesson and to what extent the learning objectives were achieved. This is also your chance to adjust the overall lesson plan to overcome any unexpected challenges that may have arisen, preparing you for the next time you teach this lesson.

The route plan needs to include:

- Conflict Points — a location where a scenario contributes to a precarious situation between vulnerable road users, your vehicle, and other vehicles resulting in potential for a crash or accident. Major types of conflict points at intersections include rear-end, left-turn, cross-traffic, red-light violation, and weave conflicts. Identification of conflict points are to be used to identify changes in road design, signage, signalization, and environment.
- Justification of the Route — This is where you provide an explanation as to why you are taking the student on particular roads, streets, or highways.

The following is a sample lesson plan:

Sample Lesson Plan

Performance Expectation 14.2 B Pre-Trip Preparations Inside the Vehicle

Objectives:

- The student will be able to:
 - Properly position the driver’s seat, seatbelt, and mirrors.
 - Demonstrate communications controls.
 - Demonstrate safety devices.
 - Demonstrate comfort and climate controls.

Materials needed:

- Driver education vehicle, student and instructor’s credentials.

Procedure:

- The student will be instructed on the objectives while seated in the driver education vehicle.

Body of the Lesson:

- Student will be afforded time to practice objectives.

Assessment & Evaluation:

- Student will be evaluated by successfully demonstrating how to properly adjust seat, seatbelts, and mirrors.
- Student will be evaluated by successfully demonstrating communication controls correctly 5 out of 5 times.
- Student will be evaluated by successfully demonstrating safety devices correctly 5 out of 5 times.
- Student will be evaluated by successfully demonstrating comfort and climate controls 5 out of 5 times.

The following is a sample route plan:

Sample Route Plan

Performance Expectation 14.2 D Demonstrate Basic Driving Skills

Objectives:

- Student will be able to:
 - Demonstrate how to safely start from a stop.
 - Safely demonstrate how to make a left turn.
 - Safely demonstrate how to make a right turn.
 - Safely demonstrate how to drive in reverse.

Materials:

- Driver education vehicle, six traffic cones.

Procedure:

- On the multi-car range set up the six traffic cones in a straight line at approximately 18 feet apart.
- Student will drive in a serpentine maneuvering the vehicle through the cones moving from left to right, then repeat.
- Student will drive in reverse keeping cones on the right side of the vehicle, then repeat keeping cones on the left side of the vehicle.
- Student will exit multi-car range heading East on 2nd Street and execute a right turn onto Diamond Street, proceeding to 3rd Street student will execute a left turn, proceed to Ruby Street, and execute a left turn, proceed to 2nd Street, and execute a right turn, proceed to Emerald Street, and execute a right turn onto 3rd Street, proceed to Diamond Street, execute a right turn, proceed to 2nd Street, and execute a left turn and return to the multi-car range.

Conflict Points:

- Bushes at the corner of Diamond and 3rd causes an obstructed view of traffic coming from west.
- Stop signs at the intersections of 2nd and Diamond, 2nd and Emerald, 3rd and Ruby.

Justification of Route:

- This route allows for the student to practice starting from a stop.
- Proper execution of right turns.
- Execution of left turns.

Assessment & Evaluation:

- Student will be evaluated on successful demonstration of stopping and starting the vehicle smoothly.
- Student will be evaluated on successfully stopping at the appropriate location at the intersection.
- Student will be evaluated on successfully executing right turns 5 out of 5 times.
- Student will be evaluated on successfully executing left turns 5 out of 5 times.
- Student will be evaluated on successfully backing in a straight line 4 out of 4 times.

Benefits of Lesson and Route Plans

Documented activities, lesson plans, route plans, and learning progress will aid in future instruction and any potential litigation. Lesson and route plans help students and instructors to understand the goals of the lesson, they allow the instructor to align the curriculum into learning activities, align instructional materials with the assessment, and align the assessment with the learning goals.

Off Street/Parking Lot/Multi-Car Driving Range

Always start simple, work slowly, practice, and repeat. Do not overwhelm the new driver with too much too soon. Because of their complex features, rural roads, highways, or expressways are not good starting areas. Start with simple tasks in simple areas and move to more complex areas as the new driver becomes more competent.

Residential Driving

- Objectives:
 - Entering and leaving flow of traffic.
 - Negotiating intersections.
 - Identifying traffic controls.
 - Using selective scanning techniques.
 - Parking on an uphill or downhill grade.
 - Interacting with other users.
- Skill Sets:
 - Lane change maneuver (entering and leaving traffic flow).
 - Negotiating intersections.
 - Straight:
 - Stopping/moving.
 - Single stop/double stop (blind intersection).
 - Two-way and one-way streets.
 - Left turn/Right turn:
 - Stopping/moving.
 - Single stop/double stop (blind intersection).
 - Two-way and one-way streets.
 - Negotiating a two-point turnabout on left and right side.
 - Negotiating a three-point turnabout.
 - Identifying and responding to one-way and two-way streets.

Moderate Suburban/Urban

Demonstrate the ability to reduce the risk of real and/or potential hazards in an environment that has a large volume of traffic in suburban and urban metro business districts settings.

- Objectives

- Maintaining adequate space margins.
 - Timing driving actions.
 - Selecting paths of travel.
 - Communicating:
 - Lane changes.
 - Turns.
 - Selective searching in relation to selected maneuvers.
 - Interacting with pedestrians and other users.
- Learning Sets
 - Making left and right turns from multiple lanes onto multiple lane streets.
 - Making lane changes.
 - Interacting with a large volume of other users.
 - Entering and exiting alleyways.
 - Negotiating off-set intersections:
 - Offset intersections:
 - Crossing straight.
 - Left turn.
 - Right turn.
 - Negotiating complex intersections.

Businesses, Malls, Stores, Residential

- Learning Sets
 - Observation of parking lot entrances and exits from both sides;
 - Activity from all directions:
 - Cross traffic.
 - Exiting traffic.
 - Entering roadway traffic.
 - Higher volume of users may vary by time or day of week.
- Skill Sets
 - Simple and complex intersections.
 - Limited space to right edge:
 - Curbing.
 - Little or no shoulder.
 - Two or more full lanes/two-way traffic.
 - Marked central lines, marked white line right edge.
 - Channel lanes.
 - One-way divided highways.
 - Shared left turn only lanes.
 - Dedicated turning lanes or cross lanes.

Open Highway

- Objectives:
 - Scanning, identification, and prediction.
 - Maintaining adequate space margins.
 - Interacting with larger number of highway users.
 - Negotiating a variety of intersections.
 - Using a parking garage.
 - Parallel parking.
- Skill Sets:
 - Negotiating a variety of intersections with a variety of lanes and controls.
 - Interacting with a greater number of highway users.
 - Identifying and responding to real or potential hazards by minimizing, separating, or compromising.
 - Adjusting speed and/or position and communicating when applicable.
 - Safe and efficient use of the parking garage.
 - Parallel parking.

Rural Driving

Secondary roads in remote and/or rural areas may present hazards that drivers accustomed to travel on urban and suburban roadways may not be aware of.

Characteristics and hazards particular to rural roads:

- Objectives:
 - Identifying and responding to negative roadway conditions.
 - Identifying clues for side roads, driveways, and other problem areas.
 - Responding to vehicle failure and driver errors:
 - Engine stall.
 - Brake failure.
 - Off-road recovery.
 - Controlling a car that has lost engine power.
- Skills
 - Identifying and responding to limiting highway conditions.
 - Identifying locations of hidden side roads, lanes, and driveways.
 - Responding to right wheel drop-off onto shoulder.
 - Restarting a stalled engine.
 - Steering and braking a car that has lost power.
 - Stopping a vehicle with the emergency brake.
 - Read and act on signs.
 - Adjust speeds and lane position with conditions.
 - Identify and respond to road and weather conditions.
 - Identify areas of limited space, visibility, or traction.
 - Safe speed through curves (slowdown, brake while straight).

- Mirror use.

Expressway/Limited Access Highways

This lesson will give the student an opportunity to experience the high-speed, multi-lane characteristics of the expressway/limited access highways under protected, controlled conditions.

- Objectives:
 - Maintaining a constant speed when conditions permit.
 - Entering and exiting expressways.
 - Cooperating with other drivers who are entering or exiting.
 - Demonstrate satisfactory scanning habits.
 - Demonstrate satisfactory communication.
 - Passing.
- Learning Sets
 - Entering and exiting controlled access highways.
 - Measuring distance with time.
 - Speed control.
 - Cooperating with other drivers.
 - Passing slower moving vehicles.

Unit 5: Professional Accountability

A professional code of ethics is designed to ensure employees are behaving in a manner that is socially acceptable and respectful of one another. It establishes the rules for behavior and sends a message to every employee that universal compliance is expected. It also provides the groundwork for a preemptive warning if employees break the code. A code of ethics can be valuable not just internally as a professional guide but also externally as a statement of a company's values and commitments.

Integrity and ethical behavior; professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations are expectations that apply to all individuals working with youth.

Unit objectives:

By the end of this unit, the instructor candidate will be able to:

- Understand and be able to demonstrate the educator code of conduct as it pertains to the following:
 - Ethical educator and professional practices.
 - Recognizing and reporting sexual misconduct.
 - Mandatory reporting under the educator discipline act.
 - Roles and responsibilities of non-certified educators.

Ethical educator and professional practices

The ethical educator is a person who accepts the requirements of membership in the education profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of students, the school community, and the profession.

Recognizing and reporting sexual misconduct

Sexual misconduct represents a catastrophic failure of protection and the most serious breach of an educator's fiduciary duty to students. The problem of sexual misconduct can and should be addressed even before an incident has occurred. The devastation caused by sexual misconduct highlights the importance of prevention. You can help prevent sexual misconduct by recognizing patterns of behavior that are common among those who engage in sexual misconduct and by intervening or getting help when they occur.

Mandatory reporting under the educator discipline act

The devastating impact of educator misconduct on students, schools, and the community at large cannot be overstated. As a self-regulated profession, it is incumbent upon school leaders to understand their professional responsibilities to report misconduct and to be vigilant in fulfilling those responsibilities.

Roles and responsibilities of non-certified educators

The Professional Standards and Practices Commission (“PSPC”) is the 13 -member appointed body charged with providing leadership for improving the quality of education in the Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession. One facet of its mission is to oversee the educator discipline system, including the imposition of discipline under the Educator Discipline Act (24 P.S. § 2070.1a et seq.) (“Act”).

Unit 6: Vehicle Technology

Vehicle technology means any vehicle component, including its engine, propulsion system, transmission, or construction materials.

Unit objectives:

By the end of this unit, the instructor candidate will be able to:

- Identify vehicle technology, including basic and advance technologies and safety systems;
- Demonstrate the use of basic and advanced vehicle technologies and safety systems.

Identification of Modern Vehicle Technologies

Basic vehicle technology includes, but is not limited to:

- Instruments and controls
- Climate controls
- Lights, turn signals, emergency flashers, and windshield wipers
- Steering wheel, gear selector, and pedals
- Warning lights
 - Engine temperature
 - Oil pressure
 - Fuel level

Vehicle familiarization — Understanding the function of the vehicle including familiarization with key active safety systems:

- Forward-Collision Warning (FCW)
- Automatic Emergency Braking (AEB)
- City Automatic Emergency Braking (CAEB)
- High-Speed Automatic Emergency Braking (HAEB)
- Pedestrian Detection (PD)
- Lane Departure Warning (LDW)
- Lane Keep Assist (LKA)
- Blind Spot Warning (BSW)
- Rear Cross-Traffic Warning (RCTW)
- Rear Automatic Emergency Braking (Rear AEB)
- Lane-Center Assist (LCA)
- Adaptive Cruise Control (ACC)

Use of and Teaching of Modern Vehicle Technologies

It is critical for the driver education instructor candidate to have a strong understanding of how the vehicle operates and handles, including a working knowledge of the vehicle's technology, in order to teach these concepts to their student(s).

Unit 7: Assessment and Evaluation

Assessment involves the use of empirical data on student learning to refine programs and improve student learning. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Monitoring students' understanding of content through a variety of assessments, providing feedback to students to assist learning, and adjusting instructional strategies are all integral components of the instructor preparation program.

Unit objectives:

By the end of this lesson, the instructor candidate will be able to:

- Demonstrate how to conduct an assessment of a student's progress and abilities.
- Demonstrate an understanding of how and when to debrief with parents/guardians.

How to assess:

- Clearly define and identify the learning objectives:
 - Each program should formulate between 3 and 5 learning outcomes that describe what students should be able to do.
- Select appropriate assessment measures and assess the learning outcomes:
 - Focus on direct measures of learning. Levels of student performance for each outcome is often described and assessed with the use of rubrics.
- Analyze the results of the outcomes assessed:
 - It is important to analyze and report the results of the assessments in a meaningful way.
- Adjust or improve programs following the results of the learning outcomes assessed:
 - Assessment results are worthless if they are not used. This step is a critical step of the assessment process. The assessment process has failed if the results do not lead to adjustments or improvements in programs. In some instances, changes will be minor and easy to implement.

When to assess:

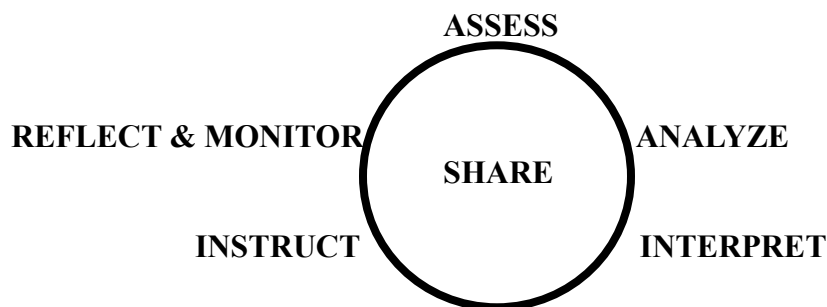
- Assessments should be scheduled when they are most effective, but determining when they will be most effective takes some careful thought and consideration. When choosing when to assess students, instructors must keep in mind two things:
 - Time to teach the material.
 - Time to get and review the results.

What to assess:

- Effective assessment requires that the instructor has a clear and complete understanding of the learning goals, has tasks that will allow them to see if these goals are being met, and can interpret the evidence collected from these observations.

Classroom diagnostic tools need to be applied as a cycle where the teaching and learning process never ends.

- **Assess:** Assess the skills of your students on every performance expectation and essential skill.
- **Reflect & Monitor:** Reflect and monitor the progress of our students through every performance expectation and essential skill.
- **Analyze:** Analyze detailed diagnostic reports to understand the strengths and needs of your students.
- **Instruct:** Instruct your students based on individual needs; teach skills and focus and adjust practice.
- **Interpret:** Interpret results so you can target instruction.
- **Share:** Share easy-to-interpret reports with students, parents, or guardians.



Debriefing With Parents or Guardians

Debriefing with the parent or guardian after every behind-the-wheel driving lesson is critical for student development and progress. With the student receiving a minimum of six hours of behind-the-wheel training from a PDTS, the parent or guardian must provide the remaining fifty-nine hours of training. Accurate debriefing will assist the parent or guardian in understanding where the student is in their progression, what was covered in the lesson, what will be covered in the next lesson, and what the parent or guardian should be working on with the student before the

next lesson. When conducting a debriefing session with the parent or guardian, be sure to involve the student driver in the evaluation of their performance.

Referring to the student progress report when debriefing with the parent or guardian will assist the instructor in guiding the parent or guardian through the students' progress, in identifying areas of concern, areas where additional instruction is needed, and areas where the student is doing well.

Resources that will assist the parent or guardian in training the student:

- *The Parent's Supervised Driving Program*
- Novice Driver Statewide Program Teacher/Mentor Program

Glossary

Adaptive Cruise Control (ACC) — adaptive cruise uses lasers, radar, cameras, or a combination of these systems to keep a constant distance between you and the car ahead, automatically maintaining a safe following distance. If highway traffic slows, some systems will bring the car to a complete stop and automatically come back to speed when traffic gets going again, allowing the driver to do little more than pay attention and steer.

Assessment — the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences

Automatic Emergency Braking (AEB) — brakes are automatically applied to prevent a collision or reduce collision speed when the system detects an imminent collision with a vehicle directly in front. AEB comes in two forms.

Behind-The-Wheel (B-T-W) —the practical phase of driver education instruction where the student is in actual control of the movement of the driver education vehicle. The licensed instructor will occupy the passenger front seat.

Best practice — professional procedures that are accepted or prescribed as being correct or most effective. Sets of tasks and procedures that are proven to lead to optimal efficiency and results.

Blind Spot Warning (BSW) — visual and/or audible notification of vehicle in blind spot. The system may provide an additional warning if you use your turn signal when there is a car next to you in another lane.

Business area driving — driving in any part of an adjacent area which is zoned for business, industrial or commercial activities under the authority of the laws of this state.

Centrifugal force — the tendency of an object moving in a circle to travel away from the center of the circle.

Centripetal force — the force on an object on a circular path that keeps the object moving on the path.

City Automatic Emergency Braking (CAEB) — brakes are automatically applied to prevent a collision or reduce collision severity when traveling at city speed.

Content expectations — a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through the driver education course.

Driver education — a course of study that teaches the techniques of driving a vehicle, along with basic vehicle maintenance, safety precautions, and traffic regulations and laws.

Expressway driving — driving on a highway designed for fast traffic, with controlled entrance and exit, a dividing strip between the traffic in opposite directions, and typically two or more lanes in each direction.

Forward-Collision Warning (FCW) — visual and/or audible warning intended to alert the driver and prevent a collision.

Gravity — the force that attracts a body toward the center of the earth, or toward any other physical body having mass.

High-Speed Automatic Emergency Braking (HAEB) — Brakes are automatically applied to reduce collision severity when traveling at highway speed.

Highway — a main road, especially one connecting major towns or cities.

In-car mode —the behind-the-wheel phase of driver education instruction.

Inertia — a property of matter by which it continues in its existing state of rest or uniform motion in a straight line unless that state is changed by an external force.

Instructional teaching — the method and practice of teaching, especially as an academic subject or theoretical concept.

Lane Center Assist (LCA) — continuous active steering to stay in between lanes (active steer, autosteer, etc.)

Lane Departure Warning (LDW) — visual, audible, or haptic warning to alert the driver when they are crossing lane markings.

Lane Keeping Assist (LKA) — automatic corrective steering input or braking provided by the vehicle when crossing lane markings.

Limited access driving — driving on roadways that have specific entry and exit points.

Motor vehicle — any vehicle driven or drawn by mechanical power and manufactured primarily for use on the public streets, roads, and highways, but does not include a vehicle operated exclusively on a rail or rails.

Multi-car driving range — an off-street area on which several cars are used simultaneously to provide laboratory instruction under supervision of one or more qualified instructors.

Objective — something that one's efforts or actions are intended to attain or accomplish; purpose; goal; target.

Off street — this is an area that is not a public road.

Open highway driving — driving on the part of the road system that is away from urban and suburban areas and on which large distances can be travelled without needing to frequently slow for traffic or intersections.

Parking lot — an open area where vehicles may be parked.

Pedagogy — the method and practice of teaching, especially as an academic subject or theoretical concept.

Pedestrian — a person walking along a road or in a developed area.

People — human beings in general or considered collectively.

Pedestrian Detection (PD) — the system can detect pedestrians, then issue warning and trigger automatic emergency braking, if necessary. Some can detect cyclists.

Performance Expectations — what a student should understand at the end of instruction. They are meant to summarize the knowledge the teacher needs to assess at a particular standard.

Professional Accountability — being answerable to oneself and others for one's own actions.

Rear Automatic Emergency Braking (Rear AEB) — brakes are automatically applied to prevent backing into something behind the vehicle. This could be triggered by the rear cross-traffic system, or other sensors on the vehicle.

Rear Cross Traffic Warning (RCTW) — visual, audible, or haptic notification of object or vehicle out of rear camera range, but could be moving into it.

Residential driving — driving that occurs in an area predominantly expresses a relationship with homes, apartments, or any place where people live.

Rural driving — driving in an area such as countryside is a geographic area that is located outside towns and cities. Typical rural areas have a low population density and small settlements, agricultural areas, and areas with forestry.

Street — a public road in a city or town, typically with houses and buildings on one or both sides.

Suburban driving — driving in an area within a metropolitan area which has a higher or lower population density and sometimes less detached housing.

Urban driving — driving in an area relating to, a city or town.

Weather — the state of the atmosphere, describing for example the degree to which it is hot or cold, wet, or dry, calm or stormy, clear or cloudy.

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Private Driver Training School Instructor Preparation Technical Guide Checklist

The purpose of this checklist is to assist the PDTS instructor trainer in ensuring they cover every topic outlined in the PDTS Instructor Preparation Technical Guide. The training guide is a comprehensive document designed to prepare the instructor candidate for the challenges of teaching driver education behind-the-wheel.

Unit 1: Candidate met all training goals and objectives:

Demonstrate an understanding driver education curriculum:

Unsatisfactory Satisfactory

Demonstrate an understanding of driver education best practices.

Unsatisfactory Satisfactory

Demonstrate an understanding of the rules for safe driving.

Unsatisfactory Satisfactory

Demonstrate an understanding of Pennsylvania motor vehicle laws.

Unsatisfactory Satisfactory

Demonstrate an understanding of natural laws that affect vehicle operator performance.

Unsatisfactory Satisfactory

Demonstrate an understanding of driver responsibilities.

Unsatisfactory Satisfactory

Demonstrate an understanding of driving environment.

Unsatisfactory Satisfactory

Demonstrate an understanding of perception and driving strategies.

Unsatisfactory Satisfactory

Unit 2: Candidate met all training goals and objectives:

Understand the key concepts of teaching and learning.

Unsatisfactory Satisfactory

Define the advantages of using a variety of approaches to support students with different learning preferences.

Unsatisfactory Satisfactory

Unit 3: Candidate met all training goals and objectives:

Identify and describe the characteristics of a good teacher.

Unsatisfactory Satisfactory

Describe the steps involved in teaching and learning.

Unsatisfactory Satisfactory

Demonstrate how to use questioning techniques.

Unsatisfactory Satisfactory

Demonstrate how to provide behind-the-wheel instruction.

Unsatisfactory Satisfactory

Demonstrate and describe mirror adjustments.

Unsatisfactory Satisfactory

Demonstrate commentary driving.

Unsatisfactory Satisfactory

Demonstrate how to take control of the vehicle from the student.

Unsatisfactory Satisfactory

Describe and demonstrate how to use the instructor brake.

Unsatisfactory Satisfactory

Unit 4: Candidate met all training goals and objectives:

Define the Pennsylvania performance expectations for driver education.

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Demonstrate how to construct and use lesson and route plans.

Unsatisfactory Satisfactory

Explain the advantages of lesson and route plans.

Unsatisfactory Satisfactory

Explain the difference between road, street, and highway driving lessons.

Unsatisfactory Satisfactory

Unit 5: Candidate met all training goals and objectives:

Ethical educator & professional practices.

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Recognizing and reporting sexual misconduct.

Unsatisfactory Satisfactory

Mandatory reporting under the educator discipline act.

Unsatisfactory Satisfactory

Roles and responsibilities of non-certified educators.

Unsatisfactory Satisfactory

Unit 6: Candidate met all training goals and objectives:

Identify vehicle technology including basic and advance technologies and safety systems.

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Demonstrate the use of basic and advanced vehicle technologies and safety systems.

Unsatisfactory Satisfactory

Unit 7: Candidate met all training goals and objectives:

Demonstrate how to conduct an assessment of a student's progress and abilities.

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Demonstrate an understanding of how and when to debrief with parents or guardians.

Unsatisfactory Satisfactory