



Ohio Driver Training Quality Improvement



Using the Assessment Tool



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Using the Assessment Tool

Background

The quality improvement assessment program was developed to provide regional resource specialists and driving school training staff and administrators with a tool to determine the performance level of instructors. The assessment tool should only be used by individuals who have been properly in-serviced on its use and the results should be shared with the instructor.

Role of the Assessor

The assessor should only be a regional resource specialist or a person within the driving school who has training or supervisory responsibilities over the instructor.

The assessor's role is to determine the skill level of the instructor and to suggest what training will facilitate changes to make their instruction better. To be able to accomplish this task, the assessor should spend enough time observing the instructor to make objective decisions regarding their instruction. The framework of time recommended should be an entire lesson or topic being presented from start to finish. This gives the assessor evidence that all necessary components of the four step method of instruction are present.

Preparing the instructor for assessment

The first step in the process of conducting an effective assessment is to meet with the instructor and conduct a pre-observation interview. During this interview the instructor should share the lesson plans for the class to be observed with the assessor and ask any questions they may have about the observation. They should also provide the assessor with copies of all handouts and a copy of the text to be used by the instructor.

During this interview the assessor should attempt to put the instructor at ease by explaining the assessment instrument, how it will be scored, and fill in the instructor's name, lesson title, and reference code* from the State Curriculum on the tally page (see addendum I). The assessor should also complete a pre-observation interview profile so he/she will know the background of the instructor to be observed (see addendum II).

The second step in the process of assessment is the observation of the class being taught. During this step the assessor should attempt to be as inconspicuous as possible and not pose a distraction to the class or instructor. The instructor may wish to introduce the assessor to his/her class so they know who the visitor is but should avoid involving the assessor in the class activities. The assessor will need all of his/her time and attention on keeping good notes on the instructor's performance so as to provide an accurate accounting of the performance he/she observes.

*Reference code is represented by the **unit** being used from the State Curriculum and the **page numbers**. The code would be given for example as: **6/51-53**. Lesson relates to Unit 6, pages 51 thru 53.

Follow-up to Assessment

The assessor should take into consideration his/her notes and comments when completing the assessment instrument and tally page. These notes and comments will provide justification for the scores given in the different domains scored. It is also important at this time to complete a review of the instructor's personal and professional qualities (see addendum III) for inclusion in his/her file.

The follow-up to the assessment should be scheduled with the instructor as soon as possible after the scheduled observation and should be a one-on-one meeting between the assessor and the instructor only.

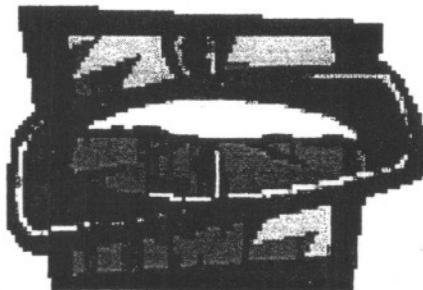
During this post-observation meeting the assessor will go over the assessment instrument item by item and give his/her perceptions of the instructor's performance. Any supporting comments that are written on the assessment form should be explained to the instructor and the instructor should have an opportunity to respond to these comments. If the assessor has done an effective job of explaining the assessment instrument in the pre-observation interview, this part of the process should be helpful for the instructor to see his/her instruction as other professionals see it.

Once the assessment instrument and all comments of the assessor have been covered, the tally sheet containing the scores and their average should be carefully explained. This page also provides an opportunity for the assessor to write in any recommendations they might have for improving instruction. Also, if the assessor or the instructor feel there are changes that management could effect to improve instruction, there is space to enumerate these as well. Once the assessment post-observation meeting is concluded, the tally sheet should be signed by both the instructor and the assessor and dated. By signing the tally sheet the instructor should be told that this does not necessarily mean they agree with the assessor.

If serious deficiencies are found the instructor should be given a reasonable length of time to remediate these deficiencies before a follow-up assessment is conducted. Criteria as to what a serious deficiency is or how it will be remediated are policies that the driving school management must address internally.

Finally, a copy of the assessment tally sheet should be made and given to the instructor and a copy of the completed assessment should be put into his/her personnel file. Only by maintaining proper documentation can the driving school show evidence that their instructors are routinely assessed and in-serviced to assure quality instruction for their young drivers.

When the assessment is conducted by a regional resource specialist, the driving school should advise him/her as to what documentation or reporting they wish to have for their records.



Pre-assessment Interview Questionnaire

Name _____ **Date** _____

Employing D.T. School _____

Location _____

1. How long have you been teaching Driver Training? _____ classroom _____ BTW
2. From whom did you receive your training? _____
3. Have you been involved in any formal training since you were first certified? _____
4. If yes to question three (3), what training was it? _____
5. How many students do you teach, on average, in each classroom session? _____
6. How many students, on average, per week do you teach in the BTW phase? _____
7. What text do you use for teaching the classroom phase? _____
8. Are you using the "commentary driving" method of instructing the BTW? _____
9. What materials or equipment would make your teaching easier/more efficient? _____

10. What in-service or continuing education training would help you to improve your teaching skills? _____

Instructor _____

Interviewer _____

