Special Subjects- Drivers Training Program Standards

Commission on Teacher Credentialing

Standards Adopted
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Acknowledgement

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Designated Subjects Special Subjects Teaching Credential in Driver Education and Training

Philosophy Statement by the Advisory Panel

Before Driver Education and Training Safety Educators can hope to modify the behavior of young people, teachers must become more than dispensers of information and trainers of skills. The teacher's role of information provider needs to shift to that of coach or mentor. Information and manipulative skills alone do not produce proficient drivers. Learning needs to have personal meaning if novice drivers are to behave safely and competently when behind the wheel.

To facilitate meaningful learning, teaching demands competency in providing situations that encourage students to (1) examine and clarify their feelings and values, (2) assess risks and their consequences, (3) make and try out decisions in new situations and
(4) formulate generalizations. For best results, students need to participate actively in these higher forms of learning. In short, information and skills must be taught in such a climate that students see and accept the responsibilities associated with safe driving on the highway transportation system.

Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of Driver Education and Training. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in Driver Education and Training,
(2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Driver Education and Training derive from Sections 44260.4 and 44260.7 of the California Education Code.

Factors to Consider

"Factors to Consider" guide program review panels in judging the quality of a program in relation to a standard.   Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college, university or local education agency may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other.   In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the program.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college, university or local education agency.   In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards.

Highway Transportation System

The "Highway Transportation System" is a complex system made up of people, vehicles, and roadways.

Driver Education

"Driver Education" is the classroom instruction component of a driver education and training program.

Driver Training

"Driver Training" is the laboratory component of a driver education and training program that includes instruction in driving motor vehicles through the actual use of automobiles, automobile simulators, and/or multiple-car off-street driving ranges.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf.

*The required Preconditions for the **Drivers Training Program** are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-9.*

Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards http://www.ctc.ca.gov/educator-prep/STDS-common.html.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum http://www.ctc.ca.gov/educator-prep/program-standards.html.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Standards of Program Quality and Effectiveness

Category 1: Program Design, Resources and Coordination

Standard 1: Program Philosophy and Purpose

The subject matter preparation program in Driver Education and Training is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the program's concept of a well-prepared driver education and training safety educator. The program philosophy, design and desired outcomes are appropriate for preparing students to teach Driver Education and Training in California schools.

Rationale

To insure that a subject matter program is appropriate for prospective teachers, it must have an explicit statement of philosophy that expresses the program's concept of a well-prepared teacher of the subject. This statement provides direction for program design and it assists the faculty in identifying program needs and emphases, developing course sequences and conducting program reviews. The philosophy statement also informs students of the basis for program design and communicates the program's aims to school districts, prospective instructors and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of this quality.

Factors to Consider

When reviewers judge whether a program meets the standard, the Commission expects them to consider the extent to which:

• The program philosophy, design and desired outcomes are collectively developed by participating instructors; reflect an awareness of recent paradigms and research in the disciplines of driver education and training and safety education; and are consistent with each other.

• The program philosophy is consistent with the major themes and emphases of the California State Curriculum Framework, other state curriculum documents, and nationally adopted guidelines for teaching Driver Education and Training.

• The statement of program philosophy shows a clear awareness of the preparation that students need in order to teach Driver Education and Training effectively among diverse students in California schools.

• Expected program outcomes for students are defined clearly so student assessments and program reviews can be aligned appropriately with the program's goals in Driver Education and Training.

• The program periodically reviews and reconsiders the program philosophy, design and

intended outcomes in light of recent developments in the discipline, nationally accepted standards and recommendations, and the needs of public schools.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 2: Attention to the Program

Ongoing attention is given to the effective operation of the subject matter program in Driver Education and Training, and administrative needs are addressed promptly.

Rationale

The quality and effectiveness of a program depends greatly on the attentiveness of the appropriate authorities to the program's governance, effectiveness and needs, which can suffer from programmatic neglect.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

• Administrators of the program support the goals and purposes of the program, the program coordinator is included in appropriate decision-making bodies, and the administrative needs of the program are resolved promptly.

• The program has procedures to resolve grievances and appeals in order to provide for the effective operation of the program.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 3: Resources Allocated to the Program

Sufficient resources are allocated to enable each program to fulfill the Standards in Categories I through IV

Rationale

A program's resources affect its quality and effectiveness. Sufficient resources are required to achieve high standards of quality and competence.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   Adequate personnel resources are equitably provided to staff the program, including appropriate numbers of part and full-time positions to allow instructional staff to maintain an effective program.

•   The program's instructional staff and students have access to all facilities and services, such as classrooms, offices, study areas, furniture, equipment and instructional materials, necessary to ensure high standards of quality and effectiveness.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 4: Qualifications of Instructional Staff

All courses in the Driver Education and Training subject matter program are taught by qualified persons.

Rationale

For students in the program to have optimal learning opportunities, courses must be taught by qualified persons.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   All instructional staff who teach in the program have an appropriate background of advanced study and professional experience that are directly related to their assignments in the program (e.g. possession of a valid, clear Designated Subjects Driver Education and Training Teaching Credential; experience teaching Driver Education and Training).

•   All instructional staff who teach in the program have current knowledge of cultural diversity and its impact on schools and classrooms.

•   The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of instructional staff.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 5: Instructional Staff Evaluation and Development

All instructional staff are evaluated regularly. The evaluation process contributes to instructional staff development.   Outstanding teaching is recognized and rewarded.

Rationale

Quality instruction is crucial to achieving and maintaining an effective program. Evaluation is the

tool for assessing instructional staff, enhancing staff development and rewarding outstanding performance.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•	Various means of evaluation, including student feedback, are used to evaluate all instructional staff at regular intervals.

•	Instructional staff members use evaluations to improve instruction in the program.

•	Instructional staff have access to professional development opportunities which will assist them in curriculum and program improvement.

•	Excellence in teaching and/or advising is recognized and rewarded.

•	An equitable procedure is followed in evaluating and providing assistance to instructional staff members. Those who are consistently effective are retained.

•	The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 6: Program Review and Development

The Driver Education and Training program has a comprehensive, ongoing system of review and development that involves instructors, students and appropriate public school personnel, including Driver Education and Training teachers, and that leads to continuing improvements in the program.

Rationale

The continued quality and effectiveness of subject matter preparation depends on periodic reviews and improvements of the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•	Systematic and periodic reviews of the subject matter program reexamine its philosophy, purpose, design, curriculum and intended outcomes for students (consistent with Standard 1).

•	Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of Driver Education and Training.

•	Program development and review involves consultations among departments that participate in the program (including the Education and Driver Education and Training

Departments) and includes a review of recommendations by those participants.

• Program improvements are based on the results of periodic reviews, the implications of new developments in Driver Education and Training, the identified needs of program students and school districts in the region, and recent Driver Education and Training curriculum policies of the State.

• Assessments of students in the program (pursuant to standard 21) are also reviewed and used for improving the philosophy, design, and curriculum and/or outcome expectations of the program.

• The program has other qualities related to this standard that are brought to the reviewer's attention by the program.

Category II: Acceptance and Student Services

Standard 7: Acceptance of Students

There is an established set of current standards and criteria for accepting students into the program.

Rationale

The program must establish clear and relevant acceptance criteria because the academic achievements, personal characteristics and life experiences of credential candidates influence the quality and effectiveness of the program and the profession.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

• The student's ability to satisfy requirements for the preliminary Designated Subjects Special Subjects Teaching Credential in Driver Education and Training is considered for acceptance into the program.

• The program's recruitment and acceptance policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity, age, sexual orientation and those with special needs.

• The program assesses each applicant's academic achievement, personal qualities and life experiences through a variety of measures and procedures, such as interviews with candidates in person or on the telephone, written evaluations, work histories, or transcripts.

• The program's acceptance criteria consider the candidates' sensitivity to and interest in the needs of public school students, with special consideration to the needs of those representing diverse age, ethnic, cultural, educational, and socio-economic backgrounds.

• The program has other qualities related to this standard that are brought to the reviewer's attention by the program.

Standard 8: Dissemination of Program Information

Students in the program are informed of the requirements, standards and procedures that affect their progress and of the individuals, committees and/or offices that are responsible for operating each program component.

Rationale

Students must receive information about applicable policies and requirements in order to progress toward professional competence and certification.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•　　Students are informed in writing, in a timely manner, of program prerequisites and goals, program course work requirements, credential requirements for teacher certification, and specific policies and deadlines for making satisfactory progress in the program.

•　　Students are informed, in a timely manner, of advisement services and assessment criteria, and of the names of individuals who are responsible for advisement and assessment of candidates.

•　　The program has other qualities related to this standard that are brought to the reviewer's attention by the program.

Standard 9: Student Advisement and Support

A comprehensive and effective system of student advisement and support services provides appropriate and timely program information and academic assistance to students and potential students, and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of Driver Education and Training.

Rationale

To become competent in a discipline of study, students must be informed of the program's expectations, options and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•	Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities, and who are available and attentive when the services are needed.

•	Advisement services include information about course equivalencies, financial aid and options, admission requirements in personalized preparation programs, state certification requirements, and career opportunities.

•	Information about subject matter preparation program purposes, options and requirements is available to prospective students and distributed to enrolled students.

•	The program encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.

•	The program actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented in Driver Education and Training.

•	The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Category III: Curriculum and Content of the Program

Standard 10: Motivation

The program requires that all students demonstrate the ability to identify and use important motivational factors in driving, including risk tolerance, emotion, intrinsic motivators, and resistance to negative learning.

Rationale

Motivation influences what the driver chooses to do as opposed to what the driver is able to do. To perform at a suitably low level of risk tolerance, novice drivers should fully value the social and cost consequences to them of having crashes. Novices need to clarify their own values and assess their personal risk preferences. Novice drivers should be able to describe strategies for dealing with emotion and to express the value of personal autonomy and control.   Novices must gain insight into and mastery of internal motivation, which can be both positive and negative for safe driving decisions.   Novice drivers should also understand negative influences that result in unsafe driving.

Factors to Consider:

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•	Students are able to relate driving risk aversion to their personal value systems by clarifying

personal health, safety, and social values.

• Students are able to evaluate the benefits/costs of driving risks, relate them to other risks and benefits, and identify the social and psychological characteristics of high-risk drivers.

• Students are able to describe and demonstrate driving strategies for dealing with emotions that impact driving.

• Students are able to recognize personal intrinsic motivators that determine appropriate driving choices.

• Students are able to list and discuss ways that poor driving is reinforced and to identify ways to resist negative influences, such as peer pressure.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 11: Knowledge

The program requires that all students demonstrate the ability to identify and use the knowledge related to driving on the Highway Transportation System, including the California Vehicle Code, driving tasks, human factors, and the physics of driving.

Rationale

Knowledge influences what the driver should know about the nature of the driving task and the complexity of the Highway Transportation System. The novice driver needs a detailed grasp of the basic driving task and internalize the reasons for the regulation of driving behavior. Novices should recognize the range of individual differences, limitations, and needs as well as the consequences of violating other drivers' expectations. They should understand the types and consequences of impaired performance. Novices should develop realistic expectations about highway system design. They should recognize the needs of cyclists and pedestrians. Novices should assess the limitations of a vehicle to permit evasive maneuvers and have a basic understanding of the relationship of speed to crash severity.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

• Students are able to evaluate the impact of an unskilled driver on other highway users.

• Students are able to describe the drivers' learning curve and self-tests that can be used to determine proficiency.

• Students are able to demonstrate ability to understand the full range of abilities and motivations needed for responsible driving.

• Students are able to demonstrate the knowledge of the California Vehicle Code, including rules, signs, signals and markings; and be able to understand the process, rationale, and social necessity of traffic regulations.

• Students are able to describe and analyze the reasons for variations in perception/reaction times.

•   Students are able to describe how motives can change in different situations and how motives will change during various stages of life.

•   Students are able to analyze the potential actions of road users and outline the consequences of those actions.

•   Students are able to classify sources of impairment and identify the effects of alcohol, fatigue, drugs, and illnesses on the driving task.

•   Students are able to identify different roadway types and characteristics.

•   Students are able to identify factors affecting perception, reaction and braking distance.

•   Students are able to list and discuss ways that traffic interacts from the viewpoint of all roadway users (i.e. motorists, pedestrians, cyclists).

•   Students are able to discuss and identify the effects of speed on vehicle control and maneuverability.

•   Students are able to explain the importance of friction as it relates to vehicle control.

•   Students are able to describe potential injuries and injury causing mechanisms resulting from a vehicle crash.

•   Students are able to describe proper driving techniques in a variety of weather and road conditions.

•   Students are able to describe the importance of proper vehicle maintenance.

•   Students are able to demonstrate trip planning and map reading skills.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 12: Attention

The program requires that all students acquire knowledge and demonstrate the ability to make use of attention in driving, including alertness, divided attention, and switching attention.

Rationale

Attention is necessary for the searching, scanning and noticing essential for safe driving.   It is both automatic and controllable by the driver. Novice drivers need to recognize the effects of impaired states such as fatigue, preoccupation, and use of alcohol and other drugs and to identify strategies for avoiding impairment. Novices should also be able to monitor divided attention over the components of the driving task and to perform basic tasks such as lane tracking while engaged in other secondary tasks. Novice drivers must be able to switch attention among navigation, guidance and control tasks, monitoring instruments, and dealing with distracters.

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   Students are able to identify the effects of alcohol, drugs, mental states (e.g. daydreaming), and fatigue on driving.

•   Students are able to recognize symptoms of impaired driving.

•   Students are able to identify strategies to avoid impaired driving.

•   Students are able to perform driving-related divided attention tasks.

•   Students are able to define the benefits of switching attention among driving tasks and distracters.

•   Students are able to identify strategies for avoiding placing too much attention on one task or problem.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 13: Detection and Perception

The program requires that all students acquire knowledge and demonstrate the ability to use detection and perception skills which includes the driver's searching, scanning, noticing potential hazards, and the mental processing of information from the senses.

Rationale

Detection and perception skills are critical for safe driving. Perception involves adding meaning or understanding to the data detected by the senses.   Errors result from misinterpreting what is seen and from the failure to detect, or detecting too late, a potential hazard. This is a frequent cause of driving incidents. Attention, detection and perception interact, since drivers mainly detect and perceive what they are watching for. What is detected may in turn affect attention and driving decisions.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   Students are able to model mature scanning patterns under all conditions.

•   Students are able to demonstrate potential hazard detection and perception.

•   Students are able to demonstrate special night driving visual detection skills.

•   Students are able to define expectancy and discuss expectancy effects on perception, i.e. "We see what we expect to see based on experience."

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 14: Evaluation of Potential Perceived Hazards

The program requires that all students demonstrate the ability to evaluate perceived potential hazards, including factors such as speed and distance, risk assessment, other road users' expectations and motivations.

Rationale

The evaluation process includes the analysis of perceived potential hazards. Determining if perceived potential hazards are, in fact, real depends on speed and distance as well as the driver's ability and motivation to control the situation. Evaluation produces outcome expectations and passes them on for a decision as to whether the evaluated risk is worth taking.

Factors to Consider

• Students are able to recognize the reason(s) for risk judgments and errors.

• Students should recognize the effect of age and experience on risk assessment.

• Students are able to discuss drivers' under- and over-estimates of risk in different situations.

• Students are able to identify the effects of impaired states, motives, and emotions.

• Students are able to define and discuss safe gap acceptance and perform related cognitive skills: 1) estimate and verify time of impact (closing rate) of oncoming vehicles under various conditions, and 2) estimate and verify time of completion of maneuvers in various conditions.

• Students are able to recognize and summarize circumstances and actions from crash statistics for high risk road user groups.

• Students are able to identify causes and effects of underestimating hazards and overestimating their own abilities.

• Students are able to evaluate and predict situations from the perspective of other road users.

• Students are able to recognize the effects of distractions, emotions, and conditions on their own errors and the errors of others for which they might be required to take some corrective action.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 15: Decision Making

The program requires that all students demonstrate the ability to identify and weigh options while driving, selecting and timing responses to optimize benefits and reduce or eliminate negative impacts.

Rationale

Decision making is critical to the driving task. Once hazards are identified, the driver must act appropriately. The choice of response and the timing of the response effect the outcome. Once a decision is made, the execution of the decision is dependent on the driver's car-handling ability. Novice drivers need to recognize optional responses, select appropriate responses in time-limited and high pressure situations, justify personal levels of risk acceptance, and recognize the need to keep trying if the first-choice response fails.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   Students are able to identify all situations requiring decisions when presented with driving scenarios.

•   Students are able to describe the options open to the driver in these situations.

•   Students are able to identify the effects of experience and age on the selection of options.

•   Students are able to analyze risk situations and describe countermeasures to reduce these risks.

•   Students are able to list options and discuss hazards of failure to act in critical situations.

•   Students are able to narrate reasons for matching options to situations while driving on road, with supervision.

•   Students are able to discuss factors that influence an individual's risk acceptance.

•   Students are able to evaluate deliberate risky driving actions and discuss the costs and benefits of the actions.

•   Students are able to recognize and narrate risks being accepted while driving on road, with supervision.

•   Students are able to discuss reasons that first responses may fail and to identify and rehearse

a hierarchy of alternative responses under simulated pressure.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 16: Motor Skills

The program requires that all students demonstrate, behind the wheel, adequate psychomotor skills to properly execute an intended action. This includes: executing correct choices, sensitivity to vehicle response, controlling acceleration and speed, controlling deceleration, steering, and error correction.

Rationale

Drivers must have a certain amount of psychomotor skill to properly execute an intended action. They can make a right or wrong choice of actions, and either execute the choice correctly or not, depending on the degree of vehicle-handling skill. The required motor skills can develop over a very wide range of levels, from the basic ability to steer and control speed to high-performance, and emergency crash-avoidance skills. It must also be recognized that drivers do not perform maneuvers alone, but also depend on their vehicle's response during maneuvers. Given that the driver's control action and the vehicle response occur as intended, the outcome will still depend in part on the driver's earlier decisions.

Factors to Consider:

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

• Students are required to describe and demonstrate proper foot position, smooth acceleration and steady speed.

• Students are able to describe and demonstrate optimal routine deceleration/braking, smooth time-limited braking, and emergency braking control.

• Students are able to demonstrate correct seating and hand position styles that permit quick and precise steering control, and to recognize optimal lane positions relative to each situation.

• Students are able to describe and demonstrate a set of prescribed maneuvers, such as accelerating, decelerating, backing, turning, changing lanes, and stopping.

• Students are able to describe and demonstrate skid control actions and evasion skills.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 17: Safety Margin

The program requires that all students acquire knowledge and demonstrate the ability to practice an adequate safety margin. Choosing a safety margin involves managing the time and space available for detection, perception, evaluation, decision, and response. Safety margin is controlled primarily through choice of driving speed and placement of the vehicle.

Rationale

Maintaining an adequate safety margin is a critical driver quality. This choice is the result of a decision process that usually takes place at some time ahead of any obvious hazard or risky situation, under what is seen as routine, normal conditions. It is a preparatory response for possible situations that cannot yet be seen but must be "imagined." It is an abstract idea that is especially difficult for novice drivers who appear to be more bound by what they can actually see. Novice drivers lack the experience to know all the possible hazards that could appear unexpectedly.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   Students are able to demonstrate the ability to discuss reasons for personal speed choices and outline factors/conditions leading to variation in speed choice.

•   Students are able to detect all unsafe driving maneuvers, given a visual display (i.e. videotape, videodisc, film, CD-ROM, or computer generated graphic) of a driving scenario.

•   Students are able to drive to a predetermined level of criterion performance using an interactive scenario. The scenario is a visual display (i.e. videotape, videodisc, film, CD-ROM, or computer generated graphic).

•   In an actual vehicle, under the close supervision of a trained driver training instructor, students are able to perform within acceptable standards of recognized good driving activity.

•   Students are able to avoid delayed response to detected potential hazards. They must analyze time and distance needed for a correct response.

•   Students are able to adapt driving practices to all external conditions.

•   Students are committed to maintaining a safety margin in all driving conditions regardless of distractions, emotions, and occasions.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 18: Responsibility

The program requires that students practice the basic self-correction and self-control needed for safe, mature, efficient, and socially responsible use of the roads. Driving responsibly includes self-monitoring of one's driving behavior and its effects on other road users, a commitment to driving unimpaired, conflict avoidance, use of safety restraints, recognizing positive/negative communication among road users, and energy/environmental conservation.

Rationale

Responsibility is the driver's management function and internalized norms that influence and direct behavior. Responsibility requires a commitment to helping meet social objectives beyond that of the individual - acting in accordance with good practice based on risks identified over whole communities. Responsible driving also requires a focus on risks and possibilities beyond what the driver can see at any given moment.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

• Students are able to discuss the effects of impaired states on self-monitoring and to differentiate between assertive and aggressive driving by assessing their decisions and actions.

• Students commit to unimpaired driving and develop plans to support that decision.

• Students are able to demonstrate conflict/crash avoidance, regardless of fault.

• Students are versed in the benefits and limitations of seat belts, child safety seats, air bags and other appropriate safety restraints.

• Students are able to demonstrate proper and consistent use of seat belts, child safety seats and other appropriate safety restraints.

• Students are able to demonstrate fuel-efficient driving skills and a commitment to using them.

• Students accept responsibility for the safe behavior of their passengers and identify techniques to support that commitment.

• Students are able to demonstrate the nature and impacts of positive and negative communication among road users, including the appropriate uses of signals and reasons for their use.

• The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 19: Diversity and Equity in the Program

The program provides multiple opportunities for students to understand and appreciate the role of human diversity in Driver Education and Training, including cultural, ethnic, gender, age, socio-economic, language diversity, and individuals with exceptional needs. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale

The student population of California's schools is increasingly diverse. From an ethical and intellectual standpoint, it is crucial to systematically include all students in the continuing study of Driver Education and Training. It is imperative that teachers understand the contributions of individuals from various groups to the development of this discipline. Prospective teachers of Driver Education and Training need to understand and develop sensitivity to the ways in which diverse groups affect and are affected by Driver Education and Training. They must also be aware of barriers to participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•   In the course of the program, students experience classroom practices and use instructional materials that promote educational equity among diverse learners.

•   The program includes instructors and other role models from diverse cultural and ethnic groups, men and women, and individuals with exceptional needs.

•   The program includes instructors who are concerned about and sensitive to diverse cultural and ethnic groups, gender, and individuals with exceptional needs.

•   The program encourages men and women who are culturally and ethnically diverse to enter and complete the subject matter program.

•   Each student learns about the contributions and perspectives of diverse cultural, ethnic and gender groups related to Driver Education and Training.

•   Students examine ways in which the growth and development of Driver Education and Training have affected different cultural, ethnic, gender and individuals with special needs.

•   Course work in the program fosters understanding, respect, and appreciation of human differences.

•   The program has other qualities related to this standard that are brought to the reviewers' attention by the program.

Standard 20: Computer Literacy and Educational/Instructional Technology

The program employs multiple strategies, activities and materials that are appropriate for effective instruction and assessment of learning and development in Driver Education and Training, and provides the foundation for the students to examine and use technology in the teaching and learning process. All students are required to demonstrate knowledge of basic operations, terminology and capabilities of computer-based technologies.

Rationale

Learning to use computer-based technologies as a tool for teaching Driver Education and Training should be a pervasive characteristic of a subject matter program for teachers. Incorporating the use of current instructional strategies and technologies is critical to enhance student learning.

Factors to Consider

When reviewers judge whether a program meets this standard, the commission expects them to consider the extent to which:

• The program assures adequate access to computing resources and incorporates learning experiences that allow teacher candidates to develop an understanding of computer technology and its applications.

• The program provides opportunities for students to analyze, compare, and evaluate the appropriateness of technological tools and their uses in teaching and learning Driver Education and Training.

• The program utilizes appropriate technological tools when providing instruction and assessing students in Driver Education and Training

• The program provides opportunities for students to use technologies in a variety of instructional situations, including group presentations.

• Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 21: Program Organization and Management

The program requires that all students demonstrate knowledge about and competence in the organization and management of a driver education and training program. This includes scheduling, budgeting, facilities and equipment, legal aspects, public relations, parent involvement, and evaluation.

Rationale

The driver education and training professional educator has responsibilities beyond those of many classroom teachers. Often, this professional is the only or "best" expert on-site and, therefore, must be knowledgeable in all aspects of developing, budgeting, implementing, monitoring, evaluating and promoting a successful driver education and training program.

Factors to Consider

When reviewers judge whether a program meets this standard, the commission expects them to consider the extent to which:

• Students are able to demonstrate knowledge about the current laws, regulations and practices of driver education and training.

• Students are able to demonstrate their knowledge of how to design, implement and evaluate a driver education and training program.

• Students are able to describe how to design a parent participation program and the advantages and disadvantages of such a program.

• Students are able to describe how to develop both traditional and competency-based driver education and training programs and to describe the relative advantages and disadvantages of each.

• Students are able to describe adaptations needed to effectively train students with special needs.

• Students are able to describe scheduling methods for various types of driver education and training programs.

• Students are able to describe how to prepare financial analyses and budgets for driver education and training programs, including facilities, equipment and insurance needs.

• Students are able to describe various techniques/methods to promote a successful driver education and training program.

• Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 22: Behind the Wheel

The program requires that all students demonstrate competence in teaching the content identified in Standards 10 through 21 as well as those California laws and regulations that are applicable to novice drivers under actual on-street driving conditions. Students must also demonstrate knowledge of a variety of additional techniques and methods, including simulators, driving range, and interactive technology products.

Rationale

Safe driving is a real world skill with life and death consequences. Therefore, students must demonstrate their ability to teach novice drivers psychomotor and cognitive skills to safely handle a vehicle and interact with other road users.

Factors to Consider

When reviewers judge whether a program meets this standard, the commission expects them to consider the extent to which:

• Students are able to demonstrate their knowledge of pre-driving checks and procedures, including the ability to locate various instruments, devices, and controls used in driving; and the correct procedures for starting, steering, backing, and stopping the vehicle.

• Students are able to demonstrate their knowledge of turning skills, including procedures for making turns and for keeping the vehicle centered in the lane.

• Students are able to demonstrate correct procedures for stopping and making correct turns at controlled and uncontrolled intersections and for correct vehicle positioning with moving and parked vehicles.

• Students are able to demonstrate their knowledge of defensive driving skills, including safety margin, visual scanning, hazard recognition, risk assessment, response selection, and conflict avoidance.

• Students are able to demonstrate their knowledge of the proper techniques for open highway driving, including entering highway traffic correctly for joining fast moving traffic; driving safely at higher speeds; establishing and maintaining an adequate safety margin; adjusting to different types of vehicles; following correct procedures for changing lanes; and entering a multiple lane highway correctly.

• Students are able to demonstrate their knowledge of light and heavy traffic driving, including driving safely in city traffic; selecting the correct lane when driving on multi-lane streets; positioning a vehicle correctly to reduce conflict with other road users; using correct procedures for driving on one-way streets; and using correct procedures for controlled, uncontrolled, and blind intersections.

• Students are able to demonstrate their knowledge of freeway driving, including the correct procedures for entering and exiting a freeway, and for freeway cruising.

•	Students are able to demonstrate their knowledge of turnabouts and parking procedures, including making a turnabout; making u-turns; angled, perpendicular, and parallel parking; and parking on hills with and without curbs.

•	Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category IV: Student Competence

Standard 23: Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 10 through 22. Formative assessments serve as the basis for granting equivalence for coursework or instruction completed in other programs. Each student's summative assessment is congruent in scope and content with the specific studies the student has completed in the program.

Rationale

A program that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in Driver Education and Training use multiple measures, have formative and summative components, and be as comprehensive as Standards 10 - 22. Course grades and other course evaluations may be part of the summative assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

•	The assessment process examines each student's performance in Driver Education and Training and includes student performances, projects and demonstrations in addition to written examinations based on criteria established by the program.

•	The assessment encompasses the content of Standards 10 through 22.

•	The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.

•	The assessment scope, process and criteria are clearly delineated and made available to students.

•	The program makes and retains thorough records regarding each student's performance in the assessment.

•	The program has other qualities related to this standard that are brought to the reviewer's attention by the program.

REFERENCES

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