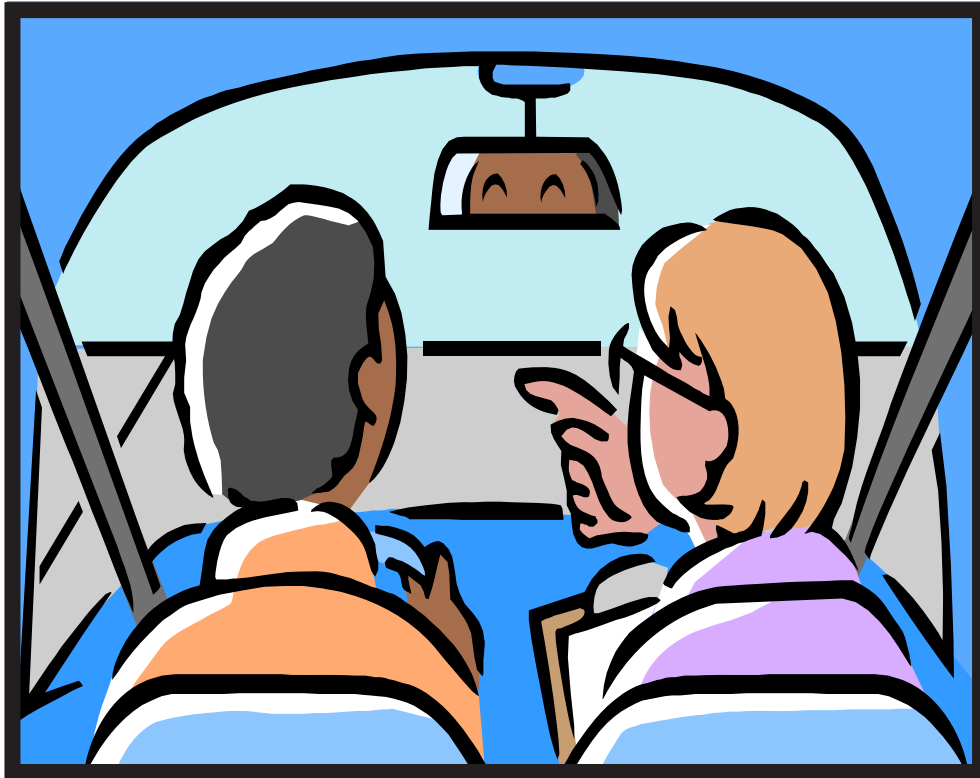


# *DRIVER EDUCATION* CURRICULUM GUIDE



Michigan Department of State  
Driver Programs Division  
Driver Education Section

*Revised October 2010*

# Michigan Department of State Driver Education Curriculum Guide

## Section 1 – Introduction

### Background

In the spring of 2004, legislation passed that moved all oversight responsibilities for driver education from the Michigan Department of Education to the Michigan Department of State (MDOS). This legislation included an October 1, 2006, sunset date for the Driver Education and Training Schools Act.

In response to the need for new legislation, Secretary of State Terri Lynn Land assembled a Driver Education Advisory Committee made up of key stakeholders in the driver education and training industry. The 10-member committee, comprised of driver education providers, instructors, third-party skills testers, and other safety advocates, completed its work in late 2005. The goals were to eliminate overlap in statutory requirements, achieve consistency in program objectives, strengthen and improve curriculum, and establish appropriate requirements and qualifications for driver education providers and instructors. Included in the recommendations to strengthen and improve curriculum were:

1. MDOS should develop curriculum guides for both the Segment 1 and Segment 2 driver education courses. The curriculum requirements should be based on the American Driver and Traffic Safety Education Association's model curriculum.
2. MDOS should develop a pool of test questions for the Segment 1 and Segment 2 final knowledge tests. The pool of questions should be included in a software package similar to the existing CDL testing software so as to allow for a unique test for each student.

Based on the committee's recommendations, Secretary Land proposed numerous enhancements to the law in April 2006. These became the basis for the Driver Education Provider and Instructor Act, which was signed into law on September 26, 2006, as PA 384 of 2006. Go to the Department of State's Web site at [www.Michigan.gov/sos](http://www.Michigan.gov/sos) for the full text of the act. Click (on the left) on "Driver License and State ID," then on "Driver Education." Under the first heading, "Driver Education Oversight," click on the link to the act.

This Curriculum Guide was developed to provide driver education instructors and providers with a detailed framework of the concepts, objectives, and standards students will need to master to successfully meet the goals of Segments 1 and 2. By ensuring that students are properly prepared to drive, we will reduce crash rates among young drivers and make Michigan's roads safer.

### Acronyms and Definitions

As used in this document:

ADTSEA means the American Driver and Traffic Safety Education Association.

Behind-the-wheel instruction means instruction in which a student is in control of a motor vehicle on a public street or highway in real and varied traffic situations and a driver education instructor is the only other occupant in the front passenger seating area with the student.

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Classroom instruction means that part of a driver education course occurring in a classroom environment and enabling a student to learn through varied instructional methods, under the direct guidance of a driver education instructor.

Curriculum means a written plan that guides the instruction given in a driver education course and includes performance objectives, a content outline, detailed learning activities, and assessment tools.

Driver education course means a program of study offered by a certified driver education provider, which enables a student to acquire the basic knowledge, skills, and attitudes necessary to operate a motor vehicle upon a highway transportation system.

Guide means the Michigan Department of State's *Driver Education Curriculum Guide*.

MDOS means the Michigan Department of State.

Performance objective means a certain level of knowledge and skill a student is expected to acquire to successfully complete a driver education course.

S1 means a Segment 1 driver education course that meets the requirements in Section 37 of PA 384 of 2006.

S2 means a Segment 2 driver education course that meets the requirements in Section 39 of PA 384 of 2006.

## **Section 35 of PA 384 of 2006**

*Section 35 of PA 384 of 2006 requires the secretary of state to prescribe a model curriculum for teen driver training under this act. After September 1, 2007, a driver education provider classified for teen driver training shall use the secretary of state's prescribed model curriculum or may use an alternative curriculum only after it has been reviewed and approved by the secretary of state. The secretary of state may approve an alternative curriculum if it substantially meets or exceeds the standards of the secretary of state's prescribed model curriculum.*

This Curriculum Guide serves as the written plan for instruction on the MDOS's prescribed model curriculum. The Guide is based on ADTSEA's curriculum.

## **Michigan's Two Segments of Driver Education**

Michigan's driver education curriculum is split into two segments. S1 driver education is offered before the driver begins supervised driving, and requires a minimum of 24 hours of classroom instruction, a minimum of six hours of behind-the-wheel instruction, and a minimum of four hours of observation time in a training vehicle. S2 driver education is offered after the driver has acquired 30 hours of driving experience and will soon begin unsupervised driving. S2 includes a minimum of six hours of classroom instruction. A review of literature related to driver education indicates that the preferred method of delivering driver education is in two segments. Michigan is the only state that offers driver education in two segments.

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### Young Driver Crash Risk

Sixteen- and 17-year-old drivers have the highest crash rates of any age group. Crash rates are highest during the first six months of licensure without supervision. The major reason for crashes among newly licensed drivers is the failure to search effectively for potential risks.

Young drivers and their parents lack awareness of the risks present during the first six months of unsupervised driving and how to manage those risks. The most critical time for parents to be involved with young drivers is during the first six months of unsupervised driving.

Our culture tends to view teens as young adults when, neurologically, they are only large children. The area of the brain that regulates logic and reasoning develops before the area that controls impulse and emotion. Young drivers often do not have the full capacity to control impulses. As a result, adults need to provide guidance, oversight, and set limits.

### New Curriculum

The new S1 and S2 curriculum focuses on risk awareness; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, driver distractions, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance.

Students apply basic driving skills in low-to-moderate traffic environments and progress to demonstration of skill proficiency in more complex traffic situations.

Successful completion of a state-approved driver education program does not, alone, make a teenager a responsible, experienced driver. Traffic safety education involves family, community, industry, government, and personal factors such as motivation, maturity, and perceptive abilities.

Throughout the course, emphasis should be placed on the need for extensive supervised practice with a licensed parent or guardian to develop precision in the use of skills, processes, and responsibilities, and the need for close parental oversight during the first six months of unsupervised driving.

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## Section 2 – About This Guide

### Introduction

The *Driver Education Curriculum Guide* is a written plan that guides the instruction to be given in both the Segment 1 (S1) and Segment 2 (S2) driver education courses. It includes a curriculum map, standards of learning, performance objectives, content outline, and resources that will assist the instructor with learning tools, learning activities, and assessment tools.

### Contents of the Guide

#### Section 1 – Introduction

Section 1 presents background on why and how this Guide was developed.

#### Section 2 – About This Guide

Section 2 explains the eight different sections of the *Driver Education Curriculum Guide*.

#### Section 3 – Curriculum Content Map

Section 3 contains a curriculum content map for both S1 and S2. Curriculum maps provide a framework for building teaching units and lesson plans. They ensure that instructors allocate sufficient time to cover each content area.

#### Section 4 – Standards of Learning

Section 4 consists of the standards of learning for the S1 and S2 classroom portions of the program as well as the S1 behind-the-wheel portion. Standards of learning indicate what students should know, understand, and be able to do in a specific content area.

#### Section 5 - Curriculum Content, Objectives, and Resources

Section 5 outlines the content of the S1 and S2 classroom portions and the S1 behind-the-wheel portion of the program in terms of behavioral objectives. The section also identifies resources that should be used in the instruction.

#### Section 6 – Testing and Assessment

Section 6 explains how S1 and S2 knowledge tests and the S1 behind-the-wheel assessment are to be conducted.

#### Section 7 – Alternative Curriculum Approval

Section 7 details what must be done to gain MDOS approval for those providers of S1 and S2 courses that do not desire to use the ADTSEA-based curriculum.

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## Section 8 – Appendices

Appendix A provides Web sites to assist instructors in developing classroom lesson plans. Appendix B contains supplemental information for instructors on preparing behind-the-wheel lesson plans. Appendix C contains a form for the assessment of behind-the-wheel skills.

### **Developing Lesson Plans**

This Guide does not substitute for an instructor's lesson plan; it is a guide to the development of lesson plans. The following materials will be needed to develop lesson plans associated with S1 and S2 driver education:

1. MDOS's *Driver Education Curriculum Guide*.
2. Latest version of the MDOS's *What Every Driver Must Know*.
3. The American Driver and Traffic Safety Education Association's Version 2.0 *Driver Education Curriculum* including Behind-the-Wheel Lesson Plans and Parent/Mentor Practice Guide.
4. MDOS's materials on risk awareness.

Materials on risk awareness are available on MDOS's Web site at [www.Michigan.gov/sos](http://www.Michigan.gov/sos).

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Section 3A – S1 Curriculum Content Map			
Module	Category	Element	Hours Allotment
<b>1</b>	<b>Introduction to Driving</b>		<b>1.0</b>
	1-1	Course Introduction	
	1-2	Michigan's GDL Law	
	1-3	Young Driver Crash Problem	
<b>2</b>	<b>Preparing to Operate a Vehicle in a Controlled Environment</b>		<b>2.0</b>
	2-1	Occupant Restraints	
	2-2	Vehicle Operating Space	
	2-3	Pre-entry Checks	
	2-4	Pre-drive Procedures	
	2-5	Control, Safety, and Info Devices	
	2-6	Mirror Settings	
	2-7	Basic Vehicle Maneuvers	
	2-8	Steering	
<b>3</b>	<b>Signs, Signals, and Markings</b>		<b>2.0</b>
	3-1	Signs	
	3-2	Signals	
	3-3	Markings	
<b>4</b>	<b>Vision and Space Management (SEE)</b>		<b>3.0</b>
	4-1	Vision and Perception	
	4-2	SEE Space Management System	
	4-3	Search Procedures	
	4-4	Evaluating Risk Procedures	
	4-5	Executing an Appropriate Response	
	4-6	Communicating Intentions	
	4-7	Managing Visibility, Time, and Space	
<b>5</b>	<b>Basic Maneuvering Tasks</b>		<b>4.0</b>
	5-1	Turns	
	5-2	Approaching an Intersection	
	5-3	Stopping	
	5-4	Lane Changes	
	5-5	Turning Around	
	5-6	Parking	
	5-7	Lane Selection and Positioning	
	5-8	Maintaining Visibility Through Curves	
	5-9	Passing and Being Passed	
	5-10	Complex Traffic Situations	

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Module	Category	Element	Hours Allotment
<b>6</b>	<b>Risk Reducing Strategies for High-speed, Multi-lane Expressways</b>		<b>2.0</b>
6-1		Characteristics and Features	
6-2		Entering an Expressway	
6-3		Driving on Expressways	
6-4		Exiting an Expressway	
<b>7</b>	<b>Environmental Factors Affecting Safe Vehicle Operation</b>		<b>2.0</b>
7-1		Reduced Visibility	
7-2		Changing Traction Conditions	
<b>8</b>	<b>Warning Lights, Malfunctions, and Crash Reporting</b>		<b>1.0</b>
8-1		Vehicle Warning Lights and Gauges	
8-2		Vehicle Malfunctions	
8-3		Crash Reporting	
<b>9</b>	<b>Sharing the Road</b>		<b>2.0</b>
9-1		Sharing the Road	
<b>10</b>	<b>Personal Factors Influencing Operator Performance</b>		<b>2.0</b>
10-1		Alcohol and Drugs	
10-2		Fatigue and Staying Alert	
10-3		Emotions	
10-4		Aggressive Driving and Road Rage	
10-5		Distractions	
<b>11</b>	<b>Instructor Discretion *</b>		<b>2.0</b>
<b>12</b>	<b>Final Examination</b>		<b>1.0</b>
<b>Total Hours</b>			<b>24.0</b>

\* Two (2) hours of instruction have been left to the discretion of the driver education instructor. This time should be used:

1. to place extra emphasis on any of the 10 instructional modules,
2. to administer tests at the end of instructional modules,
3. for guest speakers with expertise in traffic safety, and
4. to allow for student activities that would supplement any of the 10 instructional modules.

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## Section 3B – S2 Curriculum Content Map

Module	Category	Element	Hours Allotment
<b>1</b>	<b>Risk Awareness</b>		<b>2.0</b>
	1-1	Developing Risk Awareness	
	1-2	Distractions	
	1-3	Aggressive Driving	
<b>2</b>	<b>Avoiding Alcohol-Involved Driving</b>		<b>1.0</b>
	2-1	Scope and Effect of Alcohol-Related Crashes	
	2-2	Avoiding Alcohol-Involved Driving	
<b>3</b>	<b>Driver and Vehicle Actions</b>		<b>2.0</b>
	3-1	Vehicle Actions	
	3-2	Driver Actions	
<b>4</b>	<b>Review and Final Examination</b>		<b>1.0</b>
<b>Total Hours</b>			<b>6.0</b>

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## Section 4A – S1 Classroom Standards of Learning

**Students participating in the state-approved Segment 1 driver education 24-hour classroom program should:**

1. Demonstrate an understanding of Michigan's traffic laws, licensing procedures, and the risks and responsibilities associated with the driving privilege. Key concepts include:
  - a. Michigan's Graduated Driver Licensing system.
  - b. Michigan's rules of the road.
  - c. Young driver crash risk.
2. Demonstrate an understanding of basic vehicle operating procedures. Key concepts and skills include:
  - a. Occupant restraints.
  - b. Pre-driving procedures.
  - c. Starting procedures (automatic and manual transmissions).
  - d. Vehicle information, warning, and control devices.
  - e. Vehicle securing procedures.
3. Demonstrate an understanding of how to manage visibility, time, and space to avoid conflicts and reduce driving risks. Key concepts and skills include:
  - a. Processing information visually using a space-management system.
  - b. Applying following-interval concepts.
  - c. Selecting gap and judging distance.
  - d. Estimating passing-time and space needs.
4. Demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts and skills include:
  - a. Roadway signs, signals, and markings.
  - b. Right-of-way rules.
  - c. Slope and grade of terrain.
  - d. Vehicle position.
5. Identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts and skills include:
  - a. Entering, merging, integrating into, and exiting from traffic flow.
  - b. Managing interchanges.
  - c. Selecting vehicle position and changing lanes.
6. Demonstrate the ability to communicate presence and intentions with other road users. Key concepts and skills include:
  - a. Vehicle position and driver action.
  - b. Vehicle communication devices.

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7. Identify and analyze the consequences associated with alcohol and other drug use and driving. Key concepts and skills include:
  - a. Positive and negative peer pressure.
  - b. Refusal skills.
  - c. Administrative license revocation, Implied Consent and Zero Tolerance.
  - d. Court costs, insurance requirements, and other costs.
8. Recognize the consequences of aggressive driving and other emotions that influence driving behaviors. Key concepts include:
  - a. Stress and anxiety.
  - b. Anger management.
  - c. The relationship between aggressive driving and road rage.
9. Analyze the effects of fatigue and other physical conditions on driver performance. Key concepts include:
  - a. Short- and long-term physical and mental disabilities.
  - b. Chronic health conditions.
  - c. Fatigue and sleep.
10. Identify distractions that contribute to driver error. Key concepts include:
  - a. Passengers.
  - b. Vehicle accessories.
  - c. Cell phones and other technology devices.
11. Identify changes in the environment that affect visibility and traction and demonstrate an understanding of appropriate reaction to these risks. Key concepts and skills include:
  - a. Driving at night.
  - b. Smoke- and weather-related conditions.
  - c. Road conditions and construction.
  - d. Vehicle stability and traction control systems.
12. Identify and evaluate emergency response strategies to reduce the severity of or avoid a crash in high-risk driving situations. Key concepts and skills include:
  - a. Evasive maneuvers, using brake and steering combinations.
  - b. Off-road recovery.
  - c. Front and rear traction control.
13. Identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway with:
  - a. Trucks.
  - b. Slow-moving and oversized vehicles.
  - c. Recreational vehicles, including trailers.
  - d. Motorcycles, mopeds and scooters.
  - e. Passenger buses and school buses.
  - f. Emergency vehicles.
  - g. Construction vehicles.
  - h. Pedestrians.
  - i. Funeral processions.
  - j. Bicycles.

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## Section 4B – S1 Behind-the-Wheel Standards of Learning

**Students participating in the state-approved driver education six-hour Segment 1 behind-the-wheel training program should demonstrate proficiency in the following tasks:**

1. Pre-entry safety checks; adjustments of communication, safety, visibility, and comfort devices prior to driving; starting procedures; operation of driving controls; basic vehicle maneuvers; stopping; and securing the vehicle.
2. Pre-drive procedures; knowledge and operation of information, communication, safety devices, and vehicle control; basic vehicle maneuvers, intersection approach, and safe turning procedures; time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws.
3. The ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads. Maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility. Enter, exit, and cross traffic at uncontrolled and controlled intersections. Secure a motor vehicle when parked heading up or down hill, with and without a curb.
4. Correct visual steering, speed control, and gap assessment techniques for each of the following: approaching an intersection; completing left and right turns at intersections; changing lanes; and backing straight, to the left, and to the right.
5. Use space management principles (Search - Evaluate - Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph.
6. Risk management through communication, speed and position adjustments in complex traffic situations on country highways, limited access highways, and city streets. Planned exercises will include: following and meeting other vehicles; merging onto, driving through and exiting freeway interchanges; assessing passing time and space gap needs; and parallel parking.

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## Section 4C – S2 Classroom Standards of Learning

**Students participating in the state-approved driver education six-hour Segment 2 classroom program should:**

1. Develop an understanding of young driver crash risks and how these risks can be managed.
2. Recognize the effects of alcohol and other drugs on reduced-risk driver performance.
3. Develop essential knowledge and skills for reduced-risk performances in avoiding crashes and minimizing the impact of crashes.
4. Identify the purpose of modern vehicle technology for reducing the crash effects of driver error.

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## Section 5A – S1 Classroom Content, Objectives, and Resources

Module Number	1	Module Name	Introduction
Topic Number	Topic Name and Performance Objectives		Resources
1-1	<p><b>Course Introduction</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. complete the program registration process as needed;</li> <li>b. understand the goal of S1 driver education; and</li> <li>c. understand the course structure, policies and rules.</li> </ul>		
1-2	<p><b>Michigan’s Graduated Driver Licensing Law</b></p> <p>The student is expected to understand Michigan’s Graduated Driver Licensing Law and procedures for compliance.</p>		<i>What Every Driver Must Know</i> (WEDMK)
1-3	<p><b>Young Driver Crash Problem</b></p> <p>The student is expected to understand that driving is a complex task that involves risk and decisions about risk taking.</p>		ADTSEA 1-10 and 1-11

Module Number	2	Module Name	Preparing to Operate a Vehicle in a Controlled Environment
Topic Number	Topic Name and Performance Objectives		Resources
2-1	<p><b>Introduction to Topic</b></p> <p><b>Occupant Restraints</b></p> <p>The student is expected to demonstrate knowledge of and proper usage of protective devices available to occupants of motor vehicles.</p>		ADTSEA 2-2 and 2-3 ADTSEA 2-4 and 2-5
2-2	<p><b>Vehicle Operating Space</b></p> <p>The student is expected to recognize and illustrate the vehicle operating space needed for reduced-risk operation.</p>		ADTSEA 2-6 and 2-7
2-3	<p><b>Pre-entry Checks</b></p> <p>The student is expected to describe the pre-entry checks to be made around the vehicle.</p>		ADTSEA 2-8 and 2-9
2-4	<p><b>Pre-drive Procedures</b></p> <p>The student is expected to describe the pre-drive procedures used after entering the vehicle.</p>		ADTSEA 2-8 and 2-9

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Module Number	2	Module Name	Preparing to Operate a Vehicle in a Controlled Environment
Topic Number	Topic Name and Performance Objectives		Resources
2-5	<p><b>Control, Communication, Safety and Information Devices</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"> <li>a. identify the control and information devices found in a passenger vehicle in preparation for starting the vehicle; and</li> <li>b. identify and describe the location, function and operation of control, communication, safety, and convenience devices in the vehicle.</li> </ol>		ADTSEA 2-10 through 2-13
2-6	<p><b>Mirror Settings</b></p> <p>The student is expected to demonstrate knowledge of enhanced mirror settings by comparing traditional mirror settings to enhanced mirror settings.</p>		ADTSEA 2-14 and 2-15
2-7	<p><b>Basic Vehicle Maneuvers</b></p> <p>The student is expected to demonstrate knowledge of procedural steps for basic vehicle maneuvering.</p>		ADTSEA 2-16 through 2-27
2-8	<p><b>Steering</b></p> <p>The student is expected to identify the different styles of steering a vehicle.</p>		ADTSEA 2-18 through 2-21

Module Number	3	Module Name	Traffic Control Devices
Topic Number	Topic Name and Performance Objectives		Resources
3-1	<p><b>Introduction to Topic</b></p> <p><b>Signs</b></p> <p>The student is expected to identify the types, colors, shapes, and meanings of roadway signs and describe the actions required of a driver in response to these signs.</p>		ADTSEA 2-2 and 2-3  ADTSEA 2-28 and 2-29, and 2-32 and 2-33
3-2	<p><b>Signals</b></p> <p>The student is expected to identify traffic signals and describe the actions required of a driver in response to these signals.</p>		ADTSEA 2-30 through 2-33
3-3	<p><b>Markings</b></p>		ADTSEA 2-30 through 2-33

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Module Number	3	Module Name	Traffic Control Devices
Topic Number	Topic Name and Performance Objectives		Resources
	The student is expected to identify roadway markings and describe the actions required of a driver in response to these markings.		

Module Number	4	Module Name	Vision and Space Management
Topic Number	Topic Name and Performance Objectives		Resources
4-1	<p><b>Introduction to Topic</b></p> <p><b>Vision and Perception</b></p> <p>The student is expected to identify and describe the visual and perceptual tasks required of a driver to operate a motor vehicle safely.</p>		<p>ADTSEA 3-2 and 3-3</p> <p>ADTSEA 3-4 and 3-5</p>
4-2	<p><b>See/Evaluate/Execute Space Management System (SEE)</b></p> <p>The student is expected to demonstrate knowledge of the space management system, SEE.</p>		<p>ADTSEA 3-6 and 3-7</p>
4-3	<p><b>Search Procedures</b></p> <p>The student is expected to demonstrate knowledge of the search process.</p>		<p>ADTSEA 3-8 and 3-9</p>
4-4	<p><b>Evaluating Risk Process</b></p> <p>The student is expected to demonstrate knowledge of the evaluating risk process.</p>		<p>ADTSEA 3-8 and 3-9</p>
4-5	<p><b>Executing an Appropriate Response</b></p> <p>The student is expected to demonstrate knowledge of the execute process for making an appropriate response.</p>		<p>ADTSEA 3-10 and 3-11</p>
4-6	<p><b>Communicating Intentions</b></p> <p>The student is expected to describe how drivers can communicate their intended moves to other highway users.</p>		<p>ADTSEA 3-10 and 3-11</p>
4-7	<p><b>Managing Visibility, Time, and Space</b></p> <p>The student is expected to describe where, when, how, and what a driver needs as part of the search process for a space management system and why the 2-second following distance rule is not adequate.</p>		<p>ADTSEA 3-12 and 3-13</p>

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Module Number	5	Module Name	Basic Maneuvering Tasks
Topic Number	Topic Name and Performance Objectives		Resources
5-1	<p><b>Introduction to Topic</b></p> <p><b>Turns</b></p> <p>The student is expected to demonstrate knowledge of turning at intersections.</p>		<p>ADTSEA 4-2 and 4-3</p> <p>ADTSEA 4-4 and 4-5</p>
5-2	<p><b>Approaching an Intersection</b></p> <p>The student is expected to describe the actions needed to reduce the level of risk when approaching an intersection.</p>		<p>ADTSEA 4-4 and 4-5</p>
5-3	<p><b>Stopping</b></p> <p>The student is expected to describe staggered stops and double stops.</p>		<p>ADTSEA 4-6 and 4-7</p>
5-4	<p><b>Lane Changes</b></p> <p>The student is expected to demonstrate knowledge of changing lanes.</p>		<p>ADTSEA 4-6 and 4-7</p>
5-5	<p><b>Turning Around</b></p> <p>The student is expected to demonstrate knowledge of procedures for turning around.</p>		<p>ADTSEA 4-8 and 4-9</p>
5-6	<p><b>Parking</b></p> <p>The student is expected to demonstrate knowledge of procedures for parking on hills, and angle, perpendicular, and parallel parking.</p>		<p>ADTSEA 4-10 through 4-16</p>
5-7	<p><b>Lane Selection and Positioning</b></p> <p>The student is expected to demonstrate knowledge of procedures for selecting and positioning a motor vehicle in the proper lane for safe, smooth driving.</p>		<p>ADTSEA 4-16 and 4-17</p>
5-8	<p><b>Maintaining Visibility Through Curves</b></p> <p>The student is expected to describe how to maintain visibility through curves.</p>		<p>ADTSEA 4-18 and 4-19</p>
5-9	<p><b>Passing and Being Passed</b></p> <p>The student is expected to:</p>		<p>ADTSEA 4-20 through 4-24</p>

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Module Number	5	Module Name	Basic Maneuvering Tasks
Topic Number	Topic Name and Performance Objectives		Resources
5-10	<p>a. demonstrate knowledge of passing and being passed, and will describe the basic maneuvers for using a shared turning lane;</p> <p>b. describe the seriousness of the problem of injuries and fatalities associated with head-on crashes;</p> <p>c. identify the conditions described by Michigan law that regulate passing; and</p> <p>d. describe the procedures for passing.</p> <p><b>Complex Traffic Situations</b></p> <p>The student is expected to describe proper lane position and techniques when driving in complex traffic situations.</p>		ADTSEA 4-24 and 4-25

Module Number	6	Module Name	Risk Reducing Strategies for High-speed, Multi-lane Expressways
Topic Number	Topic Name and Performance Objectives		Resources
6-1	<p><b>Introduction to Topic</b></p> <p><b>Characteristics and Features of Expressways</b></p> <p>The student is expected to:</p> <p>a. demonstrate knowledge of protective devices incorporated into roadway and roadside structures;</p> <p>b. describe the various traffic controls encountered in expressway driving;</p> <p>c. describe types of interchanges associated with expressways; and</p> <p>d. describe the preparation needed before taking long or short trips on expressways.</p>		ADTSEA 5-2 and 5-3 ADTSEA 5-4 through 5-7
6-2	<p><b>Entering an Expressway</b></p> <p>The student is expected to:</p> <p>a. describe how to reduce risk when entering an expressway;</p> <p>b. describe possible problems when entering an expressway;</p> <p>c. describe special characteristics and problems associated with a left merge onto the expressway; and</p> <p>d. define a "weave lane" and the problems associated with it.</p>		ADTSEA 5-12 through 5-16
6-3	<p><b>Driving on Expressways</b></p> <p>The student is expected to:</p>		ADTSEA 5-16 through 5-21

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Module Number	6	Module Name	Risk Reducing Strategies for High-speed, Multi-lane Expressways
Topic Number	Topic Name and Performance Objectives		Resources
6-4	<p><b>Exiting an Expressway</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. describe special characteristics when driving on an expressway;</li> <li>b. describe the best lane of travel depending on the situation for expressways;</li> <li>c. describe laws and speed adjustments necessary to reduce risk when driving on an expressway;</li> <li>d. describe procedures and situations regarding lane changes on the expressway;</li> <li>e. describe the dangers associated with passing on expressways and the strategies used to reduce risk when passing; and</li> <li>f. describe the driver's responsibility when being passed on the expressway.</li> </ul>		ADTSEA 5-22 through 5-25
	<ul style="list-style-type: none"> <li>a. describe risk-reducing strategies for exiting an expressway;</li> <li>b. identify possible exiting problems; and</li> <li>c. describe special roadway conditions that may be encountered on the expressway and the strategies used to reduce risks.</li> </ul>		

Module Number	7	Module Name	Environmental Factors Affecting Safe Vehicle Operation
Topic Number	Topic Name and Performance Objectives		Resources
7-1	<p><b>Introduction to Topic</b></p> <p><b>Reduced Visibility</b></p> <p>The student is expected to demonstrate knowledge of the problems associated with reduced visibility and strategies for reducing risks when driving: at night; in fog, rain, snow, smoke, or strong winds; or under glaring conditions.</p>		ADTSEA 7-2 and 7-3  ADTSEA 7-4 through 7-8
7-2	<p><b>Changing Traction Conditions</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. demonstrate knowledge of weather, other physical conditions, and driver actions that influence the level of traction or adhesion between tires, road surface, and vehicle control;</li> <li>b. describe the term "hydroplaning" and how it causes loss of traction;</li> </ul>		ADTSEA 7-10 through 7-16

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Module Number	7	Module Name	Environmental Factors Affecting Safe Vehicle Operation
Topic Number	Topic Name and Performance Objectives		Resources
	c. describe the characteristics of front wheel and rear wheel traction loss; and d. describe the actions to take in order to return the vehicle to the road surface under control, after having steered or drifted onto the shoulder.		

Module Number	8	Module Name	Warning Lights, Malfunctions, and Crash Reporting
Topic Number	Topic Name and Performance Objectives		Resources
<b>8-1</b>	<b>Introduction to Topic</b>		ADTSEA 8-2 and 8-3
	<b>Vehicle Warning Lights and Gauges</b>  The student is expected to understand the importance of warning lights and gauges on the dashboard of the vehicle and what action to take if a warning light illuminates while driving or a gauge indicates a vehicle system malfunction.		
<b>8-2</b>	<b>Vehicle Malfunctions</b>  The student is expected to describe the correct actions to take in response to driving emergencies caused by a vehicle system's malfunction, including: <ul style="list-style-type: none"> <li>a. tire blowout or failure;</li> <li>b. accelerator failure;</li> <li>c. brake failure;</li> <li>d. engine failure;</li> <li>e. power steering failure; and</li> <li>f. car fire.</li> </ul>		ADTSEA 8-4 and 8-5
<b>8-3</b>	<b>Crash Reporting</b>  The student is expected to describe the actions to take when involved in a crash.		ADTSEA 8-6 through 8-9  ADTSEA 8-20 and 8-21

Module Number	9	Module Name	Sharing the Road
Topic Number	Topic Name and Performance Objectives		Resources
<b>9-1</b>	<b>Introduction to Topic</b>  <b>Sharing the Road</b>  The student is expected to describe and demonstrate risk reduction strategies for sharing the road with:		ADTSEA 8-2 and 8-3, 9-2 and 9-3

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Module Number	9	Module Name	Sharing the Road
Topic Number	Topic Name and Performance Objectives		Resources
	a. trucks;  b. slow-moving and over-sized vehicles; c. recreational vehicles, including trailers; d. motorcycles, mopeds and scooters; e. passenger buses and school buses;  f. emergency vehicles;  g. construction vehicles; h. pedestrians; i. funeral processions; and j. bicycles.		ADTSEA 9-10 through 9-14, and 9-18; WEDMK  ADTSEA 8-10 through 8-17; WEDMK  ADTSEA 8-18 and 8-19; WEDMK  ADTSEA 8-10 through 8-19; WEDMK

Module Number	10	Module Name	Personal Factors Influencing Operator Performance
Topic Number	Topic Name and Performance Objectives		Resources
10-1	<b>Introduction to Topic</b> <b>Alcohol and Drugs</b>  The student is expected to:  a. explain the definition of “intoxicated” according to Michigan law; b. explain the penalties associated with driving under the influence; c. explain how alcohol affects the body; d. describe the effects of alcohol on space management including perception, vision, reaction time, and risk taking; and e. recognize the physiological and psychological effects of alcohol and other drugs on the driving task.		ADTSEA 6-2 and 6-3  ADTSEA 6-12 through 6-17, 6-26 and 6-27, 6-30 and 6-31
10-2	<b>Fatigue and Staying Alert</b>  The student is expected to:  a. describe the cause of fatigue and how it affects a driver’s abilities; b. discuss physical and mental fatigue symptoms; and c. list ways to delay fatigue onset and symptoms.		ADTSEA 6-34 and 6-35

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Module Number	10	Module Name	Personal Factors Influencing Operator Performance
Topic Number	Topic Name and Performance Objectives		Resources
10-3	<p><b>Emotions</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. describe the kinds of emotions that can affect driver behavior; and</li> <li>b. examine the effects of emotions on driving and describe ways to control emotions.</li> </ul>		ADTSEA 6-36 and 6-37
10-4	<p><b>Aggressive Driving and Road Rage</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. describe aggressive driving characteristics and road rage; and</li> <li>b. describe how to respond to aggressive drivers.</li> </ul>		ADTSEA 6-38 and 6-39
10-5	<p><b>Distractions</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. understand the definition and scope of the distracted driving problem;</li> <li>b. describe potential distractions that could occur inside the vehicle; and</li> <li>c. describe potential distractions that could occur outside the vehicle.</li> </ul>		ADTSEA 10-4 through 10-17

Module Number	11	Module Name	Final Examination
Topic Number	Topic Name and Performance Objectives		Resources
11-1	<b>Final Examination</b>		MDOS Testing System

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## Section 5B – S1 Behind-the-Wheel Objectives

Module Number	1	Module Name	Basic Vehicle Control Tasks
Objective Number	Objectives		Resources
1-1	<p><b>Basic Vehicle Control Tasks</b></p> <p>The student is expected to demonstrate:</p> <ul style="list-style-type: none"> <li>a. pre-entry safety checks;</li> <li>b. pre-start adjustments of communication, safety, visibility and comfort devices prior to driving;</li> <li>c. starting procedures;</li> <li>d. operation of driving controls;</li> <li>e. basic vehicle maneuvers; and</li> <li>f. stopping and securing the vehicle.</li> </ul>		ADTSEA In-Car Lesson 1

Module Number	2	Module Name	Light Traffic Maneuvers
Objective Number	Objectives		Resources
2-1	<p><b>Light Traffic Maneuvers</b></p> <p>The student is expected to demonstrate:</p> <ul style="list-style-type: none"> <li>a. the ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four- lane roads;</li> <li>b. how to maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility;</li> <li>c. how to enter, exit, and cross traffic at uncontrolled and controlled intersections; and</li> <li>d. how to secure a motor vehicle when parked.</li> </ul>		ADTSEA In-Car Lesson 2

Module Number	3	Module Name	Low Risk Traffic
Objective Number	Objectives		Resources
3-1	<p>The student is expected to demonstrate the correct visual, steering, speed control, and gap assessment techniques for each of the following:</p> <ul style="list-style-type: none"> <li>a. approaching an intersection;</li> </ul>		ADTSEA In-Car Lesson 3

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Module Number	3	Module Name	Low Risk Traffic
Objective Number	Objectives		Resources
	<ul style="list-style-type: none"> <li>b. determining minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads;</li> <li>c. maintaining a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility;</li> <li>d. entering, exiting, and crossing traffic at uncontrolled and controlled intersections;</li> <li>e. securing a motor vehicle when parked;</li> <li>f. completing left and right turns at intersections;</li> <li>g. changing lanes; and</li> <li>h. backing in a straight line, and to the left and right.</li> </ul>		

Module Number	4	Module Name	Moderate Risk Traffic
Objective Number	Objectives		Resources
4-1	<p><b>Space Management</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. use space management principles (Search – Evaluate – Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph;</li> <li>b. demonstrate lane changes, merging, and exiting in free flow traffic;</li> <li>c. employ commentary driving while adjusting speed, adjusting position, and communicating in response to changes in space around the vehicle; and</li> <li>d. demonstrate two-point turnabout and angle parking in an off-street area or low density residential traffic.</li> </ul>		ADTSEA In-Car Lesson 4

Module Number	5	Module Name	Complex Traffic
Objective Number	Objectives		Resources
5-1	<p><b>Complex Traffic</b></p> <p>The student is expected to demonstrate risk management through communication, speed, and position adjustments in complex traffic situations on country highways, limited access highways, and city streets including:</p> <ul style="list-style-type: none"> <li>a. following and meeting other vehicles;</li> </ul>		ADTSEA In-Car Lesson 5

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Module Number	5	Module Name	Complex Traffic
Objective Number	Objectives		Resources
	b. merging onto, driving through, and exiting freeway interchanges; c. assessing passing time and space gap needs; and d. parallel parking.		

Module Number	6	Module Name	Behind-the-Wheel Evaluation
Objective Number	Objectives		Resources
6-1	<b>Behind-the-Wheel Evaluation</b>  The student is expected to demonstrate: <ul style="list-style-type: none"> <li>a. pre-drive procedures;</li> <li>b. knowledge and operation of information, communication, safety devices, and vehicle control;</li> <li>c. basic vehicle maneuvers, intersection approach, and safe turning procedures; and</li> <li>d. time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws.</li> </ul>		ADTSEA In-Car Lesson 6

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## Section 5C – S2 Classroom Content, Objectives, and Resources

Module Number	1	Module Name	Risk Awareness
Topic Number	Topic Name and Performance Objectives		Resources
1-1	<p><b>Developing Risk Awareness</b></p> <p>The student is expected to identify the risk and methods to reduce risk for the following risk factors:</p> <ul style="list-style-type: none"> <li>a. age and gender;</li> <li>b. experience;</li> <li>c. month, day, and hour;</li> <li>d. passengers;</li> <li>e. safety belt usage;</li> <li>f. roadways traveled; and</li> <li>g. vehicle selection.</li> </ul>		MDOS Risk Awareness Materials
1-2	<p><b>Distractions</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. demonstrate a summary knowledge of the dangers of distracted driving;</li> <li>b. develop a plan to prevent distractions before getting behind the wheel; and</li> <li>c. develop a plan to address distractions while driving.</li> </ul>		MDOS Risk Awareness Materials; ADTSEA 10-18 through 10-41
1-3	<p><b>Aggressive Driving</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. examine different degrees of aggressive behavior and describe characteristics of each; and</li> <li>b. develop strategies for anger management and for responding to each type of aggressive driver.</li> </ul>		ADTSEA 6-40 and 6-41

Module Number	2	Module Name	Avoiding Alcohol-Involved Driving
Topic Number	Topic Name and Performance Objectives		Resources
2-1	<p><b>Scope and Effect of Alcohol-Related Crashes</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. relate the scope of the overall alcohol and traffic safety problem in Michigan and the United States; and</li> </ul>		ADTSEA 6-8 through 6-9 and 6-28 through 6-30

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Module Number	2	Module Name	Avoiding Alcohol-Involved Driving
Topic Number	Topic Name and Performance Objectives		Resources
2-2	<p>b. explore the effect alcohol-related crashes have on families and communities.</p> <p><b>Avoiding Alcohol-Involved Driving</b></p> <p>The student is expected to:</p> <p>a. develop a plan to intervene when someone is drinking and intends to drive; and</p> <p>b. relate or develop a plan to say “no” to peer pressure involving alcohol or other drug usage.</p>		ADTSEA 6-3 through 6-8

Module Number	3	Module Name	Driver and Vehicle Actions
Topic Number	Topic Name and Performance Objectives		Resources
3-1	<p><b>Vehicle Actions</b></p> <p>The student is expected to:</p> <p>a. relate the effects of momentum, gravity, and inertia in personal driving situations; and</p> <p>b. list and identify the purpose of new vehicle technology for reducing the crash effects of driver error.</p>		ADTSEA 7-8 and 7-9 and video 7.5 and 7.7
3-2	<p><b>Driver Actions</b></p> <p>The student is expected to identify steering actions and speed control techniques used to avoid crashes and minimize the impact of a crash.</p>		ADTSEA 7-8

Module Number	4	Module Name	Final Examination
Topic Number	Topic Name and Performance Objectives		Resources
4-1	<b>Final Examination</b>		MDOS Testing System

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## Section 6 – Testing and Assessment

### Background

Michigan is the only United States jurisdiction that requires two segments of driver education. Segment 1 (S1) is required before a young driver can obtain a Level 1 Graduated Driver License (GDL). Segment 2 (S2) is required before a young driver can obtain a Level 2 GDL. Public Act 384 of 2006 mandates a final test must be successfully completed by the young driver for both S1 and S2 driver education classes. The act requires that MDOS develop these final tests for both S1 and S2 driver education classes.

MDOS has developed and field-tested approximately 500 questions to be used as a pool of questions for the S1 and S2 final tests. To improve the integrity of the testing system, MDOS, in conjunction with Solutions Thru Software, has developed a Web-based testing system with the capability of generating a unique 80-question test, out of a pool of 400 questions, for every S1 student and a unique 20-question test, out of a pool of 80 questions, for every S2 student.

### S1 and S2 Knowledge Testing Requirements

Each S1 and S2 course a provider offers must include a knowledge test generated through Internet-based software. The software is capable of creating unique tests as often as desired. However, providers should use the same tests for no more than twelve months. After twelve months, new tests should be generated and the old tests shredded.

Each person having access to the software must have a unique user ID and password provided to them by MDOS.

Each instructor teaching S1 or S2 driver education and requesting a test will have at least two unique tests generated for their use. Each of the tests should be administered to an equal number of students. It will be up to each provider to copy the tests and score sheets for each student.

Each test generated will:

- a. Contain questions according to an algorithm based on the number of knowledge elements and sub-elements in each pool of questions.
- b. Contain 20 percent of the total test questions that are unique to the previous test generated.
- c. In the event that a question appears on a new test that was contained on the previous test generated, such question must be in a different position and the location of the correct answer must be in a different location.
- d. Be within a specified range of difficulty.

Additional output for each test generated will include:

- a. A student answer sheet.
- b. A score sheet for the instructor to grade each test.

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A unique code will be included on each test, answer sheet and score sheet for auditing purposes. The unique code will include a date stamp. Reporting of these unique codes will be required upon the submission of course completion reports. Additional reporting information can be found in the *MDOS Driver Education Provider Manual*.

### **Passing Scores and Retakes of S1 and S2 Knowledge Tests**

Each student must achieve a passing score of 70 percent on the knowledge test for each segment of driver education. Each student who does not receive a score of 70 percent or higher may retake the test up to two times using a different version than the original test.

### **S1 Behind-the-Wheel In-traffic Assessment**

A behind-the-wheel in-traffic assessment of each student should be conducted at the end of S1 to determine if the student has met the behind-the-wheel standards of learning found in Section 5B of this guide and is ready to receive a certificate of completion and thus a Level 1 License.

This assessment should be conducted on a pre-determined route that includes controlled, low, moderate, and complex risk levels. Each student in the class should be assessed over the same route.

This assessment is subjective and based on an instructor's professional opinion. It is acceptable for a provider to use its own behind-the-wheel evaluation instrument. However, an S1 behind-the-wheel in-traffic assessment should be administered to each student. An assessment form found in Appendix C should be completed on each student.

A copy of this assessment should be given to the parent or guardian.

### **Issuance of S1 Certificate of Completion**

Only after the student successfully completes the S1 knowledge test and has demonstrated adequate skills for the S1 behind-the-wheel assessment should a provider issue an S1 certificate of completion.

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## Section 7 – Alternative Curriculum Approval

### Section 35 of PA 384 of 2006

*Section 35 of PA 384 of 2006 requires the secretary of state to prescribe a model curriculum for teen driver training under this act. After September 1, 2007, a driver education provider classified for teen driver training shall use the secretary of state's prescribed model curriculum or may use an alternative curriculum only after it has been reviewed and approved by the secretary of state. The secretary of state may approve an alternative curriculum if it substantially meets or exceeds the standards of the secretary of state's prescribed model curriculum.*

### Approval of Alternative Segment 1 Curriculum

To have an alternative S1 curriculum approved by the MDOS, you must submit the following documents:

1. An S1 classroom curriculum content map that shows a course outline and the time allotted for each module or knowledge category.
2. A document that details what the standards of learning are for both the classroom portion and the in-car portion of the S1 curriculum.
3. A document that details the classroom content and performance objectives of the S1 classroom curriculum.

### Approval of Alternative Segment 2 Curriculum

To have an alternative S2 curriculum approved by the MDOS, you must submit the following documents:

1. An S2 classroom curriculum content map that shows a course outline and the time allotted for each module or knowledge category.
2. A document that details the standards of learning for S2 classroom curriculum.
3. A document that details the classroom content and performance objectives of the S2 classroom curriculum.

### Submission of Documents

Documents should be submitted to: Michigan Department of State  
Driver Programs Division  
Driver Education Section  
Richard H. Austin Building  
430 W. Allegan  
Lansing, MI 48918

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## Appendix A – Web Sites for Lesson Plan Development

As you develop your lesson plans for teaching driver education Segment 1 and Segment 2, you may find the following Web sites helpful:

<http://www.rmcdenver.com/useguide/lessons/form.htm>

<http://www.eduref.org/Virtual/Lessons/Guide.shtml>

<http://www.lessonplanspage.com/WriteLessonPlan.htm>

<http://www.tlcsem.com/blessonplan.htm>

[http://chppm-www.apgea.army.mil/co2/LP\\_DEV.htm](http://chppm-www.apgea.army.mil/co2/LP_DEV.htm)

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## Appendix B – S1 Behind-the-Wheel Lesson Plan Guidelines

### Introduction

Teachers should develop written lesson plans for behind-the-wheel instruction and in-car observation that reflect local driving environments. It is also important to have procedures, techniques, and route selections clearly written. Program administrators should have copies of the routes and lesson plans on file.

Behind-the-wheel lesson plans complement classroom lesson plans. A concurrent, integrated plan of instruction will give students the opportunity to put into practice lessons that were recently taught in the classroom. Long delays between classroom instruction and behind-the-wheel instruction should be avoided.

Driver education programs offering six hours of behind-the-wheel instruction should have 12 one-half hour lessons.

### Developing Route Plans

The following information will assist in developing route plans for behind-the-wheel instruction and in-car observation.

- Route plans must be able to support the lesson objectives.
- Select a drive route appropriate to the individual lesson objectives and student-driver's ability.
- The route should reflect local driving environments and rules of the road. The success of the behind-the-wheel lessons will depend upon the completeness and accuracy of the route plans.
- Be prepared with an alternate route in case of detours or other traffic problems.

### General Guidelines for Developing Behind-the-Wheel Lesson Plans

Lesson and route plans should be developed in a manner that is easily understood by anyone reviewing the document. These plans provide for consistent instruction and performance assessment. Behind-the-wheel lesson plans should consist of the following information:

- **Title**—The title should link the classroom and the behind-the-wheel activities so any person would be able to look at the lesson and understand the information used to introduce the behind-the-wheel objectives and procedures – this will also help to insure consistent terminology and descriptive phrases.
- **Development Date**—The route plan should have a lesson plan development date to indicate revisions. This would document procedures and technique refinements and help with future changes and modifications.
- **Preparation**—Make a list of any special vehicle requirements, route challenges, cones, tape measure, or other assessment tools needed for this lesson.

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- **Student Activities**—This should identify all the directions, maneuvers, and procedures required of the student to perform the lesson. The directives should be in enough detail to allow any parent, instructor, or administrator to take a novice driver through the lesson.
- **Instructor Comments**—This area is for the instructor to list procedures, diagrams, specialized techniques, and temporary adjustments to the route. This information should be written in a manner that is easily understood by any reader.
- **Conclusions**—This should provide some ideas or lesson review comments, suggestions for improvement, and how this lesson links to the next lesson.
- **Comments and Drawing Area**—Each lesson plan should have a designated area for instructor comments and an area that can be used to draw intersections or demonstrate techniques. The drawings may be directly related to the topic areas or may be left blank for instructor use during the lesson.
- **Instructional Strategies**—This area should list the strategies used to facilitate student learning and involve the observer in the lesson.
- **Discussion Questions**—These questions and answers may be used to initiate problem-solving discussions with the observer and the driver.
- **Evaluation Procedures**—This should explain how the oral and written assessments are accomplished based on local program protocols. Assessment information should be written in such a manner that is easily understood by parents and school administrators.
- **Route Map**—This is especially helpful for new instructional staff, and allows program administrators to locate an instructional vehicle in emergencies.

### Behind-the-Wheel Instruction Tips

- At the beginning of each session, make sure the student driver and observer understand the objectives of the lesson, and do a quick review of the preceding session.
- Be calm and patient, but alert at all times. Do not become distracted from the instructional task. The teacher must maintain the highest level of care at all times to insure the safe operation of the vehicle.
- Headlights should be used at all times.
- Mirrors should be adjusted for the student's use; not the instructor's.
- Sit so the instructor's left hand can be quickly placed on the steering wheel if necessary.
- Never leave students unsupervised in a vehicle with the motor running.
- As with any instructional setting, food and beverages should not be consumed in the vehicle.

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- All cell phones should be turned off.
- Read the traffic environment ahead, to the sides, and behind while observing the student driver's behavior and ask the student to verbalize the need to change direction or speed.
- When giving directions, first provide students with the path of travel and then state the action to take ("At the second intersection, prepare to turn left.").
- Give directions four to six seconds before the maneuver, and always check mirrors before giving directions. (The novice driver will take more time to process information than an experienced driver.)
- Avoid the use of terms with possible double meanings. (Instead of saying "Right" to indicate a correct response to a question, say "That's correct".) It may be helpful to point in the direction you want the student to go.
- Demonstrate what and how to do something to save time. (Demonstrations may be as simple as assisting with steering, using the instructor brake, using a drawing or magnetic board, or as elaborate as changing seat positions and actually demonstrating the appropriate actions.)
- For each new maneuver, coach the novice driver through two or three practice trials, and then allow the student to practice the skill without coaching.
- If a mistake is made, have the student repeat the maneuver and coach him or her, step by step, through the process.
- For complex skills, give short cues as needed.
- If a lengthy discussion or explanation is needed, move to a safe place to stop and park the vehicle. Use a legal parking area or parking lot. Do not park or stand on the roadway shoulder or impede traffic flow.
- Never allow a novice driver to drive "blindly" into a dangerous situation. Take control or give specific directions prior to entering the high risk driving area. Insuring student safety is the instructor's foremost concern.
- Involve the student driver in the evaluation of his or her performance.
- Complete a student driving log immediately after each drive. It is very important to maintain accurate records for each student.

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## Appendix C – S1 Assessment of Behind-the-Wheel Skills

Student's Name	Date of Assessment					
The student enrolled in a certified driver education program should be able to demonstrate proficiency in the following tasks while performing the recommended procedures on a designated assessment route.	Rating					
	5	4	3	2	1	0
1. Pre-entry safety checks, pre-start adjustments of communication, safety, visibility, and comfort devices prior to driving, starting procedures, operation of driving controls, basic vehicle maneuvers, stopping, and securing the vehicle.						
2. Pre-drive procedures, knowledge and operation of information, communication, safety devices and vehicle control, basic vehicle maneuvers, intersection approach and safe turning procedures, time and space management through the selection of speed and position when traveling in a flow of traffic, driving through a curve, and the application of rules and laws.						
3. The ability to determine minimum time and space gaps for performing selected movements, in moderate density traffic, when traveling 25 to 40 mph on two- and four-lane roads. Maintain a safe path of travel on straight, hilly, and curving streets with open and moderately restricted visibility. Enter, exit, and cross traffic at uncontrolled and controlled intersections. Secure a motor vehicle when parked heading up or down hill, with and without a curb.						
4. Correct visual steering, speed control, and gap assessment techniques for each of the following: approaching an intersection, completing left and right turns at intersections, changing lanes, backing straight, to the left, and to the right.						
5. Space management principles (Search - Evaluate - Execute) to reduce the chance of conflict in moderate density traffic traveling at speeds up to 50 mph.						
6. Risk management through communication, speed, and position adjustments in complex traffic situations on country and limited access highways, and city streets. Planned exercises will include: following and meeting other vehicles, merging onto, driving through, and exiting freeway interchanges, assessing passing time and space gap needs, and parallel parking.						
<b>5 = Excellent skills demonstrated.</b> <b>2 = Skill area needs practice.</b> <b>4 = Very good skills demonstrated.</b> <b>1 = Unable to perform skill.</b> <b>3 = Adequate skills demonstrated.</b> <b>0 = Conditions not available to assess.</b>						

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**Instructor's Comments**

**Instructor's Signature**

**Date**