OHIO DRIVER TRAINING QUALITY IMPROVEMENT PROGRAM

BTW INSTRUCTOR ASSESSMENT TOOL

DRIVER TRAINING:
Developing Skills For A
LIFETIME

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SUGGESTIONS FOR BTW INSTRUCTION

It is important to remember that the driver-training vehicle is a classroom and driver training is learning on display. You are constantly observed by others around you and judged by how your school presents itself. With these facts in mind, consider the following suggestions:

1. Driver training, perhaps more than any other learning experience, lends itself to providing for individualized learning differences. Instructors should take advantage of this close association with their students so as to do a better job of teaching.
2. Since students are accustomed to learning in large groups, this may be their first experience with one-on-one learning. Therefore, it is of prime importance for the instructor to put the student at ease.
3. Scheduling of students, especially in a private driving school, must be impartial and fair. Having a system for who will participate and in what order they will be called upon to drive will help to prevent criticism from students and parents.
4. Conversation in the training vehicle need not be limited to instruction only. Conversation can help to put the student at ease with their instructor. However, at no time should this conversation interfere with instruction.
5. Having one student and one instructor in the training vehicle at a time can be a benefit to the learning task. However, to prevent any damage to the driving school's reputation or the reputation of the instructor, careful steps should be taken to inform both the student and their parents of techniques that may be necessary to control the vehicle in the event an emergency occurs during BTW instruction. i.e. pushing the student's leg away from the throttle or grabbing their hand to regain control.
6. Never drive so slow as to impede traffic. Seek a less congested environment if the student isn't handling the present environment well. Failure to do this would be dangerous to not only the student and instructor's safety but also the safety of other highway users and damaging to the image of your school.

7. Passenger restraint systems should be used at all times and locking doors is also recommended. Students learn by example and the instructor should **never** be observed driving without a properly fastened restraint.
8. An instructor's schedule should always remain flexible enough to allow students to make up missed class time. Students very often do not keep appointments and your school's policy should be explained to them regarding missed lessons.
9. Again, public image of your school is important to your business. Instructors should not allow arms out the windows or any other unacceptable behavior to occur during the lessons. Also having a smoke with your underage student at the local McDonalds does not represent the school's image well.
10. Instructors should avoid harsh criticisms, loud tone of voice, and displays of anger. Mistakes should be corrected firmly but do so in a way that it won't alarm or upset the student. We as driver trainers are often complimented on our patience. Granted, it isn't always easy but it is necessary.

"Ten Words to Live By"

What are the magic ten words that work in every phase of human endeavor? Words that work whether we're talking about trying to impress a student behind the wheel or engage in any kind of activity. The first of these is **tact**. This is the oil of consideration which dispels friction. The second is **courtesy**. Graciousness in respecting the other person's dignity. Third, **friendliness.** This is the magic that warms people's hearts. Fourth, **gracious and intelligent respect for others**. Fifth, **enthusiasm.** This is the parent of everything good in history. Sixth, **cooperativeness,** the spirit which proves that teamwork does win. Seventh, **honesty,** with oneself and with others. Eighth, **poise**, because poise is the miraculous attribute in the human endeavor. Ninth, **personableness**, putting your best foot forward, smiling, looking your best, presenting and broadcasting wholesomeness, worthwhileness, and optimism. Finally, **imagination**, it endows the commonplace with luster. It is imagination which will translate the intangible into tangible, the abstract into the concrete, the impossible into a job well done. Author: Unknown

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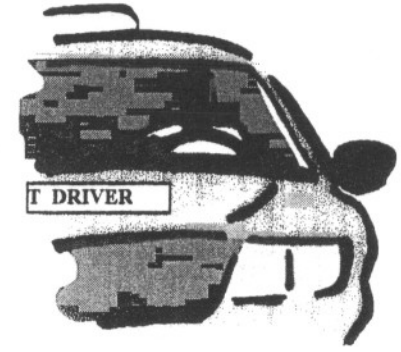

FIRST DRAFT

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PROCESS FOR COMPLETING A BTW ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

Class observation:

During the class observation the assessor should make any necessary notes and objectively rate the instructor's performance on the assessment tool. These notes and ratings will aid the assessor with conducting the post-observation interview and with recommendations for future improvements.

Post-observation interview:

During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring: Scoring of the BTW assessment will be on a basis of ***needs improvement, acceptable, or exemplary performance***. The most important segment of this BTW assessment will be the suggestions and comments of the assessor. These suggestions and comments should lead the instructor to improving their performance before the next scheduled assessment. What will be deemed acceptable performance will be up to the individual driving school's training manager and administration.

Instructor Assessment for Behind - the - wheel

Score each item	NI	A	E	List concerns and suggestions for improvement
1. Clearly states lesson objectives.				
2. Instructions to students are clear and concise.				
3. Exercises relate to real world skills for driving.				
4. Identifies student errors and coaches the student to improve their skills.				
5. At end of lesson provides feedback to student.				
6. Completes the performance sheet and has student sign as required.				
7. Communicates well with the student and/or parents about student's progress.				
8. Exhibits a professional appearance and demeanor.				
9. Checked student's permit and summarized how this lesson relates to previous instruction.				
10. Time management.				

Scoring: NI - Needs improvment, A - Acceptable, E - Exemplary

5/2001

Additional Comments:

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Lesson topic: _____ **Instructor:** _____ **Date:** _____

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Assessor Signature **Instructor Signature**