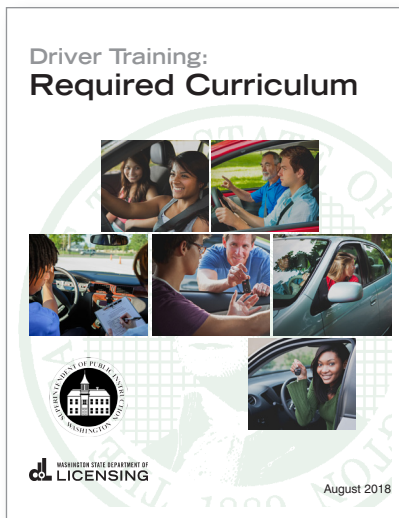


The new Required Curriculum is here!

You can download your own copy from the DOL webpage (<https://www.dol.wa.gov/business/drivertraining/docs/required-curriculum.pdf>). Here are some frequently asked questions and answers about the Required Curriculum.



What is it? The Required Curriculum identifies the required elements (knowledge, skills, and awareness) that all students should have by the time they complete any traffic safety education program in our State. Teachers should use the Required Curriculum as the guiding document for lesson planning and instruction within their program. By designing teaching materials and lesson plans around the elements listed in the Required Curriculum, schools are not only satisfying the requirements of traffic

safety education in Washington, but are also helping to create a significant culture change in how students view the role of the driver in the traffic safety environment.

When can I start using it? Immediately! Although the optional Support Materials (lesson plans, videos, PowerPoints, etc.) are still under development, now is the time to start becoming familiar with the Required Curriculum contents.

How should I begin using it? As you review the Required Curriculum, you will probably notice that you are already teaching most of these concepts. If a concept is new to you, make note of where in your lesson plans you might include it. We know these concepts are fundamental and important. How we go about implementing them is something we are all figuring out, and we know that is going to take some time and experimentation. If you have a positive implementation story to share, please contact tse@dol.wa.gov. We all benefit when we share our success!

For more information about the Required Curriculum, please contact Patti Enbody at OSPI (patti.enbody@k12.wa.us) or Pam Meyers at DOL (pmeyers@dol.wa.gov).

Washington Administrative Code 308-108-150 Rulemaking Update

The proposed Rule Change of WAC 308-108-150 has been underway since October 2017, when the Pre-Proposal Statement of Inquiry was filed with the Office of the Code Reviser. The initial proposed language draft was released in January, 2018, for industry review and feedback. After considering feedback comments, a new draft was drawn up for review. A total of three language drafts have been circulated to date.

During the month of October, the Driver Training School Program held six Skype meetings on the subject with minimal attendance; 22 stakeholders took the opportunity to have their concerns heard and questions answered. Currently, the DOL DTS Program is close to finishing their Small Business Economic Impact Statement, and a filing of the Notice of Proposed Rule Making (CR 102) is scheduled for the end of November. A Hearing is tentatively set to happen in December 2018, with target adoption of rules to take place sometime in January 2019.

Situational awareness and commentary driving

By Mi Ae Lipe and Mark Butcher

This is from a recent workshop that Mi Ae and Mark presented at the October 2018 WTSEA Conference in Wenatchee, Wash.

Many of you know that commentary driving (verbalizing what a driver is seeing and interpreting while driving) can be a powerful tool for students and instructors, one that cultivates awareness, prioritizes risks and hazards, and builds good observation habits.

No mention of commentary driving is complete, however, without a solid understanding of situational awareness. Simply put, it means being completely aware of what's going on all around you at all times, comprehending its significance, and anticipating future changes. In other words: What can you see? What can't you see? What could happen?

To make a safe, informed decision, you must first be aware of the situation you're about to change.

Situational awareness should mean no surprises for yourself and other road users. A surprise indicates a failure to observe, understand, or communicate to others. A safe driver is a predictable driver. The ultimate test: Did you cause another to swerve, slow, or stop?

A key component of situational awareness is information—specifically taking, using, and giving it. Most crashes happen because drivers don't take in enough information, they fail to act upon it, and they aren't reliably informing others of their intentions.

It is important to note the difference between risks and hazards. A risk is a general situation that could change, but a hazard is a specific situation that requires the driver to change their speed or course. Therefore, a hazard is always a safety issue.

Situational awareness requires drivers to know what's going on around them before they change their speed or course, so as soon as they identify a hazard, they need to check their mirrors. Think Hazard = Mirrors before making any change, such as braking, steering, or accelerating.

Thus, students must learn to automatically link recognizing a hazard with making appropriate mirror checks. This can be difficult to train for because our instinct is to fixate on the hazard rather than

checking the opposite or different direction. The more challenging the situation, the more important this becomes.

Commentary driving immediately heightens situational awareness, but it also places huge cognitive demands that can detract from learning. A few tips:

- Students need to have automated basic driving tasks before attempting commentary, otherwise their learning can be impaired. Focus on developing drivers, not commentators.
- Limit commentary to no more than a few minutes at a time.
- Instructors should first model good commentary for their students.
- Be selective about when the student does their commentary.
- Refrain from interrupting the student. It's a commentary, not a conversation—save that for debriefing afterward.
- Help your student anticipate and prioritize diverse risks and hazards in real time.
- Be concise and avoid jargon that doesn't inform. For example, instead of saying, "Closed front zone. Van has just pulled out ahead. Slowing down. Looking in the rearview mirror. Rear zone still closed with a car behind me," replace it with the much shorter "Van just pulled out in front. Mirror. Car behind."
- Good commentary provided by instructors can be extremely helpful for students even if they aren't ready to do it themselves. It's also great for backseat students!

Signs that a student isn't ready for commentary driving:

- Frantic commentary: Driver is overloaded and unable to process observations.
- Slowing down: Overwhelmed and focusing on commentary that detracts from the drive.

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Meet the DTS Customer Service Team

If you've ever contacted the Driver Training School program, chances are you've spoken to one of our Customer Service Specialists. From answering phone calls and emails, to issuing and renewing licenses, this team works hard to help support our stakeholders, along with other teams within the DTS program. Dee Vickers, Athena Green, and Jan-Marie Reynolds joined the group in early July, expanding the Customer Service team total to 5. Together, they work to provide friendly and helpful service, every time, with the goal of exceeding the Department of Licensing's DTS customers and stakeholder's expectations.



Terri Staab, Supervisor



Alysa Perez



Dee Vickers



Athena Green



Jan-Marie Reynolds

Situational awareness and commentary driving

From previous page

- Driving quicker: May be fixating on too few observations and loses overall situational awareness, which leads to a misperception of the scale of risk.

To develop commentary skills, first limit the commentary to Static Features, then add in Moving Features, and finally add Anticipation and Planning:

- Static Features: Students identify all road signs and markings, as well as non-moving features of the environment, such as entranceways.
- Moving Features: Students demonstrate early observations, such as vehicle and other road user movement head, behind, and inbound from the sides.
- Anticipation and Planning: Instructors teach space management, "reading the road," and early observations.

Remember that commentary driving is most constructive when students know it is not a test, but a safe place for them to practice and fail. We often learn the most from our mistakes and what we miss. The best commentary driving practice provides a safe space for this kind of learning and a useful tool to help develop situational awareness skills.

Auditor's Corner

ESHB 1481 Implementation ABCs

In 2017 the WA State legislature identified the need to establish consistency in the quality of driver training education and passed new requirements under ESHB 1481. In response to this legislation, DOL and the Office of the Superintendent of Public Instruction (OSPI) worked cooperatively to establish an audit process for OSPI schools and a required driver training curriculum with three components: knowledge, skills, and awareness.

Auditor 3s, Dane Kringstad and Leslie Swalley, make up the new team that will audit the OSPI Driver Training Schools. "Helpful and friendly every time," Dane and Leslie will begin the new program by conducting outreach visits to school districts across Washington, meeting with OSPI DTS representatives to educate, answer questions and provide support materials for meeting the new requirements.

Understanding that partnering for success means sharing information, the OPSI planning team has created a comprehensive education packet with introductory letter, brochure, printed power point presentation, and fact sheets on curriculum, certification, audits and compliance. These training materials will be used during education visits, as well as information from the DOL website .

Dane and Leslie are excited for this opportunity to represent DOL and ready to be on the road building strong partnerships with our education communities, providing the tools and knowledge that support successful OSPI driver training programs.

Stakeholder Spotlight: Driving into the History Books

By Sheryl Vanderwalker

In early March 2018, I received a text from one of my fellow WOU trainers stating she had a job opportunity for me. Fast forward to April 2018 where I found myself traveling to Saudi Arabia.

While abroad, I participated in meetings and toured the Iman Abdulrahman Bin Faisal University (IAU) first ever Women's Driving Forum. I was welcomed by the Princess of the Eastern Province, the US Consulate General and the University President. I met with over 1000 women who were very excited to meet an American woman who not only drives but teaches traffic safety education. The women that we spoke with were excited about their future and the opportunity to drive.

As a result of discussions with multiple university faculty members and our hosts, it was recognized that this project was going to be much larger than anticipated. While in Saudi Arabia, I contacted Joe Giammona and asked if this project was something that he felt The Driver Training Group would be interested in. From there, Global Driving Solutions was created.

The Global Driving Solutions (GDS) Executive Team, which includes, Linda Erickson, Sheryl Vanderwalker and Joe Giammona will be heading to the Middle East in November of 2018.

Joe is Chairman and CEO of Global Driving Solutions and the CEO of The Driver Training

Group which owns US Driving School Franchising Corporation.

USDS operates the franchising systems for 911 Driving School and Swerve Driving School in 7 States. Linda is President of Global Driving Solutions, Vice President of Operations, and IT for The Driver Training Group. Sheryl is Vice President of Operations of Global Driving Solutions and Owner of Rules of the Road Driving School (Enumclaw, WA).

We, the team of GDS, believe this is a tremendous opportunity to be involved in a historic event that will change lives in a different part of the world. It has been exciting to be part of this historic time in Saudi Arabia as the ban of women driving has been lifted. In addition to helping women drive, we will have the opportunity to be involved in shaping how driver education is done in the



Kingdom of Saudi Arabia moving forward. We are planning on using multiple progressive learning and operational techniques that we are not currently able to use in Washington State.

What's next? The GDS team will start by spending 3 days in United Arab Emirates meeting with driving schools in Dubai before heading onto Saudi Arabia, Oman and Bahrain. While abroad, we will meet with various business contacts to discuss training female driving instructors to train women in Saudi Arabia to drive and obtain their driver's licenses.

Upcoming Traffic Safety Instructor Education Opportunities

- **2019 PacNW Driver & Traffic Safety Conference, March 1-3** at the Embassy Suites by Hilton Portland Airport. More information will be coming out later this year with registration opening in January, 2019.
- **Western Oregon University – Traffic Safety Education Instructor Training Early Summer Academy** (June/July) <http://trouw.org/projects/tse>