



New Driver Education Instructor Candidate

Introduction to Driver Education Instruction in Maryland

DRAFT

INTRODUCTION TO DRIVER EDUCATION INSTRUCTION IN MARYLAND COURSE OBJECTIVES

At the conclusion of the Instructor Candidate Training Course Introduction, the instructor candidate must be able to, with 80% accuracy:

I. Describe the various components of the Graduated Licensing System contained in the Maryland Vehicle Law including:

- A. List the Learner's Permit requirements in accordance with articles:
16-103(c), 16-105(a) (b) (d) (f), and 16-110 (a) (b) (c) (d)
- B. List restrictions for the Learner's Permit in accordance with articles:
16-105 (a) (b) (d) (f) and 21-1124 (c)
- C. Describe sanctions for violations while holding Learner's Permit in accordance with articles:
16-105 (g) and 21-1124
- D. List the Provisional License Requirements in accordance with articles:
16-103, 16-107, 16-108 and 16-111
- E. List restrictions for the Provisional License in accordance with articles:
16-113, 21-1123 and 21-1124
- F. Describe sanctions for violations while holding Provisional License in accordance with articles:
16-111 and 21-1124 (e)
- G. List requirements for a Full License in accordance with article:
16-111.1

II. Recognize and interpret the Driver Education Course Unit Objectives as stated in the current MVA approved Driver Education Curriculum

III. Explain COMAR regulations as applicable to Driver's Education licensure and/or certification, including:

- A. The requirement that the driver education classroom be separate from the business office **11.23.01.20 G AND 11.23.01.21 F**
- B. The list of required classroom equipment **11.23.02.31 D and E**
- C. The process for determining classroom capacity **11.23.02.32 E**
- D. The requirements for training vehicles **11.23.02.33**
- E. Student records management **11.23.02.09 A4 and A5**
- F. Curriculum approval **11.23.02.32.B**
- G. The requirements for instructor licensure **11.23.01.12**
- H. Describe qualifications for an instructor's license **11.23.01.13 A and B**
- I. Understand requirements for background checks **11.23.01.14 A, B, E and F**
- J. Know documentation required when applying for an instructor's license **11.23.01.15**
- K. Demonstrate knowledge of driving instructor license requirements **11.23.01.16**
- L. Explain qualifications for renewal of an instructor's license **11.23.01.17**
- M. Tell how an licensed instructor's badge is replaced **11.23.01.18**

DRAFT

- N. Discuss refusal, suspension or revocation of an instructor's license **11.23.01.19**
- O. Describe qualifications for instructor certification **11.23.02.15**
- P. List steps to be taken when applying for instructor certification **11.23.02.17**
- Q. Demonstrate knowledge of certified instructor requirements **11.23.02.18**
- R. Explain qualifications for renewing an instructor certification **11.23.02.1**
- S. Tell how a certified instructor's badge is replaced **11.23.02.20**
- T. Discuss refusal, suspension or revocation of an instructor's certification **11.23.02.21**
- U. Identify operating requirements **11.23.02.32 A, B, C, D, E, F, G, H, I, J, K, and L**
- V. Identify Behind the Wheel requirements **11.23.02.34**
- W. Explain student performance criteria **11.23.02.36**

DRAFT



New Driver Education Instructor Candidate

Basic Classroom Instruction in Maryland

DRAFT

INSTRUCTOR CANDIDATE CLASSROOM LEARNING OBJECTIVES

At the conclusion of the Instructor Candidate Classroom Training Course, utilizing information contained in the Instructor Candidate Resource Materials packet, the instructor candidate must be able to, with 80% accuracy:

Basic

- I. Establish and maintain classroom control using MVA guidelines, including:
 - A. Identifying potentially disruptive students, for example:
 1. Students who talk excessively.
 2. Students who use offensive language.
 3. Students who are physically disruptive.
 4. Students who do not participate.
 - B. Utilizing preventive measures for disruptive behavior, including:
 1. Telling students what behavior to expect.
 - a. Create lesson standards.
 - b. State rules in a positive manner.
 - c. Be sure that parents and mentors are also aware of class rules.
 2. Getting students ready for learning by conducting a short review of a previous lesson.
 3. Quoting clear learning objectives at the beginning of the lesson.
 4. Having a plan for the lesson.
 - a. Stay organized by using a lesson plan, no matter how much expertise you have.
 - b. Make notes in the lesson plan of points that you want to emphasize.
 5. Having a backup plan.
 - a. Expect that events may occur which will require a change of plans.
 - b. Have a back up plan prepared and practice it.
 6. Planning more than you will have time to complete during a class period so that you don't have to scramble to find activities to fill time.
 7. Making lessons relevant.
 - a. Relate lesson and activities to lesson objectives.
 - b. Show videos at appropriate times.
 - c. Use handouts at appropriate times.
 8. Moving around the room with purpose as you teach so that you can notice any inappropriate behavior that is occurring and move toward the students who are acting up.
 9. Making lessons memorable by getting the student's attention using some kind of "hook", such as, a quote, visual aid or picture.
 10. Maintaining your sense of humor by seeing the humor in situations without ridiculing or making fun of the students.

DRAFT

11. Remembering that you are in control of the classroom.
 - a. Remind students that you have the right to terminate participants for repeated inappropriate behavior.
 - b. Remember that you “own” the class.
- C. Handling specific disruptive situations, for instance:
 1. Excessive talking.
 - a. Try to involve the student in the lesson.
 - b. Be silent for a few seconds to see if letting students hear themselves talk quiets them.
 - c. Stand next to talking students.
 - d. Explain the consequences of continued disruptions.
 2. Those who don’t participate.
 - a. Use the name of the person who isn’t participating when asking a question or making a comment.
 - b. Establish eye contact with the student.

II. Create lesson plans using the following guidelines, including:

- A. Using lesson plans as teaching tools, including:
 1. Planning so that instructor can teach directly from lesson plans.
 2. Following a lesson plan template. (Example in resource manual)
- B. Utilizing components of lesson plans, including:
 1. State the topic of the lesson as a brief main idea.
 2. Construct performance objectives that are measurable and state the mechanism of measurement. Verbs should be used when writing objectives.
 3. List all materials to be used in the lesson.
 4. Compose a lesson description that gives a general overview of the lesson and reiterates the conclusion verbatim
 5. Provide a conclusion that reiterates the lesson description verbatim.
 6. Perform an evaluation for the lesson.

III. Know and utilize different methods of teaching, including:

- A. Lecturing, which is speaking needed information to students with little interaction.
- B. Lecturing and discussion, in which the instructor prepares a set of questions related to the information being taught
- C. Showing videotapes or DVDs.
 1. Use only MVA approved videos.
 2. Preview tapes before showing.
 3. Know how to use television and video or DVD player.
 4. Start video at the correct place.
 5. Remain in the classroom as the video is being played.
 6. Do NOT dim the lights while showing videos.

DRAFT

- D. Completing worksheets.
 - 1. Target relevant information
 - 2. Collect and grade when complete.
- E. Using transparencies and other similar media
 - 1. Utilize to facilitate instruction.
 - 2. Set up projector ahead of time and know how to use it.
 - 3. Place transparencies in the order in which they will be shown.
 - 4. Emphasize points that are being taught and do NOT read transparencies word for word.

IV. Utilize tips for effective teaching, including:

- A. Knowing the material that you will be teaching.
 - 1. Study fact sheets, content pages and transparencies before you begin.
 - 2. Be honest. If you don't know something, don't pretend that you do.
Advise students that you will look for the answer and get back to them.
- B. Being prepared for class.
 - 1. Arrive at class in time for set up.
 - 2. Have needed materials readily at hand.
- C. Being aware of your body language by avoiding distracting students with wide gestures and body movements.
- D. Being aware of your oral communication.
 - 1. Speak loudly enough that all students can hear you.
 - 2. Vary your tone of voice and speak with enthusiasm.
- E. Speaking to the students, not down to them.
 - 1. Avoid the use of advanced vocabulary that students might not Understand.
 - 2. Speak naturally.
- F. Being sure that students know the class rules by posting them on a chart or the board and reviewing them with the students.
- G. Directing the student's attention at the beginning of class.
 - 1. Greet students at the door.
 - 2. Begin class on time.

V. Utilize questioning techniques, including:

- A. Knowing the types of questions based on Bloom's Taxonomy.
 - 1. Knowledge questions require that the student recall or recognize information without true understanding. **Key words:** name, tell, list, recall, match, who, what, where, when, identify.
 - 2. Comprehension questions require that the student think on a low level so that knowledge can be communicated without verbatim repetition. **Key words:** explain, summarize, illustrate, give example.

DRAFT

3. Application questions require that the student solve or explain a problem by applying what has been learned to other situations. **Key words:** compare and contrast, predict, solve, apply, relate,

demonstrate.

B. Employing effective questioning techniques, including:

1. Knowing the material so that you can compose good questions.
2. Calling on a variety of students.
3. Pausing after asking a question to give all students a chance to think.
4. Echoing student's responses so that all can hear the answer.

VI. Utilize classroom assessment techniques, including:

A. Employing assessment methods, including:

1. Pretest-Post test, in which students are asked questions to show an overview of course content. This is usually used on the first and last day of class to show what learning has occurred.
2. Muddiest Point, in which students are asked to write questions or statements about points they don't understand.
3. Guiding Reading Questions, in which questions are prepared by the instructor in advance of a reading assignment. Students may work individually or in groups.
4. One Sentence Summary, in which at the end of class, the students write one sentence to summarize the entire lesson.

VII. Utilize MVA curriculum policies for administering Unit Tests and Final Exams, including:

- A. Conducting a review before administering tests and exams, while refraining from reading the test questions and answer choices from the actual tests and final exams for a review.
- B. Arranging student seats so that there is enough space between students to discourage cheating.
- C. Providing a copy of the test or exam for each student.
- D. Presenting the test in its original form with no alterations of wording or deleting of test questions.
- E. Enforcing the testing policies of no talking during the test, no use of reference materials and no removal of the test from the classroom during the exam.
- F. Monitoring students throughout the entire test.
- G. Attaching completed answer sheets to each student's record and retaining in school file for three years.

VIII. Utilize creative activities for teaching, including:

- A. Incorporating at least one creative learning activity from the Instructor Candidate Resource Materials packet in the lesson plan

DRAFT

- B. Utilize at least one creative learning activity in the lesson plan from another source, including:
1. The teacher's manual.
 2. School created.

DRAFT

PAGE INTENTIONALLY LEFT BLANK

DRAFT

MVA INSTRUCTOR CANDIDATE CLASSROOM EVALUATION- BASIC

INSTRUCTOR CANDIDATE _____ **LICENSE #** _____ **DATE** _____

SCHOOL/ BRANCH _____ **EVALUATOR** _____ **UNIT** _____

INSTRUCTIONAL SKILLS		COMMENTS
UTILIZATION OF LESSON PLAN Instructor uses lesson plan directly from curriculum, incorporating objectives, procedures and materials needed.		
VARIETY OF TEACHING METHODS Instructor uses at least 2 different teaching methods from these choices: Lecture, Lecture and Discussion and Worksheets.		
APPROPRIATE USE OF VISUAL AIDS Instructor correctly uses Transparencies or Power Point and DVD's or videotapes to facilitate instruction.		
KNOWLEDGE OF MATERIAL TO BE TAUGHT Instructor demonstrates knowledge of material by accurately teaching content contained in fact sheets, content pages and transparencies /Power Point.		
APPROPRIATE BODY LANGUAGE Instructor uses appropriate gestures, cues, body movements and maintains eye contact with students .		
PROPER ORAL COMMUNICATION Instructor speaks loudly enough so that students can hear, varies tone of voice and speaks with enthusiasm.		
APPROPRIATE USE OF LANGUAGE Instructor speaks naturally and avoids the use of excessively technical vocabulary.		
EMPLOYING EFFECTIVE QUESTIONING TECHNIQUES Instructor composes relevant questions from material to be taught, calls on a variety of students, pauses so that students can think of an answer and echoes student's answer so that all in the class can hear.		
UTILIZING CREATIVE ACTIVITIES FOR TEACHING Instructor uses one or more creative activities from either, the lesson plan, the internet, the resource packet, the school or teacher-made during the lesson.		
CLASSROOM MANAGEMENT SKILLS		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Standards: Instructor tells students what to expect by creating standards, states		

DRAFT

class rules in a positive manner and assures that students and mentors are aware of the classroom rules.		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Preparation for learning: Instructor conducts a short review of the previous lesson and quotes clear objectives for the lesson to be taught.		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Organization: Instructor uses a lesson plan with notes on points to be emphasized, expects the unexpected and has a back up plan. Instructor over plans so that there is no “dead time” during the lesson.		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Relevance: Instructor makes lessons relevant by relating activities to lesson objectives and using learning aids such as videos and handouts or worksheets at the appropriate time.		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Capturing student’s attention: Instructor moves about the room with purpose so that inappropriate behaviors can be noticed, gets the student’s attention by using a “hook” such as a quote, visual aid or picture and maintains a sense of humor without ridiculing or making fun of the students.		
UTILIZING PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Ownership: Instructor remembers that he/she “owns” the class and, if necessary, reminds the students that he/she has the right to terminate students for repeated disruptive behavior.		

DRAFT

DRAFT



New Driver Education Instructor Candidate

Behind-The-Wheel Audit Learning Objectives in Maryland

DRAFT

INSTRUCTOR CANDIDATE BEHIND THE WHEEL AUDIT LEARNING OBJECTIVES

At the conclusion of this driving audit, the Instructor Candidate must, with 80% accuracy, accomplish the following objectives:

- A. Pre-Entry Check:
 - 1. Checks around outside of vehicle for broken glass (windows, lights, mirrors)
 - 2. Checks for body damage on vehicle. Understands why they are checking and can explain why they are checking.
 - 3. Checks tires (condition, inflation, direction tires are turned). Explain importance of this check.
 - 4. Checks for spare tire.
 - 5. Checks for fluid leaks. Knows basic fluids and can explain why noticing the leaks is important.
 - 6. Checks oil, windshield washer fluid, power steering fluid.
 - 7. Checks for objects around vehicle that could cause damage.
 - 8. Check for children and pets.
 - 9. Explain why you would want to approach vehicle from the front with the key in your hand.
- B. Pre Start:
 - 1. Able to start vehicle
 - 2. Able to find and use controls
 - 3. Seat belt use for instructor candidate/evaluator
 - 4. Lock doors
 - 5. Seat adjustments (The top of the steering wheel should be no higher than the top of the driver's shoulders)
 - 6. Steering Wheel Adjustments (at least 10 inches from steering wheel)
 - 7. Mirror Adjustments
 - 8. Head restraint (back of head)
 - 9. Secure loose objects.
- C. Starting Engine (Demonstrate use of controls):
 - 1. Foot on brake
 - 2. Ensure vehicle is in park/neutral
 - 3. Ensure parking brake is set.
 - 4. Turn ignition switch on/check gauges
 - 5. Start Car (Demonstrates proper use. Doesn't keep turning key after vehicle is started)
 - 6. Turn on headlights
- D. Moving Forward:
 - 1. Foot on brake
 - 2. Release parking brake
 - 3. Hand Placement
 - 4. Hands kept on steering wheel
 - 5. Controls distractions:

DRAFT

- a. Radio
 - b. Cell phone
 - c. Food and drinks
 - d. Loose objects
 - e. Clipboard
 - f. Cigarettes
 - g. Extra curricular activities (newspapers, make-up, maps)
6. Correct gear
 7. Blinker if necessary
 8. Mirror checks
 9. Blind spot checks
 10. Pivots foot to accelerator
 11. Enters proper lane
 12. Cancels blinker if necessary.
 13. Stays in proper lane
 14. Looks well ahead.
 15. Doesn't cross line or go on shoulder
 16. Maintains safe and proper following distance
- E. Stopping:
1. Checks traffic
 2. Signals intentions
 3. Releases accelerator
 4. Brakes to a smooth stop
- F. Backing up:
1. Foot on brake
 2. Hand Placement
 3. Hands kept on steering wheel/or right arm over seat
 4. Controls distractions
 5. Correct gear (make sure vehicle is in reverse)
 6. Uses brake to control speed
 7. Blinker if necessary
 8. Mirror checks
 9. Blind spot checks
 10. Accelerates smoothly/keeps speed slow
 11. Quick checks to ensure safety
 12. Uses minor steering corrections
 13. Enters proper lane
 14. Stays in proper lane
 15. Doesn't cross line or go on shoulder
 16. Stays straight
- G. Turnabout:
1. Lane position
 2. Signal
 3. Yield right of way
 4. Mirror checks
 5. Blind spot checks

DRAFT

6. Maintains control of vehicle
7. Stays on road
- H. Turns around left by using driveway or alleyway:
 1. Uses signals
 2. Uses mirrors
 3. Head-checks
- I. Turns around right by using driveway or alleyway:
 1. Uses signals
 2. Uses mirrors
 3. Head-checks
- J. While approaching intersections, searches all corners for traffic controls pavement markings, highway users, and areas of limited visibility.
- K. Know and explain the difference between white lane markings and yellow lane markings:
 1. Single lanes
 2. Double lanes
- L. Demonstrate an understanding of basic signs and be able to explain their meanings:
 1. Regulatory
 2. Warning
 3. Guide
 4. Construction
- M. Identify and explain response to traffic control devices:
 1. Signs
 2. Signals
 3. Markings
 4. Flaggers
 5. Police Officers
 6. Cones/barrels
 7. Electronic signs
- N. Right Turn:
 1. Lane position
 2. Proper signal (for at least 100 feet if safe to do so). Explain when it would not be safe to signal 100 feet ahead
 3. Head Check
 4. Mirror/blind spot check
 5. Yields right of way/selects gap (traffic including bicycles & pedestrians)
 6. Accelerates smoothly
 7. Turns steering wheel smoothly (doesn't cut corner)
 8. Enters proper lane
 9. Checks mirror
 10. Cancels signal if necessary
 11. Maintains lane position/stays in same lane through turn
 12. Maintains speed

DRAFT

O. Left Turn:

1. Lane position
2. Proper signal (at least 100 feet if safe to do so) Explain when it would not be safe to signal 100 feet ahead.
3. Head check
4. Mirror/blind spot check
5. Yields right of way/selects gap (traffic including bicycles & pedestrians)
6. Accelerates smoothly
7. Enters proper lane (Don't cut the corner or turn so wide that you enter the right lane going your way)
8. Checks mirror
9. Cancels signal if necessary
10. Maintains lane position/stays in same lane through turn
11. Maintains speed

P. Parallel Parking:

1. Uses proper signal
2. Observes traffic
3. Uses proper gear
4. Proper speed
5. Moves marker
6. Climbs curb
- 7. Doesn't strike vehicle**
- 8. Parks in under 3 minutes**
- 9. Doesn't jump curb**
10. Must be within 12 inches from curb
11. Smoothly stops vehicle
12. Sets parking brake
13. Places gear selector in park
14. Turns off headlights
15. Turns off vehicle/removes key
16. Turns wheels sharply toward curb or edge of road (parking up or downhill without a curb and downhill with a curb). Explain importance of this.
17. Turns wheels sharply away from curb (parking uphill with a curb). Explain importance of this.

Q. Exiting Parking:

1. Foot on brake
2. Uses proper signal
3. Observes traffic
4. Uses proper gear/forward
5. Proper speed
6. Moves marker
7. Climbs curb
- 8. Doesn't strike vehicle**
- 9. Able to exit in 2 minutes**

DRAFT

10. Doesn't jump curb

11. Steers into traffic

R. Parking Lot:

1. Obeys signs-such as speed
2. Obeys signals
3. Obeys lane markings
4. Angle parking-Enters, exits
5. Perpendicular parking-Enters, exits
6. Use of blinkers

S. Highway Driving:

1. Use of proper lane
2. Uses signals properly
3. Mirror Checks
4. Head Checks
5. Projects visual search 20-30 seconds ahead
6. Identifies target area 20-30 seconds ahead
7. Passes properly. Explains how to perform safely.
8. Explains being passed by another vehicle.
9. Obeys speed limit
10. Proper use of acceleration/deceleration lanes
11. Does not use shoulder for:
 - a. Driving
 - b. Passing
 - c. Entering
 - d. Exiting
12. Aware of no zones and blind spots
13. Aware of and maintains space cushion around vehicle
14. Maintains safe following distance

T. Demonstrates an understanding of and uses commentary driving (Evaluator may demonstrate and then ask instructor candidate to demonstrate):

1. Picks up signs, signals, markings
2. Picks up hazards
3. Illustrates proper reactions

U. Brakes:

1. Understands differences in ABS and standard brakes
2. Can explain these differences and how they feel in emergency braking.

V. Demonstrate an understanding of basic signals:

1. Standard Three-Light Control
2. Colored Arrows
3. Lane Signals

If instructor candidate creates a hazard, it is an automatic failure.

Accidents:

- **Instructor candidates' vehicle struck another vehicle.**
- **Instructor candidates' vehicle struck a pedestrian.**
- **Instructor candidates' vehicle struck any fixed object.**

DRAFT

Dangerous Action:

- **Either physical or verbal intervention is required by the evaluator to avoid accident or injury because of the applicant's violation.**
- **Defensive action was required by another motorist in order to avoid an accident because of the instructor candidate's violation.**
- **Defensive action was required by a pedestrian to avoid an injury because of the instructor candidate's violation.**
- **Instructor candidate failed to obey any traffic control device on public road.**
- **Instructor candidate removed both hands from the steering wheel at the same time while the vehicle was in motion.**

DRAFT



New Driver Education Instructor Candidate

Basic
Behind-The-Wheel
Instruction in Maryland

DRAFT

INSTRUCTOR CANDIDATE BEHIND THE WHEEL LEARNING OBJECTIVES

At the conclusion of the Instructor Candidate Behind the Wheel Training Course, utilizing information contained in the Instructor Candidate Resource Materials packet, the instructor candidate must be able to, with 80% accuracy:

Basic

- I. Complete a mock Behind the Wheel lesson (route pre-planned by the school), with an MVA representative acting as the “student”, including:
 - A. Demonstrating knowledge of the progression of Behind the Wheel instruction
 1. Familiarization with the vehicle
 2. Parking lot training
 3. Residential training
 4. Highway and expressway driving
 - B. Demonstrating proper use of the instructor brake
 1. Check for proper functioning at the start of each lesson
 2. Explain to student the use of the dual brake and demonstrate under controlled conditions
 3. Demonstrate use of brake to student so they get a “feel” for it
 4. Cover the dual brake with foot whenever a situation looks at all doubtful
 - C. Demonstrating proper use of instructor mirror
 1. Explain use of mirror
 2. Properly adjust the mirror
 - D. Explaining and demonstrating why, when and how instructor would have to take control of the steering wheel of the vehicle
 1. Realize that a competent instructor should rarely have to take control of the steering wheel.
 2. Demonstrate steering assistance at the start of the first lesson so students will know what to expect.
 3. Position left hand in immediate access to the lower half of the steering wheel, at 5 o'clock position, avoiding contact with driver's hand
 - E. Explaining under what circumstances the instructor should put the vehicle in Neutral
 1. When a student freezes and stays on the gas pedal
 2. When a student puts the vehicle in the wrong gear
 - F. Explaining the use of wedge seat cushion for students who need to be closer to the steering wheel.
 - G. Explaining the use of pedal extenders for students who are too short to reach the gas and brake pedals.

DRAFT

INSTRUCTOR CANDIDATE BEHIND THE WHEEL AUDIT

Page 1

Name _____ Date _____

PRE-ENTRY CHECK		LANE MARKINGS	
Check for body damage		Know meaning of white & yellow	
Check for fluid leaks		Use of single Lanes	
Check for obstacles		Use of double lanes	
PRE-START		BASIC SIGNS	
Seat belt use		Obey regulatory	
Seat and mirror adjustments		Obey warning	
STARTING ENGINE		Obey guide	
Vehicle in Park		Obey construction	
Parking brake set		TRAFFIC CONTROL DEVICES	
Able to start vehicle		Obey signs, signals & markings	
MOVING FORWARD		Obey flaggers, cones & barrels	
Gear control		Obey police officers	
Hand placement on steering wheel		Obey electronic signs	
Mirror & blind spot checks		RIGHT & LEFT TURNS	
Enter lane properly		Proper lane position	
Maintain safe following distance		Proper use of turn signal	
STOPPING		Use of head & mirror checks	
Check traffic		Enter proper lane	
Brake to a smooth stop		Stay in proper through turn	
BACKING UP		PARALLEL PARKING	
Gear control		Use of proper signal	
Hand placement on steering wheel		Use of proper gear	
Use brake to control speed		Use of proper speed	
Proper lane placement		Parks in under 3 minutes	
TURNABOUT		Doesn't jump curb	
Lane position		Exits properly	
Yield right of way		PARKING LOTS	
Mirror checks		Obeys signs, signals & lane marking	
Maintain control of vehicle		Entering & exiting angle parking	
LEFT & RIGHT TURN AROUND		Entering & exiting perpendicular	
Use of signal		Proper use of turn signals	
Use of mirrors		BRAKES	
Head checks		Explain ABS	
Stays on roadway		Explain Standard	

DRAFT

INSTRUCTOR CANDIDATE BEHIND THE WHEEL AUDIT
Page 2

Name _____ Date _____

HIGHWAY DRIVING		COMMENTARY DRIVING	
Use of proper lane		Demonstrate use	
Proper use of signals		Explain signs, signals & markings	
Proper mirror & heads checks		Identify hazards	
Project visual search		Illustrate proper reactions	
Identify target area		BASIC SIGNALS	
Proper passing		Follow standard 3 light control	
Obey speed limit		Follow 3 light control with arrows	
Use of acceleration lane		Follow colored arrows	
Use of deceleration lane		Follow lane signals	
Use of space cushion		Follow reversible lane arrows	
Maintain safe following distance		Follow flashing red signals	

INSTRUCTOR CANDIDATE BTW BASIC EVALUATION

STEPS IN INSTRUCTION		INSTRUCTOR MIRROR	
Basic vehicle knowledge		Explain use	
Parking lot training		Adjust properly	
Residential training		TAKING CONTROL	
Highway training		Explain to students before start	
INSTRUCTOR BRAKE USE		Demonstrate procedure	
Check for function before start		Use proper hand position	
Explain use to student		VEHICLE IN NEUTRAL	
Demonstrate to student		Explain circumstances	
Cover when riding with student		USE OF WEDGED CUSHION	
		USE OF PEDAL EXTENDERS	

COMMENTS _____

DRAFT



New Driver Education Instructor Candidate

Advanced Classroom Instruction in Maryland

DRAFT

INSTRUCTOR CANDIDATE CLASSROOM LEARNING OBJECTIVES

At the conclusion of the Instructor Candidate Classroom Training Course, utilizing information contained in the Instructor Candidate Resource Materials packet, the instructor candidate must be able to, with 80% accuracy:

Advanced

I. Establish and maintain classroom control using MVA guidelines, including:

A. Identifying potentially disruptive students, for example:

1. Students who fall asleep or put their heads on their desks.
2. Students who arrive late or leave early.
3. Students who return late from breaks.
4. Students who are involved in any form of distraction such as, cell phones and mp3 players.
5. Students who are argumentative.
6. Students who test an instructor's credibility.
7. Students who ask irrelevant questions.
8. Students who give inappropriate answers to questions.

B. Utilizing preventive measures for disruptive behavior, including:

1. Telling students what behavior to expect.
 - a. Be consistent.
 - b. Follow up on infractions of the rules.
 - c. Expect that student's behavior will be good.
 - d. Periodically review class standards if needed.
2. Getting students ready for learning
 - a. Provide some sort of warm-up activity
 - b. Post a brain teaser, quote to ponder or "fun" driving activity.
3. Quoting clear learning objectives.
 - a. Post written objectives.
 - b. Give students some idea of the topic of the lesson.
4. Having a plan for the lesson.
 - a. Know the material and practice it before class.
 - b. Utilize the lesson plan to write step by step instructions for different tasks, such as rules for games or what worksheet to use
 - c. Be prepared by arriving at the class sufficiently early so that necessary materials can be gathered and content can be reviewed.

DRAFT

5. Having a back up plan
 - a. Maintain your composure if plans have to change.
 - b. Provide some kind of relevant bookwork or handout for students to complete while you are implementing your back up plan. This helps to maintain class control and gives you a few minutes to “switch gears”.
 6. Planning more than you will have time to complete during class so that students are engaged on meaningful activities and don't have time to act out.
 7. Making the lessons relevant by refraining from giving students unrelated busy work.
 8. Moving around the room withy purpose as you teach, which encourages the students to be more alert and follow the sound of your voice.
 9. Making lessons memorable
 - a. Entertain students.
 - b. Use different teaching strategies.
 10. Maintaining your sense of humor.
 - a. Tell a joke or riddle.
 - b. Share driving related cartoons
 11. Remembering that you are in control of the classroom
 - a. Explain that driving is a task that requires maturity and concentration and that the way students behave in the classroom is often an indication of how they will perform behind the wheel of an automobile.
 - b. If a student is under the age of 18, communicate with the parents or guardians if a student isn't performing in an appropriate manner
- C. Handling specific disruptive situations, for instance:
1. Excessive talking
 - a. Refer to something relevant that the talking student has already said.
 - b. Rearrange seating or start an activity that requires teamwork and separate the talkers.
 - c. If necessary have a break and speak to the student privately.
 - d. If the student is under the age of 18, involve the parents to discuss the student's behavior.
 - e. As a last resort, dismiss the student from class.
 2. Students asking irrelevant questions
 - a. Answer the question if the answer is short.
 - b. Ask the person to wait until after class for you to answer the questions.
 - c. Attempt to tie the questions to the subject matter.
 - d. Provide positive reinforcement when the student does ask a question that is relevant.
 3. Those who don't participate
 - a. Use open ended questions.
 - b. When speaking, move closer to the person who isn't

DRAFT

- participating
- c. Direct questions to the area of the room where the person who isn't participating is sitting.
- d. Talk to the student during break and ask if there is anything that you can do to make it more comfortable for the student to participate.
- 4. Challenging of the instructor by the student
 - a. If the challenge is unproductive, determine the level of tension the challenge has created.
 - b. If the level of tension is high, take a break and talk with the challenger.
 - c. Ask the student an open ended question.
- 5. Arriving late and leaving early
 - a. Start class on time and reconvene on time after breaks.
 - b. Let the students know that you will end class on time if they are willing to arrive on time after each break.
 - c. If lateness becomes a problem, speak with the student in private to see if there is a specific reason for the lateness.
 - d. Remind the student of the consequences of lateness and leaving early.

II. Create lesson plans using the following guidelines, including:

- A. Using lesson plans as teaching tools, including:
 - 1. making the lesson plan as detailed as necessary.
 - 2. Reflecting objectives and content of curriculum.
- B. Utilizing components of lesson plans, including:
 - 1. Provide a warm-up activity to get students ready for learning.
 - 2. Ask an open-ended question to be used as motivation.
 - 3. Write the procedure for the lesson, which includes a step by step description of how to implement the lesson.
 - a. The introduction tells the main idea of the lesson.
 - b. The main activities build on the introduction and give the students an opportunity to use what they already know.
 - 4. Utilize a follow up as an enrichment activity that relates to what has been taught.

III. Know and utilize different methods of teaching, including:

- A. Lecturing in which students are usually passive, but do take notes on information being taught.
- B. Lecturing and discussion
 - 1. Carefully prepare questions to be asked.
 - 2. Limit discussion to an allotted amount of time.

DRAFT

C. Brainstorming

1. Assign students to groups.
2. Chose questions for the group to discuss.
3. Provide a flip chart or other means of recoding answers.
4. Encourage the natural leader of the group to keep rest of group on task.

D. Showing videotapes and DVD's

1. Make the purpose for showing the video known by asking questions before showing.
2. Pause videos during showing for clarification of relevant points.
3. Discuss videos after showing.
4. Explain to students that some videos are dated and that the styles of

E. Discussion with class.

1. Ask pre-planned questions to guide students to content being taught.
2. Moderate discussion so that students stay on task.
3. Use discussion to review videos and for general review.

F. Role playing.

1. Pose topics or scenarios to be acted out.
2. Give clear instructions and guidelines.
3. Supply props to be used and give them time to plan actions.
hair, cars and clothes may be old.

G. Completing worksheets

1. Assign for use individually or for small groups.
2. Review worksheets with the students for clarification.

H. Encouraging cooperative learning

1. Assign groups so that students can work together to solve a common problem.
2. Encourage leader of group to keep students on task.
3. Move about the room to answer questions.

I. Using transparencies

1. Cover points and uncover them as needed.
2. If you write on a transparency, be sure that letters are large enough to be seen from the back of the room.
3. Turn the projector off when not in use to avoid a distracting screen.

IV. Utilize tips for effective teaching, including:

- A. Knowing the material that you will be teaching by researching on your own to supplement content with current information, such as drunk driving and teen crash statistics

B. Being prepared for class

1. Have an activity for students to do as a warm up so that you can take care of any unexpected business or student concerns.

DRAFT

2. Over plan and always have an alternative plan.
3. Post objectives for the lesson learning.
- C. Being aware of your body language by practicing in front of a video camera and reviewing your performance
- D. Being aware of your oral communication skills
 1. Beware of space fillers such as “ums”, “ers” and ‘Okays”.
 2. Practice in front of a video camera and review.
- E. Speaking to the students, not down to them
 1. Minimize the use of slang and street words.
 2. Know the student’s names and use them when speaking to them.
- F. Being sure that students know the class rules
 1. Be consistent when enforcing the rules.
 2. Do not play favorites.
- G. Directing the student’s attention at the beginning of class
 1. Begin class with a warm up activity such as a puzzle, question, picture or cartoon.
 2. Encourage students to write any questions that they have on the board and answer some as class begins.
 3. Give students a syllabus at the beginning of the course and refer to it so that the students know what to expect.

V. Utilize questioning techniques, including:

- A. Knowing types of questions based on Bloom’s Taxonomy
 1. Analysis requires that the student solve a problem through the systematic examination of information. **Key words:** explain, infer, contrast, analyze.
 2. Synthesis requires that students find a solution to a problem through the use of original and creative thinking. **Key words:** combine, create, devise, put together, develop.
 3. Evaluation questions require that the students make an assessment of good or not good according to stated standards. **Key words:** assess, evaluate, justify, judge, grade, criticize.
- B. Employing effective questioning techniques, including:
 1. Asking questions that test what the students know, cause the students to see new relationships, develop attitudes and ideals, summarize what was taught and stimulate critical thinking.
 2. Ensuring that questions are clear to students, stated as briefly as possible, thought stimulating, adapted to the students in the class, planned ahead of time and stated in conversational English.
 3. Paraphrasing student’s answers and ask other students for their opinion.
 4. Rephrasing the question if students can’t seem to find an answer.
 5. Asking open ended and divergent questions.
 6. Relating previous student answers to current questioning so that the students see how they are related and can draw a conclusion

DRAFT

VI. Utilize classroom assessment techniques, including:

- A. Employing classroom assessment techniques, including
 1. Human Tableau, in which different points of the room are used to represent choices. Students are asked questions then locate themselves in the appropriate space in the room.
 2. Class Starter Questions, in which students bring in an index card with a question already formulated for admission to class. The instructor quickly sorts the questions and at the beginning of class addresses one or two pertinent issues.
 3. Categorizing Grid, in which the student's ability to sort items into categories is assessed. Students have a grid containing two or three important categories and a list of terms, definitions or images that belong in one of the categories. Students have a limited time to correctly place the words in the grid.
 4. Application Cards (variation on flash cards), in which the key word or concept is on one side of the card and the application is on the other.
 5. Classroom Opinion Polls, in which students complete a list of opinion questions related to what has been taught.
 6. Interviews, in which the interviewer composes the questions.
 7. Investigations, in which students work alone or in groups to investigate or report on a subject pertinent to Drivers Education.
 8. Fish Bowl, in which each student writes one question about the lesson on an index card. Put all cards in a fish bowl or box. The instructor draws a few cards and the class discusses.

VII. Utilize creative activities for teaching, including:

- A. Enhancing lesson so that students stay on focus.
- B. Preparing learning activities ahead of time and taking steps to preserve them.
 1. Laminating game pieces and boards.
 2. Storing activities in an organized and easily accessible place.
- C. Making use of internet resources for ideas for supplemental activities.
- D. Providing some kind of incentive to winners of games.
- E. Incorporate at least two creative learning activities from the Instructor Candidate Resource Materials packet in the lesson plan.
- F. Utilize at least one creative activity from one of these sources:
 1. The internet
 2. Instructor Candidate created

DRAFT

DRAFT

MVA INSTRUCTOR CANDIDATE EVALUATION- ADVANCED

INSTRUCTOR CANDIDATE _____ **LICENSE #** _____ **DATE** _____

SCHOOL BRANCH _____ **EVALUATOR** _____ **UNIT** _____

INSTRUCTIONAL SKILLS		COMMENTS
CREATE LESSON PLAN Instructor creates lesson plan that can be used directly for teaching.		
CREATE LESSON PLAN Instructor follows a template for making a lesson plan.		
CREATE LESSON PLAN Instructor makes the lesson plan as detailed as necessary for their purposes.		
CREATE LESSON PLAN Instructor makes lesson plan so that it reflects the objectives and content of the curriculum.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor states the topic of the lesson as a brief main idea.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor uses verbs when constructing measurable performance objectives and states the mechanism for measurement.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor lists all materials to be used in the lesson.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor composes a lesson description that gives a general overview of the lesson and reiterates the conclusion verbatim.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor writes procedure for the lesson which includes a step-by-step description of how to implement the lesson.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor provides a warm up activity to get students ready for learning.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor asks open-ended question to be used as motivation.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor uses a follow-up activity as an enrichment that relates to what has been taught.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor provides a conclusion that reiterates the lesson description verbatim.		
UTILIZE COMPONENTS OF LESSON PLANS Instructor performs an evaluation of the lesson.		

DRAFT

VARIETY OF TEACHING METHODS Lecture: Instructor has students take notes on material being taught.		
VARIETY OF TEACHING METHODS Lecture and discussion: Instructor carefully prepares a set of questions to be asked.		
VARIETY OF TEACHING METHODS Lecture and discussion: Instructor limits discussion to an allotted amount of time.		
VARIETY OF TEACHING METHODS Brainstorm: Instructor assigns students to groups and chooses questions for groups to discuss.		
VARIETY OF TEACHING METHODS Brainstorm: Instructor provides some means for students to record answers.		
VARIETY OF TEACHING METHODS Brainstorm: Instructor encourages the natural leader of the group to keep the rest of the group on task.		
VARIETY OF TEACHING METHODS Showing DVD's and videos: Instructor makes the purpose for viewing videos known by asking leading questions before showing.		
VARIETY OF TEACHING METHODS Showing DVD's and videos: Instructor pauses videos during viewing for clarification of relevant points.		
VARIETY OF TEACHING METHODS Showing DVD's and videos: Instructor discusses videos after showing.		
VARIETY OF TEACHING METHODS Showing DVD's and videos: Instructor starts video at right place.		
VARIETY OF TEACHING METHODS Showing DVD's and videotapes: Instructor explains that although some videos are dated in car, clothing and hairstyles, the information is still relevant.		
VARIETY OF TEACHING METHODS Discussion with class: Instructor asks pre-planned questions to guide students to content being taught.		
VARIETY OF TEACHING METHODS Discussion with class: Instructor moderates discussion so that students stay on task.		
VARIETY OF TEACHING METHODS Discussion with class: Instructor uses discussion for review.		
VARIETY OF TEACHING METHODS Role playing: Instructor poses topics or scenarios to be acted out.		
VARIETY OF TEACHING METHODS Role playing: Instructor gives clear instructions and guidelines for this activity.		

DRAFT

VARIETY OF TEACHING METHODS Role playing: Instructor supplies props to be used and gives groups time to plan actions.		
VARIETY OF TEACHING METHODS Worksheets: Instructor assigns these for use individually or for small groups.		
VARIETY OF TEACHING METHODS Worksheets: Instructor reviews worksheets with students for clarification.		
VARIETY OF TEACHING METHODS Cooperative learning: Instructor assigns groups so that students work together to solve common problem.		
VARIETY OF TEACHING METHODS Cooperative learning: Instructor encourages leader of group to keep students on task.		
VARIETY OF TEACHING METHODS Cooperative learning: Instructor moves about the room to answer questions.		
VARIETY OF TEACHING METHODS Transparencies: Instructor covers points and uncovers them as needed.		
VARIETY OF TEACHING METHODS Transparencies: Instructor sets up projector ahead of time and knows how to use it.		
VARIETY OF TEACHING METHODS Transparencies: Instructor writes on the transparency large enough that letters can be seen in the back of the room.		
VARIETY OF TEACHING METHODS Transparencies: Instructor turns projector off when not in use to avoid glare.		
KNOWLEDGE OF MATERIAL TO BE TAUGHT Instructor researches on own to supplement content with current information.		
BE PREPARED FOR CLASS Instructor has an activity for students to do as a warm up so that any unexpected student or business concerns can be handled.		
BE PREPARED FOR CLASS Instructor over plans and always has an alternative plan available.		
BE PREPARED FOR CLASS Instructor posts objectives for the lesson.		
AWARENESS OF BODY LANGUAGE Instructor practices in front of a video camera and reviews performance.		
AWARENESS OF ORAL COMMUNICATION Instructor is aware of the use of space fillers such as “ums”, “ers” and “okays”.		

DRAFT

AWARENESS OF ORAL COMMUNICATION Instructor practices in front of a video camera and reviews performance.		
SPEAK TO STUDENTS, NOT DOWN TO THEM Instructor minimizes the use of slang and street language.		
SPEAKS TO STUDENTS, NOT DOWN TO THEM Instructor knows the names of the students and uses them when teaching.		
ASSURE THAT STUDENTS KNOW CLASS RULES Instructor is consistent when enforcing the rules.		
ASSURE THAT STUDENTS KNOW CLASS RULES Instructor does not play favorites.		
DIRECT STUDENTS ATTENTION AT START OF CLASS Instructor begins class with a warm up activity.		
DIRECT STUDENTS ATTENTION AT START OF CLASS Instructor encourages students to write any questions that they have on the board as they enter and answers some at the beginning of class.		
DIRECT STUDENTS ATTENTION AT START OF CLASS Instructor gives students a syllabus at the beginning of the course and refers to it so students know what to expect.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor asks questions that test what the students know, cause them to see new relationships, develop attitudes and ideals, summarize what was taught and stimulate critical thinking.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor ensures that questions are clear to students, stated as briefly as possible, thought stimulating, adapted to students in the class, planned ahead of time and stated in conversational English.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor paraphrases student's answers and asks other students their opinions.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor rephrases the question if students can't seem to find an answer.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor asks open ended and divergent questions.		
EMPLOY EFFECTIVE QUESTIONING TECHNIQUES Instructor relates previous student's answers to current questioning so that students see how they are related and can draw a conclusion.		
KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Knowledge: Instructor requires that the student recall or recognize information without true understanding.		

DRAFT

KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Comprehension: Instructor requires that students think on a low level so that knowledge can be communicated without verbatim repetition.		
KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Application: Instructor requires that students solve or explain a problem by applying what has been learned in other situations.		
KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Analysis: Instructor requires that the students solve a problem through the systematic examination of information.		
KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Synthesis: Instructor requires that students find a solution to a problem through the use of original and creative thinking.		
KNOW TYPES OF QUESTIONS BASED ON BLOOM'S TAXONOMY Evaluation: Instructor requires that students make an assessment of value based on stated standards.		
UTILIZE INFORMAL CLASSROOM ASSESSMENTS Instructor uses at least one informal classroom assessment technique from suggestions contained in the Instructor Candidate Resource Handbook.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor uses MVA Curriculum policies to administer tests.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor conducts a review before administering test and refrains from reading the test questions as a review.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor ensures that students do not cheat by arranging seats so that there is adequate space between students.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor provides a copy of the test or exam to each student.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor presents the test in its original form with no alterations of wording or deleting of test questions.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor enforces testing policies of no talking during test, no use of reference materials and no removal of the test from the classroom during the exam.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor monitors students throughout the entire test.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor, immediately after completion of tests, goes over test questions so that students can learn the correct answers.		

DRAFT

ADMINISTER UNIT TESTS AND FINAL EXAM The instructor will correct the answer sheets.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor knows that 80 percent of questions must be answered correctly for a student to pass.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor knows that students earning a grade of 80 percent or less on one or more unit tests will be required to take the final exam.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor knows that students who achieve a grade of 80 percent or more on all unit tests may be exempt from the final exam, but that a school may choose to administer the final exam for all students.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor knows that a student may re-take the final exam only once a day.		
ADMINISTER UNIT TESTS AND FINAL EXAM Instructor attaches completed answer sheet to each student's record and retains it in school file for three years.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor enhances the lesson so that students stay on focus.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor prepares learning activities ahead of time and takes care to preserve them for future use and store them in an easily accessible space.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor makes use of internet resources for ideas for supplemental activities.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor uses different methods of grouping students.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor uses different methods of grouping students as outlined in Instructor Candidate Resource book.		
UTILIZE CREATIVE ACTIVITIES FOR TEACHING Instructor incorporates at least one creative learning activity from suggestions listed in the Instructor Candidate Resource book.		
CLASSROOM MANAGEMENT SKILLS		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who fall asleep or put their heads on the desk.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who arrive late or leave early.		

DRAFT

IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who return late from breaks.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who are involved in any form of distraction such as cell phones and mp3 players.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who are argumentative.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who challenge an instructor's credibility.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who ask irrelevant questions.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who do not participate.		
IDENTIFY POTENTIALLY DISRUPTIVE STUDENTS Instructor recognizes students who give inappropriate answers to questions.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor tells students what to expect by following up on infractions of the rules.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor expects that student's behavior will be appropriate.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor periodically reviews class standards if needed.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor gets students ready for learning by posting a brain teaser, quote to ponder or "fun" driving activity.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor posts learning objectives.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor ensures that learning objectives give students an idea of what should be accomplished during class.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor uses a lesson plan to write step by step instructions for different tasks, such as rules for games or what worksheet to use.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor knows material to be taught and practices it before class.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor is prepared for class by arriving sufficiently early so that materials can be gathered and content can be reviewed.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor makes notes in the lesson plan of point to be emphasized during the		

DRAFT

lesson.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor maintains composure if plans change.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor has a back up plan prepared and practices it.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor provides some kind of relevant bookwork or handout for students to complete while implementing back plan if needed.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor plans more information than there is time to teach so that students are always engaged in meaningful activities and don't have time to act out.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor makes lessons relevant by refraining from giving unrelated busy work.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor moves about the room with purpose, which encourages students to be more alert and follow the sound of the instructor's voice.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor makes lessons memorable by entertaining students.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor uses different teaching strategies.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor maintains sense of humor by telling a relevant joke or riddle.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor shares a driving related cartoon.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor explains that driving is a task that requires maturity and concentration and the way students behave in the classroom is often an indication of how they will perform behind the wheel.		
UTILIZE PREVENTIVE MEASURES FOR DISRUPTIVE BEHAVIORS Instructor communicates to parents or guardians of students under 18 if a student isn't performing in an appropriate manner.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Excessive talking: Instructor refers to something relevant that the talking student has already said.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Excessive talking: Instructor rearranges seating or begins an activity that requires teamwork and separates the talkers.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS		

DRAFT

Excessive talking: Instructor calls a break in class and speaks to the talkers privately.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Excessive talking: Instructor involves parents to discuss the situation of the student is under 18 years of age.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Excessive talking: Instructor, as a last resort, dismisses the student from class.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Irrelevant questions: Instructor attempts to tie the questions to the subject matter.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Irrelevant questions: Instructor provides positive reinforcement when a student does ask a relevant question.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Students who don't participate: Instructor uses open ended questions.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Students who don't participate: Instructor moves closer to the student who isn't participating.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Students who don't participate: Instructor directs questions to the area of the room where the student who isn't participating is sitting.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Student who doesn't participate: Instructor talks to student privately and asks if there is anything that can be done to make student more comfortable in order to encourage participation.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Challenges to the instructor: Instructor determines the level of tension the challenge has created.		
DEALING WITH SPECIFIC DISRUPTIVE BEHAVIORS Challenges to the instructor: Instructor calls a class break and talks privately with the challenger if the tension level is high.		
DEALING WITH SPECIFIC DISRUPTIVE BEHAVIORS Challenges to the instructor: Instructor asks the challenger a related, open-ended question.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Students who arrive late or leave early: Instructor starts class on time and reconvenes on time after breaks.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS Students who arrive late or leave early: Instructor speaks in private with the student to see if there is a specific reason for the lateness.		
DEALING WITH SPECIFIC DISRUPTIVE SITUATIONS		

DRAFT

Students who arrive late or leave early: Instructor reminds students of the consequences of lateness and leaving early.		
---	--	--

DRAFT

DRAFT



New Driver Education Instructor Candidate

Advanced Behind-The-Wheel Instruction in Maryland

DRAFT

INSTRUCTOR CANDIDATE BEHIND THE WHEEL LEARNING OBJECTIVES

At the conclusion of the Instructor Candidate Behind the Wheel Training Course, utilizing information contained in the Instructor Candidate Resource Materials packet, the instructor candidate must be able to, with 80% accuracy:

Advanced

- I. Complete a Behind the Wheel lesson (route planned by the instructor candidate) with an actual student, including:
 - A. Submitting an instructor candidate pre-planned route that includes:
 1. Relationship of route to concepts taught in the classroom
 2. A systematic order of driving skills to be practiced
 3. Few unrelated distractions related to the driving task
 4. Familiar signs and experiences
 5. Realistic settings and driving experiences. For example, you don't want a student to spend the entire first lesson on a parking lot unless absolutely necessary
 - B. Demonstrating knowledge of proper use of the instructor brake
 1. Remember that a competent instructor should rarely need to take control to avoid an emergency
 2. Check for proper functioning of the brake
 3. Be ready to take assist when a student is too slow reacting to use of the Brake pedal.
 4. Instructor brake should be used if the student enters a turn too fast or is exceeding the speed limit
 - C. Demonstrating use of the instructor mirror
 - D. Demonstrating taking control of the steering wheel of a vehicle
- II. Demonstrate the ability to instruct students on maneuvering of a vehicle, including:
 - A. Teaching and explaining the purpose of pre-entry checks
 1. Approaching the vehicle from front with key in hand
 2. Check outside of the vehicle for broken lights, windows or mirrors and body damage
 3. Check tires and wheels for condition, inflation and direction they are turned.
 4. Check for objects around vehicle that could cause damage
 5. Check for children and pets around vehicle
 6. Check for fluid leaks and know basic fluids
 7. Check oil, windshield washer fluid and power steering fluid
 - B. Teaching Pre Start of the vehicle
 1. Explain why doors should be locked
 2. Explain proper seat adjustment
 3. Explain head restraint adjustment

DRAFT

4. Explain steering wheel adjustments
 5. Explain importance of securing loose objects in the vehicle
 6. Adjust inside mirror
 7. Adjust outside mirrors including enhanced settings
 8. Ensure seatbelt use by all passengers
- C. Teaching use of various communication devices
1. Turn signals
 2. Headlights
 3. Brake lights
 4. Horn
- D. Teaching the proper way to start a vehicle
1. Ensure that safety adjustments are complete
 2. Foot on brake
 3. Ensure that vehicle is in park/neutral
 4. Ensure parking brake is set
 5. Turn ignition and check gauges
 6. Start vehicle
 7. Turn on headlights
- E. Explaining the proper use of accelerator to:
1. Control the vehicle
 2. Control speed
 3. Maintain a designated speed
- F. Explaining the proper use of the brake to stop vehicle
1. Check traffic (front, rear, sides)
 2. Signal intentions
 3. Release accelerator
 4. Press brake to slow vehicle and warn following drivers
 5. Apply firm steady pressure on brake to stop vehicle.
- G. Teaching control of steering in the following instances:
1. Going straight
 2. Driving through curves
 3. Make left and right turns
- H. Explaining response to traffic control devices
1. Signs
 2. Signals
 3. Markings
 4. Flaggers
 5. Police officers
 6. Cones/barrels
 7. Electronic signs
- I. Teaching proper steps for moving vehicle forward, including:
1. Have foot on brake
 2. Put vehicle in drive
 3. Release parking brake
 4. Check mirrors and perform head check
 5. Place hands in proper position on steering wheel

DRAFT

6. Ensure that student understands the importance of keeping both hands on the steering wheel at all times
 7. Signal when clear
 8. When safe, release brake pedal
 9. Pivot foot to accelerator and press gently on accelerator
 10. Look ahead to your intended path of travel
 11. Enter proper lane
 12. Steer as needed
 13. Cancel turn signal
 14. Stay in proper lane
 15. Look well ahead
 16. Maintain safe and proper following distance
 17. Explain the importance of controlling distractions
 18. Remind the student of the danger of crossing the center line or drifting onto the shoulder of the road
- J. Teaching the proper steps for backing straight
1. Assure that wheels are straight before starting
 2. Check for objects to the rear of the vehicle
 3. Place foot on the brake pedal
 4. Shift into reverse
 5. Grasp steering wheel at 12 o'clock position with left hand
 6. Turn body to right with right arm over seat
 7. Search through rear window and then glance forward
 8. Move back at idle speed, using only light accelerator pressure if needed
 9. Make minor corrections as needed
 10. Release accelerator and apply pressure on brake pedal to stop
 11. Look to rear until vehicle is stopped
- K. Explaining when to adjust your speed and why you need to adjust your speed with reference to:
1. Reduced space
 2. Hazards such as bicyclists and children playing
 3. Slippery areas
 4. Strong crosswinds
 5. Approaching intersections, traffic controls
 6. Work Zones
 7. Following large vehicles
 8. Following motorcycles
 9. Heavy traffic
 10. Curves
 11. Hill
- L. Discussing visual search habits
1. Visual search
 2. Visual control zone
 3. Alternate path of travel
 4. Stopping zone
 5. Following distance

DRAFT

6. Potential hazards such as other vehicles, other road users and changing traffic patterns
7. Practice time/gap assessments
 - a. When positioning a vehicle in a lane
 - b. When changing lanes
 - c. When traffic conditions change
 - d. When your vehicle encounters another vehicle
 - e. When approaching intersections
 - f. At intersections
- M. Encouraging the student to concentrate on Path of Travel
 1. Identify target area 20-30 seconds ahead
 2. Search area to sides
 3. Search traffic 4 to 15 seconds ahead along Path of Travel
 4. Stay close to center when space is limited on side of road
- N. Explaining positioning of vehicle for optimum safety
 1. Discuss use of signals to communicate change of position
 2. Discuss positioning of vehicle when changing lanes
- O. Teaching the student how to enter the roadway from the side of the road
 1. Signal intention
 2. Check traffic (front, rear, sides)
 3. Identify a safe gap in traffic
 4. Look well ahead along intended path of travel
 5. Release the brake
 6. Accelerate smoothly and gently
 7. Steer into the intended path of travel
 8. Cancel signal
- P. Explaining the procedure for entering traffic to the left from a side street, alley way or driveway using a shared turn lane
 1. Signal left turn
 2. Stop at edge of roadway
 3. Check for drivers on opposite side of roadway signaling a left turn
 4. Check traffic to rear
 5. Check for safe gap in traffic
 6. If traffic is clear, enter first lane
 7. If there is a gap in the traffic on the left side, but not the right, stop in the shared left turn lane
 8. Turn on right signal
 9. Recheck oncoming vehicles
 10. Check for vehicles entering the shared left turn lane or vehicles with their left turn signal on
 11. When traffic is clear to the right, accelerate and steer into nearest traffic lane
 12. Cancel signal if necessary
 13. Check mirrors for following traffic
- Q. Explaining the procedure for turning at intersections:

DRAFT

1. Explain Right turn on red laws
 2. While approaching the intersection, check for:
 - a. Following vehicles
 - b. Oncoming vehicles
 - c. Crossing vehicles
 - d. Other highway users (bicyclists, pedestrians, workers, non-motorized vehicles)
 - e. Traffic control devices
 - f. Condition of roadway
 - g. Areas of limited visibility
 3. Signal intent to turn 3-4 seconds in advance.
 4. Steer into proper lane from proper position in lane
 5. Adjust speed as necessary
 6. Recheck traffic (Remember 90 % of drivers do not stop for stop signs)
 7. Identify a safe time/space gap
 8. Look through turn to farthest point
 9. Steer into proper lane
 10. Adjust speed as appropriate
 11. Check mirrors for following traffic
- R. Explaining the procedure for the use of multiple turn lanes:
1. At least one block ahead of turn, identify and prepare to enter lane from which turn will be made.
 2. Check mirrors for following traffic
 3. Make head check
 4. Identify safe gap
 5. Signal intentions
 6. When safe, enter appropriate lane
 7. Check intersection for:
 - a. Traffic controls
 - b. Oncoming traffic
 - c. Cross traffic
 - d. Areas of limited visibility
 - e. Other highway users
 8. Check mirrors for following traffic
 9. Make head check for vehicles in adjacent lanes
 10. Signal intention to turn
 11. Adjust speed as necessary, stopping if necessary
 12. When traffic signal or arrow is green (explain use of turn signal arrows) make sure it is safe and steer into the lane corresponding to the one from which you started
 13. Be alert for oncoming vehicles turning in same direction
 14. Be alert for other roadway users crossing the street
 15. Be alert for vehicles in adjacent turn lane crossing into your lane
- S. Teaching the student to use a shared turn lane to enter a driveway

DRAFT

1. Check oncoming traffic
 2. Check oncoming traffic signaling a left turn (Possibly intending to use shared left turn lane)
 3. Check traffic to the rear
 4. Check for traffic entering from the left or right sides of the roadway
 5. Signal intention 3-4 seconds in advance of turn
 6. Check mirrors
 7. Head check blind spots
 8. Adjust speed
 9. Move into two-way left turn lane no more than 2-3 seconds ahead of turn
 10. Stop if necessary, complete turn when there is a safe gap in oncoming traffic
- T. Teaching the procedure for turning around by heading into an alley or driveway on the left:
1. Select a driveway/alley on left that is clear of obstacles
 2. Be sure visibility will not be blocked when backing into street
 3. Check to rear
 4. Signal intention to turn left
 5. When safe, turn into driveway/alley as close as possible to the right side
 6. Stop as rear bumper clears curb or edge of roadway
 7. Signal a right turn
 8. Shift to reverse
 9. Check in all directions for vehicles and other highway users
 10. When safe, move slowly back, turning steering wheel rapidly all the way to the right
 11. Check left front while backing (To make sure there is a clear space as you turn)
 12. As vehicle centers in nearest lane, straighten wheels, stop
 13. Shift to drive
 14. Cancel right turn signal
 15. Accelerate smoothly
 16. Check traffic to rear
- U. Explaining the procedure for backing and turning:
1. Prior to moving vehicle, check for objects
 2. Place foot on brake pedal
 3. Grasp steering wheel with both hands
 4. Turn body in direction of turn
 5. Search through rear window in direction of turn
 6. Move backward at idle speed (Only use light accelerator pressure as needed)
 7. Steer smoothly in direction vehicle is to move
 8. Make quick checks to front
 9. Make quick checks to side opposite of turn
 10. Release accelerator and apply pressure on brake pedal to stop

DRAFT

11. Look to rear until vehicle is stopped
- V. Teaching the procedure for turning around by backing into an alley or driveway:
1. Check traffic to rear
 2. Signal intention to turn right
 3. Check to make sure driveway/alley is clear
 4. Stop with rear bumper of vehicle in line with the far edge of the driveway/alley
 5. Check traffic to sides
 6. Check traffic to rear
 7. When safe, back slowly, turning steering wheel rapidly all the way to the right
 8. As vehicle centers in driveway, straighten wheels
 9. Continue backing straight until front of vehicle clears the curb
 10. Stop, turn on left signal, and shift to drive
 11. Check traffic in both directions
 12. When safe, turn left into proper lane
 13. Accelerate as appropriate
 14. Check traffic to rear
- W. Explaining the procedure to be followed when meeting, following, and being followed on two-lane roads:
1. Avoid meeting;
 - a. Large vehicles at areas of reduced space
 - b. Other vehicles when approaching pedestrians, bicyclists, or vehicles stopped on road shoulder
 - c. Other vehicles where road may be slippery
 - d. Other vehicles where strong crosswinds may cause steering difficulty
 2. Increase following distance when:
 - a. Following any vehicle that blocks the visual field
 - b. Approaching a railroad crossing or intersection
 - c. Traction is reduced
 - d. Tired or upset
 - e. Being tailgated
 - f. Driving in or near a pack of vehicles
 3. Speed Selection:
 - a. Adjust speed if line of sight is restricted
 - b. Adjust speed for changes in roadway surface
 - c. Adjust speed for curves
 - d. Maintain speed on hills
- X. Explaining the procedure to be followed when passing and being passed on a two lane highway
1. Being Passed:
 - a. Keep to right side of lane
 - b. Maintain speed, but slow if appropriate to let other driver complete pass safely

DRAFT

2. Passing-Remember this is a hazardous maneuver:
 - a. Check oncoming and following vehicles, vehicles slowing ahead, vehicles or other highway users about to enter roadway from driveways, intersections or the shoulder
 - b. Check mirrors and do a head check for passing vehicles
 - c. When safe, signal intention to pass
 - d. Initiate pass at least 2 seconds behind vehicle to be passed
 - e. Steer smoothly into passing lane
 - f. Maintain or adjust speed as necessary
 - g. Search highways ahead and check mirrors
 - h. Make sure vehicle does not drift toward vehicle being passed
 - i. Continue in passing lane until complete front of vehicle passed is visible in rear view mirror
 - j. Signal intention to return to lane
 - k. Steer smoothly into lane
 - l. Maintain or adjust speed as necessary
- Y. Teaching how to stop the vehicle at a curb
 1. Select a proper place to stop
 2. Check mirrors
 3. Signal intention
 4. Let off of accelerator
 5. Press brake to slow vehicle and warn following drivers
 6. Steer gently towards curb
 7. Apply firm pressure to brake to stop vehicle
- Z. Teaching proper parking and exiting parking spaces
 1. Parallel parking
 2. Angle parking
 3. Perpendicular parking
 4. Parking facing up hill with and without a curb
 5. Parking facing downhill with and without a curb
- AA. Teaching Expressway Driving:
 1. Entering an Expressway:
 - a. Identify entrance at least ½ mile in advance
 - b. Check traffic in all directions
 - c. Signal
 - d. Position yourself in proper lane and in proper position
 - e. Adjust speed as necessary
 - f. Enter ramp and adjust speed
 - g. Identify weave/collector lane
 - h. Identify adequate space gap for merging
 - i. Signal intent
 - j. Adjust speed and merge into travel lane (Remember, exiting vehicles are to be given the right of way in weave lanes)
 - k. Adjust speed to travel speed
 - l. Check mirrors for following traffic
 2. Driving on an Expressway:

DRAFT

- a. Select proper lane
 - b. Identify and respond appropriately to large vehicles
 - c. Identify and respond appropriately to condition of vehicles
 - d. Identify and respond appropriately to driver actions
 - e. Identify and adjust speed and/or position for entering and exiting traffic
3. Changing lanes
- a. Maintain safe following distance
 - b. Check highway ahead, to the sides, and behind
 - c. Check traffic conditions ahead, to the sides, and behind
 - d. Signal intention
 - e. Check mirrors
 - f. Check mirror blind spots in direction of lane change
 - g. Adjust speed
 - h. Steer into lane
 - i. Cancel signal
 - j. Adjust speed to flow of traffic
 - k. Check mirrors for following traffic
4. Exiting an Expressway:
- a. Identify exit at least one mile in advance
 - b. Check traffic in all directions
 - c. Signal
 - d. Position yourself in proper lane and in proper position
 - e. Adjust speed as necessary
 - f. Identify weave/collector lane
 - g. Signal intent
 - h. Identify adequate space gap for merging
 - i. Enter exit ramp and adjust speed
 - j. Check for traffic ahead
 - k. Check for traffic behind
 - l. Check for traffic controls
 - m. Check for other highway users
 - n. Adjust to travel speed of new road
 - o. Check mirrors
 - m. Cancel turn signal
- BB. Defining a roundabout and explaining the proper procedure to use:
- 1. A roundabout is a circular intersection at which all traffic travels counterclockwise, always to the right, around a central island.
 - 2. Vehicles entering must yield to those in the roundabout.
 - 3. When approaching, decide which lane you need to be in to make your exit from the roundabout safely.
 - 4. Upon reaching the roundabout, yield. Watch for traffic, bicyclists, pedestrians and emergency vehicles.
 - 5. Allow emergency vehicles to clear roundabout before entering
 - 6. Always keep to the right of the center island.
 - 7. Do not stop except to avoid a collision

DRAFT

8. Maintain a slow speed upon exiting the roundabout. Do not accelerate until you are beyond the pedestrian crossing.
 9. While exiting watch for crossing traffic, other vehicles, pedestrians, motorcycles, and bicyclists.
 10. Do not overtake large vehicles. Give them plenty of room, especially since they may obscure other vehicles.
- CC. Explaining the importance of the hazards of railroad crossings:
1. Highway-rail crossings are dangerous intersections and drivers must take great care when driving across railroad tracks.
 2. Every highway-rail crossing has an “X” shaped sign (cross buck) showing where the tracks cross the roadway. When you come to this sign, slow down and watch for a railroad crossing.
 3. Many highway-rail crossings have flashing light signals. When the signals are flashing, come to a complete stop.
 4. Some crossings have crossing gates in addition to flashing light signals. They have red and white diagonal stripes and the three red lights. Never drive around them when they are down.
 5. Don’t get lulled into complacency because you cross a track frequently and don’t see a train. Most trains do not operate on a schedule.
 6. Expect a train every time you cross the tracks.
 7. Approach the crossing at a reduced speed.
 8. Always look left, right, and left again as you approach a highway-rail crossing. Look, even if the warning sign is not flashing.
 9. If necessary, or required by law, stop within 50 feet, but not less than 15 feet from the nearest rail in the crossing.
 10. All passenger buses, school buses, and trucks carrying explosives or hazardous materials must stop at a highway-rail crossing. The driver must listen and look in both directions for a train before proceeding through the crossing.
 11. If stopped at a crossing with more than one track, do not start as soon as the train passes. Wait until you have a clear view down all the tracks.
 12. Never drive onto a railroad track until you are sure you can drive all the way across. Wait for traffic to clear before you cross.
 13. NEVER stop on the tracks. If your vehicle stalls or you make the mistake of getting trapped on a railroad crossing and a train is approaching, exit the car immediately and move as far away from the track as possible. Call 911 or the railroad’s emergency number.
 14. Remember, trains can’t stop. YOU can.

III. Discuss additional keys to teaching safe driving practices, including:

DRAFT

- A. Explaining commentary driving
- B. Explaining how to change a flat tire
- C. Teaching how to check levels and, if necessary, adding of engine fluids
- D. Demonstrating the difference between standard and ABS brakes
- E. Discussing power steering and power brakes and explaining use during engine failure
- F. Explaining the importance of work zone safety
- G. Discussing how to respond to:
 - 1. Areas of reduced visibility
 - 2. Areas of reduced space
 - 3. Areas of reduced traction
- H. Explaining communication options with other highway users.
 - 1. Signal lights
 - 2. Headlights
 - 3. Brake lights
 - 4. Lane positioning
 - 5. Horn usage
 - 6. Speed of other cars
 - 7. Tire position
 - 8. Hand signals
 - 9. Body Language
- I. Explaining how to use clues from other highway users:
 - 1. Pedestrians
 - 2. Animals
 - 3. Vehicles of different sizes:
 - a. Large trucks
 - b. Delivery vehicles
 - c. Farm vehicles
 - d. Recreational vehicles
 - e. Motorcycles
 - f. Bicyclists
- J. Discussing the special circumstances and risks of driving at night:
 - 1. Risks:
 - a. Headlight illumination
 - b. Inability to spot other vehicles, pedestrians, and other objects
 - c. Effects of street lights on drivers vision
 - d. Failure to spot animals
 - e. Curves and hills
 - f. Glare
 - g. Assessing safe speeds
 - 2. Preparation:
 - a. Clean all windows and lights
 - b. Locate headlight switch
 - c. Locate headlight dimmer switch
 - d. Locate the switch for emergency flashers
 - e. Check for burned out bulbs

DRAFT

- f. Check headlight alignment
 - g. Check windshield washer fluid
 - h. Locate windshield wiper switch
 - 3. Using headlights:
 - a. Use low beams
 - b. Dim high beams at least 500 feet from oncoming vehicles and 350 feet from ongoing vehicles
 - c. Use parking lights only when parked or standing still
 - d. Use emergency lights or hazard lights only during emergency
 - 4. Adjusting speed:
 - a. Increase following distance
 - b. Maintain speed that allows you to stop within the distance illuminated by your headlights
 - c. Reduce speed
 - 5. Night visibility
 - a. Eyes take time to adjust from light to dark
 - b. Wear sunglasses in the sun. This reduces the time for your eyes to adjust when it becomes dark.
 - c. Glare from oncoming vehicles can reduce your ability to see for several seconds.
 - d. Adjust mirrors to reduce glare from headlight.
 - 6. Fatigue and why it is Dangerous:
 - a. Blurred vision
 - b. Seeing double
 - c. Loss of depth perception
 - d. Falling asleep at the wheel
- K. Explaining how to deal with and control skids:
 - 1. Traction changes
 - 2. Surface changes
 - 3. Vehicle Issues
- L. Emphasizing space management and its importance:
 - 1. Search-what it means, what you are looking for
 - 2. Evaluate-what it means
- 3. Execute-what it means

DRAFT

INSTRUCTOR CANDIDATE BTW ADVANCED EVALUATION

Name _____ Date _____

PRE-PLANNED ROUTE		MOVING VEHICLE FORWARD	
Include order of skills		Explain proper steps	
Include few distractions		BACKING STRAIGHT	
Include realistic settings		Explain proper steps	
Include realistic driving challenges		SPEED ADJUSTMENT	
INSTRUCTOR BRAKE		Discuss when adjustment is needed	
Demonstrate proper use		VISUAL SEARCH HABITS	
INSTRUCTOR MIRROR		Practice time/gap assessments	
Show proper adjustment & use		PATH OF TRAVEL	
TAKING CONTROL		Explain how to measure	
Show proper procedure		VEHICLE POSITIONING	
PRE-ENTRY CHECKS		Explain positioning for lane change	
Explain proper approach		ENTERING ROADWAY	
Check for vehicle damage		Explain from side of road	
Check for hazards near vehicle		Explain from side street	
PRE-START		INTERSECTION TURNING	
Explain locked doors		Explain procedure	
Explain adjustments(seat, mirrors)		MULTIPLE TURN LANES	
Ensure seatbelt use by all		Explain procedure	
COMMUNICATION DEVICES		SHARED TURN LANES	
Use of signals, lights and horn		Explain procedure	
START VEHICLE		BACKING & TURNING	
Explain steps in starting		Explain procedure	
ACCELERATOR USE		TWO-LANE ROADS	
Explain for speed and control		Explain following & being followed	
BRAKE USE		Explain passing & being passed	
Explain for slowing & stopping		STOPPING AT CURB	
STEERING CONTROL		Explain procedure	
Explain for going straight		PARKING & EXITING	
Explain for turns & curves		Explain parallel parking	
TRAFFIC CONTROL DEVICES		Explain angle parking	
Discuss signs, signals & markings		Explain perpendicular parking	
Discuss flaggers ,cones & barrels		Explain parking up hills	
Discuss electronic signs		Explain parking down hills	
Discuss obeying police officers		Explain exiting parking spaces	

DRAFT

INSTRUCTOR CANDIDATE BTW ADVANCED EVALUATION

Name _____ Date _____

EXPRESSWAY DRIVING		WORK ZONE SAFETY	
Discuss entering expressway		Discuss importance	
Discuss driving on expressway		RESPONDING TO HAZARDS	
Discuss changing lanes		Discuss reduced visibility & space	
Discuss exiting expressway		Discuss reduced traction	
ROUNDBABOUTS		COMMUNICATION OPTIONS	
Explain procedure		Discuss options with other vehicles	
RAILROAD CROSSINGS		CLUES FROM OTHER USERS	
Discuss hazards		Discuss pedestrians & animals	
Discuss various markings		Discuss different vehicle sizes	
COMMENTARY DRIVING		NIGHT DRIVING	
Give examples		Discuss special risks	
FLAT TIRES		Discuss preparation	
Explain how to change safely		Discuss headlight use	
FLUID LEVELS		Discuss speed reduction	
Tell how to check and why		Discuss fatigue	
BRAKES		SKIDS	
Discuss standard and ABS		Explain how to control	
POWER STEERING & BRAKE		SPACE MANAGEMENT	
Discuss differences		Discuss importance	

COMMENTS _____
