



Suggested Guidance for Private Driver Training School Owners in the Preparation of Individuals Pursuing Licensure as a Private Driver Training School Instructor

Preparing an individual to teach driver education is very challenging. Preparing to pass the Private Driver Training School (PDTs) instructor's written examination is only one small part of becoming a licensed PDTs instructor. The suggested study materials: [Pennsylvania Drivers Manual](#), Praxis II 0860 Safety/Driver Education Study Guide (available online and at various book stores) and Module I of the [Pennsylvania Enhanced Driver Education Program Guide](#), are only a small part that goes into the preparation for taking on the challenges of teaching an individual the complex nuances of safe driving.

An owner and/or director who is actively training their employees to become a quality driver education instructor needs to focus on the in-depth, thorough treatment of operating a motor vehicle competently in all major variations and under most conditions encountered within the traffic environment. A competent operator is considered to be one who performs the total driving task knowledgeably and skillfully and is able to demonstrate a full understanding of the application of the identification, prediction and decision making process. An owner/director of a PDTs should prepare their employees to plan, teach and evaluate their driver education lessons to best prepare their perspective students in being able to competently face the challenges of driving.

Topics that need to be addressed when preparing the driver education instructor include but are not limited to:

Driver Education Curriculum: highway transportation systems • Pennsylvania motor vehicle laws and regulations • natural laws affecting vehicle operator performance • vehicle familiarization • vehicle maintenance • basic and advanced control tasks • perception and driving strategies • driving environments • driver fitness • driver responsibility;

Traffic Regulations: national, state, and local legislation • adjudication • enforcement • engineering pertinent to traffic safety education and the standards of the Highway Safety Act • problems of alcohol and other drugs • handicapped drivers • motorcycle driver education • active and passive passenger restraint systems • energy conservation, and • driver rehabilitation;

Policies and administration procedures for Driver Education Programs: budgeting, recordkeeping, planning, and funding sources, • scheduling, national and state guidelines, learning modes, the use of classroom and laboratory scheduling • curriculum planning, assessing student needs • current trends • task analysis • outside resources, and • selecting and developing driving routes;

Classroom and laboratory equipment and information materials utilization: multiple-car range • on-street driving • textbooks and other printed materials • audiovisual aids and psychophysical equipment • sources of information and research • new and proposed legislation, and • printed materials, software and hardware;

Planning of instruction based upon knowledge of subject matter, students, the community and Pennsylvania Highway Safety regulations which promote problem analysis, creativity and decision-making skills including: transfer of classroom knowledge to road situations • multiple-car range and on-street driving, and • student-centered learning activities;

Managing the instructional environment in order to: • create a climate that promotes fairness • establish and maintain rapport with students • communicate challenging learning expectations to each student • establish and maintain consistent standards of classroom behavior, and • make the physical environment safe and conducive to learning.

Implementing, adapting and assimilating effective instructional strategies, curriculum resources and technologies in collaboration with other educators along with selecting, analyzing and modifying instructional materials to meet the learning needs and reading levels of diverse learners needs to be addressed to develop the total learner. Monitoring students' understanding of content through a variety of assessments, providing feedback to students to assist learning, and adjusting instructional strategies are all integral components of the instructor preparation program.

Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations are expectations that apply to all individuals working with youth. A quality PDTS program will develop collaborative relationships with colleagues and community to improve student learning.

Communicating with parents/guardians and other agencies and the community at large to support learning by all students are essential skills that will foster a positive learning experience.