

## Endorsement Program Approval for Traffic Safety

Please complete this form to request State Board of Education approval for the endorsement program indicated.. Please note that a program is a comprehensive set of learning opportunities developed to help the candidate to demonstrate the competencies specified in chapter 180-82A WAC. Majors/degrees are not automatically equivalent to endorsement programs.

To complete the form place your cursor on any of the gray text fields in the two right hand columns. You can also move from one text area to another by using the tab or arrow keys. Please return the completed form to your OSPI liaison.

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<b>Competency</b>	Strategies that will be used to assess candidate capacity/ performance related to the competencies
<b>1. Common Core: General Traffic Safety</b>	
Traffic safety instructors must know and understand the following:	
<b>K1.1</b> The general nature of the driver's task within the Highway Transportation System and the consequences of system failures.	Group discussions; written test
<b>K1.2</b> Risk management skills to the task of driving as a driver or passenger.	Road test; observation of individual/self driver performance; observation of peers
<b>K1.3</b> The principles of perception to risk management when operating a motor vehicle.	Road test; group discussions; written test
<b>K1.4</b> The techniques for managing risk when operating a motor vehicle over pre-selected on and off-street activities.	Analysis of simulated situations; Group discussions; Written test; Road test
<b>K1.5</b> Physical, social and psychological influences that can affect motor vehicle operator performance.	Simulated driving exercises; Group discussions; Reflective papers
<b>K1.6</b> Concepts and generalizations which enable one to make objective decisions regarding the:	
2. Use of alcoholic beverages and drugs.	Simulated driving exercises; Group discussions; Written test; Reflective papers
3. Use of occupant restraints and protective devices.	Group discussions; Written test; Reflective papers
4. Consequences of speed selection.	Simulated driving exercises; Actual driving exercises in the Skid Monster
5. Consequences of fatigue, drowsy driving and road rage.	Group discussions; Written test; Reflective papers

6. Environmental factors that influence the decision-making process.	Group discussions; Written test
7. Use of visual skills to obtain appropriate information to make reduced-risk decisions in low, moderate and high risk driving environments.	Analysis of actual driving environments; Road test; Written test
8. Management of time, space and visibility when operating a motor vehicle.	Road test; Written test; Group discussions
9. Interaction with other roadway users in a positive manner.	Road test; Group discussions
10. Demonstration of balanced vehicle movement.	Road test; Classroom modeling activities
11. Additional skills practice with parents/guardians/mentors.	Group discussions; Development of communication/documentation tools for parents
12. Identification of laws, rules and regulations that govern the smooth movement of traffic.	Written test; Road test
13. Use of current methodologies for providing classroom instruction in driver education including organization, classroom management and technologies.	Group discussions; Peer modeling activities; Individual classroom teaching experience to novice drivers; Peer observations
14. Use of current methodologies for providing in-car instruction in driver education including route development, giving directions, positive evaluation feedback and evaluating driver performance.	Peer teaching; Individual teaching experience to novice drivers; Group discussions; Modeling activities; Peer observations
<b>K1.7</b> Supporting rules and regulations governing the state's graduated driver licensing program.	Group discussions; Written test
<b>15. Common Core: Behind The Wheel</b>	
Behind the wheel teachers must know and understand the following:.	
<b>K2.1</b> The history of traffic safety education in Washington State.	Written test; Journal reviews
<b>K2.2</b> Explain the traffic safety education teacher competencies necessary for risk reduced driving.	Written test; Group discussions
<b>K2.3</b> Understand the highway transportation system and responsible vehicle operation.	Written test; Group discussions
<b>K2.4</b> Understand the components of the driving task including the human functions for vehicle operation.	Development of BTW lesson plans and behavioral route plans; Commentary driving
<b>K2.5</b> Understand space management vehicle referencing and operation of risk reduced driving.	Off-street lab activities; Road test
<b>K2.6</b> Identify the human functions for vehicle operation including WEA, IPDE and SIPDE.	Written test; Modeling activities; Road test
<b>K2.7</b> Know motor vehicle laws, factors effecting operator, temporary and permanent behavior, and environmental conditions related to vehicle operation.	Road test; Written test; Journal reviews
<b>K2.8</b> Know vehicle control and risk reduction factors in pre-crash, crash, and post-crash driving strategies.	Group discussions; Written test

<b>K2.9</b> Explain the teaching strategies for enhancing learning in a dual control vehicle.	Peer teaching; Individual lessons taught to novice drivers; Group discussions
<b>K2.10</b> Know driver response to vehicle and driver limitations.	Actual driving exercises in the Skid Monster; Road test
<b>K2.11</b> Understand in-car instruction, including what it is, advantages and disadvantages, the development of risk management skills, and the role of the teacher and students and related liability issues.	Group discussions; Written test; Individual lessons taught to novice drivers
Behind the wheel teachers must be able to:	
<b>S2.1</b> Identify, discuss and apply teaching methods for the enhancement of learning within the in-car driving experience which includes students with a variety of special needs and able to incorporate the use of approved assessment forms.	Peer teaching; Individual lessons taught to novice drivers; Group discussion; Written test
<b>S2.2</b> Construct lesson plans for each behind the wheel drive using models as found in the Washington Master Traffic Safety Education Guide or national American Driver and Traffic Safety Education Association teacher training guide.	Development of lesson plans for each BTW lesson taught to novice drivers; Group discussions
<b>S2.3</b> Teach space management, reference points, risk management, and visual search techniques utilizing current vehicle technology and restraint systems as related to each on-street behind the wheel lesson taught.	Peer teaching; Individual lessons taught to novice drivers; Written test
<b>S2.4</b> Demonstrate effective assessment of high school novice students currently enrolled in the traffic safety education program for each lesson taught.	Individual lessons taught to novice drivers; Modeling activities; Written test
<b>16. Common Core: Classroom Instruction</b>	
The classroom instructor must know and understand the following:	
<b>K3.1</b> Describe the federal, national and state recommendations and requirements.	Group discussions; Written test
<b>K3.2</b> Describe the traffic safety education teacher competencies.	Group discussions; Written test
<b>K3.3</b> Describe tort liability and its implications for traffic safety education.	Individual and group responses to simulated tort liability; Written test
<b>K3.4</b> Describe requirements and considerations in facility, equipment and student management and student scheduling.	Development of simulated/actual facilities and schedule for varying program lengths
<b>K3.5</b> Determine requirements of record management.	Completion of simulated activity of state program record requirements
<b>K3.6</b> Discuss methods for building and maintaining a positive public image.	Group discussions; Written test; Self survey
<b>K3.7</b> Identify requirements and methods for meeting the needs of all students including those with special needs.	Group discussions; Written test; Development of teaching aids to assist students with special needs
The classroom instructor must be able to:	
<b>S3.1</b> Integrate classroom and laboratory instruction within the traffic safety education	Development of lesson plan and delivery of classroom lesson to novice drivers

program.	
<b>S3.2</b> Identify, discuss and demonstrate classroom teaching methods and learning activities that are appropriate to the traffic safety education program.	Classroom modeling activities; Teaching of classroom lesson to peers; Development of lesson plan and delivery of classroom lesson to novice drivers
<b>S3.3</b> Construct a series of lesson plans related to an assigned module.	Development of lesson plans; Comparison of sample lesson plans
<b>S3.4</b> Compare two traffic safety education text books to determine quality of content and appropriate of traffic safety education curriculum.	Compare and contrast two TSE textbooks following prescribed format
<b>S3.5</b> Demonstrate varied teaching methods of delivery utilizing technological and computer based instruction and or simulation.	Teaching of classroom lesson to peers; Teaching of classroom lesson to novice drivers
<b>S3.6</b> Determine methods for organizing and selecting curriculum.	Development of individual portfolio of curriculum development
<b>S3.7</b> Utilize computer software programs which enhance the traffic safety education program and which are used to develop course curriculum.	Development of individual portfolio demonstrating the use of and understanding the software technology for TSE
<b>S3.8</b> Utilize the Washington parent involvement resource guide and computer disk.	Individual portfolio
<b>S3.9</b> Determine instructional methods, media and materials.	Individual product review and evaluation; Comprehensive final objective exam.
<b>S3.10</b> Determine effective methods for financial resource management.	Development of simulated TSE program evaluation budget
<b>S3.11</b> Design methods for student, program and staff evaluations.	Individual self evaluation using various national and state standard teacher evaluation tools
<b>S3.12</b> Develop strategies for maintaining professional competencies.	Develop individual portfolio for record keeping of teacher improvement
<b>S3.13</b> Determine the effectiveness of traffic safety education and current issues and trends.	Individual and collaborative review of resources for current TSE issues
Describe evidences that candidates will provide to document candidates' positive impact on student learning in the respective endorsement area.	

Students completing the respective endorsement area must teach a minimum of one classroom lesson, observe two classroom lessons, and teach eight behind-the-wheel lessons to novice high school drivers. For each lesson, feedback is provided by the university instructor and/or assistants as well as the teacher from the school district in which the lessons were conducted. Students are assessed on writing skills, speaking skills, professionalism, lesson plan development, lesson delivery, and evaluation and assessment of their student's performance.

Traffic safety is a performance-based curriculum. Most classroom content has a direct relation to behind-the-wheel performances. All students in the endorsement teach "in-class" and "in-car" situations concurrently to novice high school drivers. They are able to see first hand the effectiveness of their classroom teaching and related behind-the-wheel teaching based on the high school students performance. Classroom discussion and feedback from course instructor/assistants, allow the candidates to refine their teaching method and delivery. Candidates must determine if their students met the required objective and also determine whether the student needs to repeat all or part of each behind-the-wheel session. Many opportunities to re-teach the same lesson to improve their performance are available.

Each candidate will also develop a portfolio which demonstrates their ability to utilize current technology to communicate with parents as well as localize and develop TSE curriculum as required by WAC.

Each candidate is also required to pass with 85% efficiency or higher, a comprehensive road test that demonstrates the candidates ability to model appropriate driving behavior and incorporate safe driving strategies in space management.

Describe the assessment system by which candidate performance, relative to the competencies, will be aggregated, analyzed, and used for program improvement.

TSE candidate assessment of instruction: Each faculty member who teaches a course in the endorsement area is assessed by teacher candidates at the end of the quarter (Student Evaluation of Instruction- SEOI). Instructors use assessment data to improve instruction. In addition, the instructors administer additional assessments that provide more in-dept qualatative data concerning course content, instructional techniques, and assessments. Instructor assessment of instruction: Based on teacher candidate performance on course performance indicators (projects, tests/quizzes, presentations, lessons, etc.), instructors compile and analyze data collected at the end of each quarter and make adjustments necessary and possible to increase the effectiveness of individual courses and the program as a whole.

The program is improved in several ways. First, the program is in compliance with the national standards. Second, the program is compliant with the state of Washington program standards. Third, the program uses data compiled from former students, field supervisors, regional and state TSE coordinators, etc. to imporve the program. Fourth, the program addresses concerns, suggestions and new legislation through an advisory committee. Finally, the program is discussed internally among university faculty, adjuncts and cooperating teachers in the local school districts where our students get the practical experiences.