

Suggestions for Instructor Competencies
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This document **includes all** of the WA State Endorsement Competencies we reviewed and those we did not finish reviewing at the last meeting (including updated language).

Additional international TSE competencies for consideration are suggested in red.

KEY:

Previously Reviewed:

Grey Headers

Black text = competencies we reviewed at last meeting

Needs Reviewing:

Additional Header (new)

Yellow Highlight = Previous competencies not yet reviewed

Red text = additional competencies to consider (new)

Instructor Competencies for Traffic Safety

Traffic Safety Instructors must know, understand, and be able to demonstrate the following:

1.0 General Traffic Safety

1.1 Comprehensive knowledge of the WA 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/malfunction and technology
- (i) Managing emergencies and adverse conditions
- (j) Respect and responsibility
- (k) Vehicle technology systems

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

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

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

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

1.6 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.

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

1.8 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.
- Interactions 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.
- 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 Behind the Wheel

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

2.1 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.

2.4 Human functions for vehicle operation.

2.5 Applying the rules of the road and motor vehicle laws in trying traffic and environmental conditions.

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.

2.7 driver response to vehicle and driver limitations.

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

3.9 Teach a "systematic approach" for space management, reference points, risk management, and visual search techniques utilizing current vehicle technology and restraint systems as related to each behind the wheel lesson.

3.0 Professional Responsibility and Legal Accountability

3.1 The history of traffic safety education and the development of standards in Washington State, the nation, and internationally, including the 2018 focus in WA toward student-centered coaching, driver self-assessment, driver self-reflection, and the GDE Matrix.
3.2 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.
3.3 The types of offense you must report under organizational or legal requirements and how they affect your status as an instructor
3.4 How changes to your health or your eyesight may affect your status as an instructor
3.5 Federal, national and state recommendations and requirements respective to best practices in traffic safety education, to include state statutes and administrative rules pertaining to Traffic safety Education programs.
3.6 Tort liability and its implications for traffic safety education.
3.4 Requirements and considerations in facility use and equipment needs.
3.5 Requirements and considerations in student scheduling
3.6 Requirements and considerations in student and classroom management.
3.7 Requirements of record management.
3.8 Methods for building and maintaining a positive public image, including skills to develop partnerships with and communicate with parents/guardians, school administrators, and state officials.
3.9 Requirements, methods, and equipment for meeting the needs of all students including those with special needs.
3.10 Develop strategies for maintaining professional competencies, responsibilities, and accountability, including awareness of current issues and trends in traffic safety education, and consideration of online and virtual classroom driver training where applicable.
4.0 Confirm that the training vehicle is fit for purpose
4.1 Minimum test vehicle (MTV) requirements for skills exams
4.2 The legal requirement to identify a vehicle being used for on-road training of provisional license holders, by using a "student driver" sticker or sign
4.3 How to check the operation of equipment such as dual controls
4.4 Any legal requirements or restrictions that apply to the fitting and use of ancillary equipment and how to make sure it can be used safely and with the minimum of distraction
4.5 What insurance you must have in place to deliver driver training for the vehicle involved
4.6 The need to inform your insurance provider of any adaptations to your vehicle
4.7 The statutory registration, licensing, and testing requirements for the vehicle

4.8 How to access the service record for the vehicle and confirm that necessary servicing has been carried out
4.9 How to access any checklist your school may provide for the vehicle and carry out those checks
4.10 What action to take if the vehicle <ul style="list-style-type: none"> • does not have all the necessary documentation • has not been serviced • fails any checks
5.0 Design Learning Programs
5.1 The requirements of license acquisition and the content of the driving exams
5.2 The difference between lack of skill, congestion potential, and danger potential errors on the driving exam
5.3 The range of prior-learning inputs that can add to the learning process and how they can be featured in the way the student is taught
5.4 How cultural and religious factors may affect the options available to support the learning process, such as <ul style="list-style-type: none"> • inability to attend sessions on particular days of the week • sensitivities about making eye-contact • the belief that it is ‘bad manners ’to contradict the teacher
5.5 The options available for including non-vehicle-based or third-party learning inputs in the learning program
5.6 Best practice tools, techniques, exercises and activities available to support transfer of ownership of the learning process and delivery of desired learning outcomes
5.7 The range of special needs that students might have and their broad implications for driving
5.8 The learning resources available to support driver learning in general and those with special needs in particular
5.9 Where appropriate, how to foster effective relationships with the parents, guardians, partners or caretakers of learners with physical or cognitive disabilities
5.10 Where applicable, specify how parents, guardians, partners or caretakers can support learners with physical or cognitive disabilities
5.11 How to draw up lesson plans that cater for different learning styles and needs, including <ul style="list-style-type: none"> • literacy issues • numeracy issues • language issues • physical disabilities • cognitive disabilities
5.12 How to create lesson plans for each session that outline learning objectives, identify any resources needed and take into account any special needs (such as reduced concentration spans or fatigue due to physical conditions)

5.13 How to plan routes for on-road training sessions that provide safe, legal and effective learning opportunities
5.14 How to manage effective working relationships with other providers
5.15 The law on accompanying drivers
5.16 How to maximize the contribution of an observer
5.17 How to monitor and review learning programs in the light of <ul style="list-style-type: none"> • students 'changing needs • students 'progress • any formative assessment requirements
5.18 How to gather the student 'views of the learning process <ul style="list-style-type: none"> • formally and informally • while maintaining confidentiality and trust • while remaining within the stated learning objectives
5.19 How to identify the learning needs of the student, their initial learning status and any special needs , including any need for in-vehicle adaptations
5.20 How to transfer the learner to an appropriate colleague where their learning needs exceed your competence, such as learners with physical or cognitive disabilities with which you are not familiar, language barriers exist, or where you cannot provide a suitably adapted vehicle
5.21 How to review program effectiveness
5.22 How to manage confidentiality and data security requirements for driver training schools
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 engaging and appropriate to the traffic safety education program.
4.7 Construct and utilize lesson plans related to an assigned module within the curriculum.
4.8 Compare available traffic safety education textbooks and instructional materials to determine quality of appropriate content to the traffic safety education curriculum.
4.10 Determine methods for organizing, and selecting, and using curriculum support materials.
4.11 Design programs utilizing parent involvement.
4.12 Determine effective methods for financial resource management.
4.13 Design methods for student/parent, program and staff evaluations.
EDUCATIONAL DELIVERY
5.0 Create climate that promotes learning

5.1 How to ensure and improve good verbal and/or non-verbal communication, such as by <ul style="list-style-type: none"> • using good eye-contact (where this is culturally acceptable) • using consistent language • breaking things into manageable pieces • using graphics, pictures and other visual aids to reinforce your words
5.2 The evidence that indicates that an active and lifelong approach to learning reduces the risk of crashes and the long-term cost of driving
5.3 How to set clear guidelines for acceptable behavior within the learning environment
5.4 How to explain the objectives and structure of a learning program, and your choice of methods, in a way that is appropriate for each student
5.5 How to make sure the student fully understands the objectives, structure and formal assessment requirements of the program
5.6 How to explain the way you expect to work with the student and the way you expect them to work with you
5.7 How to make sure the student understands what other opportunities, methods and resources are available and how these can be included in their overall learning process
5.8 The effect of your own assumptions about particular groups within society on your ability to deliver effective learning
5.9 The role of “individual learning plans” and similar models for agreeing ways forward within learning programs
5.10 How to identify and deal with possible barriers to learning and achievement, including <ul style="list-style-type: none"> • delivery methods • times • location • lack of support for people with special needs
5.11 How to include student observers in the learning process in a way that reinforces learning outcomes
5.12 The scope for flexibility within the program
5.13 External influences on the student’s attitude to the learning process, such as economic factors, media, and peer pressure
6.0 Explain and demonstrate skills and techniques
6.1 How to deliver an explanation or demonstration so that the student gains the maximum learning, taking into account different learning styles
6.2 How to make sure that the student understands the purpose and content of any explanation or demonstration
6.3 How to assess whether a location is suitable for the demonstration of a skill or technique
6.4 How to determine whether frequent explanations and demonstrations are supportive or demotivating for individual students

6.5 How to overcome the limitations of the in-vehicle environment
6.6 How to provide explanations and demonstrations in practical driving skills while stationary
6.7 How to select suitable locations for delivering demonstrations
6.8 Teaching strategies for enhancing learning in a dual control vehicle, including coaching and correction, effective questioning techniques, and how to take control of the vehicle during BTW instruction.
6.9 How to carry out a moving vehicle demonstration while keeping full control of the vehicle
6.10 How to provide a verbal explanation of what you are doing while carrying out a moving vehicle demonstration
6.11 The importance of moving the use of vehicle controls, and other practical skills, from active effort to implicit or procedural memory as quickly as possible
6.12 How to check the student's understanding and progress
6.13 How to encourage students to ask questions and, where necessary, repeat or alter your answer so that they understand
6.14 How to make sure that the student understands any theory that links to on-road application of the skill or technique being taught
6.15 How to make sure that students have enough opportunities to practice the skill demonstrated
6.16 How to give feedback to students that helps them identify, understand and overcome obstacles to competent application of skills
6.17 Where possible, encourage and help learners to practice skills in a structured way, outside the formal learning environment
6.18 How to give formative feedback
6.19 Identify, discuss and apply teaching methods for the enhancement of learning within the in-car driving experience which includes involvement of the backseat learners and those students with a variety of special needs.
6.20 Assess students and document progress using approved assessment forms.
6.21 Construct and utilize lesson plans and route plans for each behind the wheel lesson drive using state or nationally recognized models.
6.22 Demonstrate varied teaching methods of delivery, including using effective questioning techniques, utilizing technological-based instruction, and the use of simulation, where applicable.
7.0 Coaching
7.1 How to use a range of student-centered techniques to help individuals identify obstacles to engagement with the learning process and devise strategies for overcoming obstacles
7.2 How to use a range of student-centered techniques to encourage the student to join-up their understanding of practice and theory
7.3 How to use a range of student-centered techniques to support the transfer of ownership of the learning process to the student

7.4 How to transfer the balance of responsibility for their learning process to the student as soon as they are ready to take it
7.5 How to work with the student to identify obstacles to their ownership of the learning process and work out strategies for overcoming those obstacles
7.6 The impact of your own willingness to transfer ownership of the learning process
7.7 The importance of providing regular formative feedback
7.8 How to use student-centered techniques while putting your responsibility for safety in the learning environment first
7.9 How to listen to what the student tells you about the obstacles they experience that prevent them from applying <ul style="list-style-type: none"> • practical driving skills • their understanding of theory
7.10 How to work with the student to help them reflect on <ul style="list-style-type: none"> • their experience of the learning program • your feedback • the feedback of other providers • their experience of their decision-making and development as a driver
7.11 How to work with the student to agree when they are ready for formal assessment of driving competence
7.12 How to work with the student to help them <ul style="list-style-type: none"> • reflect on their experience of assessment • reflect on examiner feedback • identify strategies for overcoming problems when they have failed an assessment
7.13 How to at all times, exercise your responsibility for the safety of yourself, the student and other road users
8.0 Facilitate group-based learning
8.1 How to make sure students feel <ul style="list-style-type: none"> • at their ease within the group • safe • able to take an active part in the learning process • express their views and concerns
8.2 How to encourage all students to ask questions and, where necessary, modify your delivery to ensure understanding
8.3 How to make sure students understand the purpose, processes and intended outcomes of each group activity, and how it links to the rest of their learning program
8.4 How to use a range of learning activities that involve all members of the group so that they gain the maximum learning benefit
8.5 The potential effect of peer group assumptions on the behavior of students
8.6 The risk of group dynamics being dominated by sub-groups
8.7 The risk of being diverted from intended learning outcomes by group dynamics

8.8 How to interrupt individual behaviors or group dynamics which have the effect of excluding individuals or sub-groups
8.9 How to promptly and clearly interrupt behavior that is <ul style="list-style-type: none"> • discriminatory • oppressive • preventing any individual from benefiting from the learning experience whether by other students or by colleagues
8.10 How not to unconsciously collude with inappropriate behaviors or attitudes
8.11 How to identify opportunities to increase learning that arise in the group, and how to adapt presentations to support that process
8.12 How to check an individual's understanding and progress within a group
8.13 How to give feedback in a group and on a one-to-one basis
8.14 How to provide feedback on individual student progress to other training providers
9.0 Manage risk to instructor, student and third parties
9.1 The importance of being fit to teach and able to manage the safety of the lesson effectively
9.2 The signs that a student's fitness to be trained may be impaired by <ul style="list-style-type: none"> • alcohol • illegal or controlled substances • over-the-counter or prescription medicines
9.3 The signs that a student may be suffering from a physical or psychological condition that makes them unfit to be trained, including conditions that they are <ul style="list-style-type: none"> • unaware of • trying to hide
9.4 What to do if you believe a student <ul style="list-style-type: none"> • is temporarily unfit to be trained • has a permanent physical or psychological condition that they have not revealed
9.5 How far you are responsible for the health and safety of yourself and others in the on-road learning environment
9.6 How far the student is responsible for health and safety in the on-road learning environment ⁵
9.7 That as a supervising driver you are considered to be in control of the vehicle and student driver, and must obey the rules of the road as if you were driving the vehicle yourself (for example, you must not use a mobile phone or be under the influence of alcohol while supervising a student)
9.8 How to safely integrate the use of satellite navigation systems into an on-road lesson and the sorts of problems that drivers can have when using them
9.9 How to give clear and timely instructions (such as when and where to start, stop or turn), make sure that the student understands your instructions and, if they do not, modify your instructions accordingly

9.10 How to continue to scan the environment and assess hazards while observing the student and providing training input
9.11 How to take suitable and timely action where you <ul style="list-style-type: none"> • identify a hazard that the student does not appear to be aware of • believe the student is unable to respond safely to a hazard
9.12 How to use “student-centered” techniques to make sure the student is better equipped to deal with such hazards in the future
9.13 Where applicable, how to operate dual-controls
9.14 How to give feedback about risk-related issues so that you motivate and help the student to change their behavior without increasing fear-based responses
9.15 What to do if a student becomes unfit to continue the session
9.16 How to promptly interrupt deliberate behavior that places the instructor, student or third parties at risk
9.17 The instructor’s right to interrupt or stop sessions where an unacceptable risk arises
9.18 How to record incidents in which a risk situation arises
9.19 The impact of your own level of competence and attitudes to risk on your ability to minimize risk
9.20 The importance of demonstrating consistent attitudes to the management of risk to make sure that formal messages being given in the learning program are not undermined
9.21 If the student has driven before but they are new to you, how to verify their learning status using an assessment drive, where appropriate
10.0 Manage health and safety in the learning environment
10.1 Your legal responsibility to your well-being, safety and health in the workplace as set out in law
10.2 The extent and limits of your obligation to protect students from the risk of physical or verbal violence during sessions
10.3 Your school or program’s policy and procedures for the management of violence in the learning environment including <ul style="list-style-type: none"> • stopping sessions • summoning assistance • leaving the learning space and how they apply to your role and level of competence
10.4 How to interpret body language, and the importance of acknowledging other people’s personal space
10.5 The impact of your own level of competence and attitudes and how they may trigger aggressive or violent responses
10.6 The limits to your ability to protect yourself in potentially violent situations
10.7 When and how you can safely interrupt behavior that appears likely to result in violence

10.8 How to record incidents in which a risk situation arises
10.9 The importance of demonstrating consistent attitudes and behaviors in the management of violence in the learning environment so that messages being given in the overall learning program are not undermined
10.10 The application of health and safety regulations in any enclosed premises
10.11 The importance of remaining alert to health and safety issues at all times
10.12 The operation of fire alarm and emergency evacuation procedures
10.13 How to make sure that students understand the operation of health and safety and emergency procedures that apply in any enclosed premises you are using
11.0 Evaluate and develop your knowledge, skills, and awareness in the driver training industry
11.1 The personal and professional benefits of evaluating and developing your knowledge, skills, and awareness
11.2 The WA State Driver Instructor Competency requirements and how they will be assessed
11.3 Any regulatory requirements for continuing professional development
11.4 The performance and knowledge requirements of your driver training school or program
11.5 How to obtain feedback on your performance in a non-defensive way
11.6 How to keep up to date with training industry issues and recognize when changes in the industry mean that you need to update your knowledge, skills and understanding
11.7 How to evaluate your own performance against requirements
11.8 How to recognize where gaps in your skills, knowledge or understanding are affecting your performance
11.9 How to identify training or development opportunities that will help you update or close any gaps in your knowledge, skills and understanding
11.10 How to record and evaluate your professional practice in a reflective log
11.11 How to build an achievable development plan and set yourself realistic objectives and priorities
11.12 How to monitor your performance against your development plans