

Endorsement Competencies for Traffic Safety 2007 Standards; Revised 2019

1.0 Common Core: General Traffic Safety - *Traffic safety instructors must know and understand the following:*

1.1 Comprehensive knowledge of the Washington State Driver Training Required Curriculum content. The required curriculum includes competencies to develop knowledge, skills, and awareness related to novice drivers. Training must include, but is not limited to, instruction on the following concepts outlined in the required curriculum:

- (a) Rules of the road;
- (b) Vehicle components;
- (c) Vehicle handling;
- (d) Driver behavior;
- (e) Sharing the road;
- (f) Attention and perception;
- (g) Hazard and risk management;
- (h) Vehicle maintenance/malfunctions and technology;
- (i) Managing emergencies and adverse conditions;
- (j) Respect and responsibility; and
- (k) Vehicle technology systems.

1.2 The history of traffic safety education and the development of standards in Washington State and the nation.

1.3 Traffic safety education teacher competencies necessary for risk-reduced driving.

1.4 The general nature of the driver's task within the Highway Transportation System (HTS) and the consequences of system failures.

1.5 Risk management skills related to the task of driving in the role of driver or passenger.

1.6 The principles of perception and situational awareness related to risk management when operating a motor vehicle.

1.7 The techniques for managing risk when operating a motor vehicle over pre-selected on and off-street activities, as well as in dynamic traffic flow.

1.8 Physical, social, psychological, and emotional influences that can affect motor vehicle operator performance.

1.9 Concepts and generalizations which enable one to make appropriate decisions based on best practices regarding these key concepts:

- Use of alcohol and other drugs and their effect on driver impairment, thus influencing the choice to drive unimpaired. To include statistics on the magnitude of the problem and penalties for DUI.
- Use of occupant restraints and other protective devices.
- Speed selection and effective speed management.
- Strategies to drive free of impairment by fatigue, drowsy driving, distracted driving and road rage.
- Environmental factors that influence the decision-making process.
- Use of visual skills to obtain appropriate information to make reduced-risk decisions in varying driving environments.
- Management of time, space and visibility when operating a motor vehicle.

- Interaction with other roadway users in a positive manner (to include motorcyclists, bicyclists, pedestrians, semi-trucks, buses, etc.).
- Realize the expectations of the motor vehicle operator from the other roadway user's point of view.
- Demonstration of balanced vehicle movement.
- Additional skills practice with parents/guardians/mentors.
- Rules and regulations governing the state's Intermediate Driver License (IDL) Program and licensing requirements, including the effect of violations and collisions on the driving privilege.
- Identification of laws, rules and regulations that govern the safe and efficient movement of traffic.
- Knowing and understanding the "Rules of the Road" (Motor Vehicle Laws, Signs, Signals and Markings, Right-of-Way laws, etc.) that govern the safe and efficient movement of traffic. To include proper use of the left-hand-lane on multi-lane highways (Keep right except to pass).
- Current and emerging vehicle technologies (i.e. electronic stability control, forward collision warning, back-up cameras, blind spot and lane deviation warning, autonomous vehicles, etc.)
- Organ and tissue donor awareness program

2.0 Common Core: Behind The Wheel - *Behind the wheel instructors must know, and understand and demonstrate the following elements of in-car instruction:*

2.1 Safe, lawful, and responsible operation of a motor vehicle on the state's highways, to include evaluation and self-reflection of the driver's attitude and behavior. Responsible vehicle operation. (*Borrowing the language from RCW 46.82.420(2) and the new Required Curriculum*)

2.2 Components of the driving task as applied to the operation of reduced-risk driving from simple to more complex applications and environments.

2.3 Vehicle referencing and space management. Space management, vehicle referencing, and operation of reduced risk driving.

2.4 Human functions for vehicle operation.

2.5 Applying the rules of the road and motor vehicle laws in varying traffic and environmental conditions. Motor vehicle laws, factors affecting operator behavior, and environmental conditions related to vehicle operation.

2.6 Strategies to prevent crashes, to minimize impact if a crash is imminent, to respond to emergencies, and what to do after a crash occurs. Vehicle control and risk reduction factors in pre-crash, crash, and post-crash strategies.

2.7 Teaching strategies for enhancing learning in a dual control vehicle, including coaching and correction, effective questioning techniques, how to take control of the vehicle during BTW instruction, and how to evaluate and provide feedback to the student driver and observers.

2.8 Driver response to vehicle and driver limitations.

2.9 Development of risk management skills and a systematic approach to safe driving.

2.10 The role of the teacher and students related to liability issues protection, including understanding and abiding by sexual harassment and boundary invasion prevention protocols, and mandatory reporting requirements.

3.0 Common Core: Classroom Instruction - The classroom instructor must know and understand the fundamental concepts of learning, teaching, and the process for preparing to teach, including the following elements of classroom instruction and management:

3.1 Federal, national and state recommendations and requirements respective to best practices in traffic safety education, <u>to include state statutes and administrative rules pertaining to Traffic Safety Education programs.</u>
3.2 Tort liability and its implications for traffic safety education.
3.3 Requirements and considerations in facility use and equipment needs.
3.4 Requirements and considerations in student scheduling
3.5 Requirements and considerations in student and classroom management.
3.6 Requirements of record management.
3.7 Methods for building and maintaining a positive public image <u>including skills to develop partnerships with and communicate with parents/guardians, school administrators, and state officials.</u>
3.8 Requirements, methods, and equipment for meeting the needs of all students including those with special needs.
4.0 Common Core: Instructional Methodology – Competent traffic safety instructors: Behind the Wheel:
4.1 Identify, discuss and apply teaching methods for the enhancement of learning within the in-car driving experience which includes <u>involvement of the backseat learners and those</u> students with a variety of special needs.
4.2 Assess students and document progress using approved assessment forms.
4.3 Construct and utilize lesson <u>and route</u> plans for each behind-the-wheel <u>lesson</u> drive using state or nationally recognized models.
4.4 Teach <u>a “systematic approach” for</u> space management, reference points, risk management, and visual search techniques utilizing current vehicle technology <u>and restraint systems</u> as related to each behind the wheel lesson.
Classroom Instruction:
4.5 Integrate classroom and laboratory instruction concurrently within the traffic safety education program.
4.6 Identify, discuss and demonstrate classroom teaching methods and learning activities that are <u>engaging and</u> appropriate to the traffic safety education program.
4.7 Construct <u>and utilize</u> lesson plans related to an assigned module <u>within the curriculum.</u>
4.8 Compare <u>available</u> traffic safety education textbooks <u>and instructional materials</u> to determine quality of appropriate content to the traffic safety education curriculum.
4.9 Demonstrate varied teaching methods of delivery, <u>including using effective questioning techniques,</u> utilizing technological-based instruction, <u>and the use of simulation where applicable.</u>
4.10 <u>Assess students and document progress using approved assessment forms.</u>
4.11 Determine methods for organizing, <u>and selecting, and using</u> curriculum <u>support materials.</u>
4.12 Design programs utilizing parent involvement.
4.13 Determine effective methods for financial resource management.
4.14 Design methods for student/ <u>parent</u> , program, and staff evaluations.
4.15 Develop strategies for maintaining professional competencies, <u>responsibilities, and accountability,</u> including <u>awareness of</u> current issues and trends in traffic safety education, <u>and consideration of online and virtual classroom driver training where applicable.</u>

RCW and WAC curriculum requirements:

These are requirements of law for curriculum, to be included in the "Required Curriculum." To make sure that instructors are aware, should these be specifically included in the General Competencies (1.0), SED 382 course, or elsewhere? We thought so, so we made sure they were specifically included in the competencies.

Color Code Key:

Already included in the competencies above.

Standard where included, above

Not specifically included in the original competencies above, but now suggested in red.

RCW 46.82.430

Instructional material used in driver training schools shall include information on the proper use of the left-hand lane by motor vehicles on multilane highways and on bicyclists' and pedestrians' rights and responsibilities and suggested riding procedures in common traffic situations.

(Standard 1.9)

RCW 46.82.420

(2) In addition to information on the safe, lawful, and responsible operation of motor vehicles (Standard 2.1) on the state's highways, the required curriculum shall include information on:

(a) Intermediate driver's license issuance, passenger and driving restrictions and sanctions for violating the restrictions, and the effect of traffic violations and collisions on the driving privileges; (Standard 1.9)

(b) The effects of alcohol and drug use on motor vehicle operators, (Standard 1.1 & 1.9) including information on drug and alcohol related traffic injury and mortality rates in the state of Washington and the current penalties for driving under the influence of drugs or alcohol; (Standard 1.9)

(c) Motorcycle awareness, approved by the director, to ensure new operators of motor vehicles have been instructed in the importance of safely sharing the road with motorcyclists;

(d) Bicycle safety, to ensure that operators of motor vehicles have been instructed in the importance of safely sharing the road with bicyclists; and

(e) Pedestrian safety, to ensure that operators of motor vehicles have been instructed in the importance of safely sharing the road with pedestrians.

(Standard 1.9)

WAC 308-108-150 Course requirements.

(9) Includes information on the state of Washington's intermediate license requirements, restrictions, violations, and sanctions for violation of these requirements; (Standard 1.9)

(10) Includes the delivery of instructional material developed by the department and the federally designated organ procurement organization for Washington state relating to organ and tissue donation awareness education; and (Standard 1.9)

(11) Has a designated time for a parent, guardian, or employer night that is no less than one hour, which may fulfill one of the thirty hours required for student training, and must include:

(a) Instruction on the parent, guardian, or employer responsibilities and the importance of parent, guardian, or employer involvement with the teen driver; (Standards 1.9 & 4.12)

(b) Information on intermediate license laws, restrictions, and sanctions; (Standard 1.9)

(c) An introduction to the parent guide to teen driving; and Standards 1.9 & 4.12)