MDTSEA DRIVER EDUCATION CURRICULUM GUIDE

Minnesota **D**river and **T**raffic **S**afety **E**ducation **A**ssociation

Presented at the MDTSEA Conference

April 2011

Curriculum Committee Members 2011

Pat Irsfeld
Joe Christensen
Douglas Riles
Pat Hatlevig
C. John Ertz
Shirly Suneson
Terry Suneson

Additional information about the Minnesota Drive and Traffic Safety Education Association (MDTSEA) can be found at http:/www.mdtsea.net.

Table of Contents

Vision Statement

There was a need to develop a statewide curriculum to improve the overall quality and delivery of our (statewide) driver education programs. This document is the basis of that curriculum. Understand that this is a continuing process.

Clarification And Understanding About This Curriculum

This curriculum is not intended to be exclusively for the MDTSEA members. It was written and organized in a manner in which students, parents, and other interested persons would understand and appreciate.

Driver Education Mission Statement

The mission of the Minnesota Driver Traffic Safety Education Association is to empower all learners with the knowledge, skills, habits, and attitudes to be safe and responsible drivers.

Philosophy

Driver education is one of the most important classes a student will take during high school. There is not another individual subject or skill that students may use on a daily basis that could have life-changing consequences if misused. Driving is a life long learning process, which improves with practice and experience. As driver educators, we have one of the most important tasks in preparing every student to be the best driver they can be.

Beliefs

1. With effort, all students can learn.
2. Students learn at different rates, way, and from different teaching styles.
3. The learning environment affects student success.
4. Communication is essential for successful learning.
5. High expectations are essential for success. .
6. We must provide a safe, welcoming, respectful and motivating environment for students to learn.
7. Classes must be inclusive and respectful of individual needs and differences.
8. The understanding and application of knowledge is essential for success.
9. Learning is a lifelong process and will include refining one's skills through experience.
10. Students benefit from positive role models.
11. Parental involvement is critical to the success of students.
12. The community and parents have a stake in driver education.
13. The quality of our future Driver Education programs will have a positive effect on developing safe drivers and reducing crashes and injuries.
14. Driving time beyond the required instructor and parent minimums will contribute to the success of the student.

MDTSEA Goals

1. To maintain Minnesota's reputation as being one of the "leaders" and "on the cutting edge" of all driver education programs in America.
2. To have an elected board of directors to represent and help promote the public high school driver education programs in Minnesota. This will be accomplished by offering regional workshops, the annual state convention, and encouraging members to attend the national convention.
3. To have public high school driver education reinstated in the Department of Education.
4. To develop and maintain a state high school driver education curriculum that is high quality and user friendly.
5. To continually monitor and improve the driving laws and rules of the state to promote driver education and driving safety throughout Minnesota.

Course Description

The Driver Education Program is designed to obtain the knowledge and driving skills necessary to become and to demonstrate continuous improvement as a safe and responsible driver.

Driver Education Standards And Expectations

Students will be able to ...

- Demonstrate knowledge of state laws and rules for the safe operation of a motor vehicle;
- Demonstrate the knowledge and skills necessary to reduce deaths and injuries;
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance;
- Demonstrate and explain responsibility for the well being and safety of, all roadway users;
- Successfully pass the Minnesota permit test and road test;
- Satisfy proper identification requirements to obtain driving privileges;
- Apply correct information and make reduced-risk decisions that apply to driving through simulation;
- Confirm the need to protect ones self and others by using occupant protection systems while driving;
- Develop good communication between the teacher, student, and parent(s);
- Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner by using simulators and or behind the wheel driving lessons; and
- Maintain and practice appropriate behavior, respect, and courtesy in the classroom that would be expected on any street or highway.

Students will learn by …

1. Reading materials that relate to traffic safety;
2. Writing answers to questions related to textbook chapters, notes from lectures, and videos;
3. Listening to lectures and guest speakers;
4. Discussing topics that pertain to chapter assignments, activities, and other res6urces;
5. Applying the knowledge learned in the classroom by passing quizzes and tests; and
6. Perform physical skills by driving in simulators, on a driving range and/or in behind-the-wheel driving lessons.

An Effective and Successful Driver Education Student

All students will ...

1. Enter the class with a positive attitude toward learning;
2. Attend all classes and arrive on time;
3. Learn the intended curriculum;
4. Be prepared for each class;
5. Complete all assignments on time with good quality;
6. Demonstrate good and appropriate behavior and attitude;
7. Actively participate in classroom discussions, activities, and all evaluations;
8. Listen and focus intently;
9. Attempt to achieve high scores;
10. Pass their state permit exam on their first attempt;
11. Practice driving often and observe others driving; and
12. Pass their road test on their first attempt.

Behavioral Expectations and Daily Course Expectations

Students will be responsible for …

1. Attendance and to arrive to class on time;
2. Bring items needed for classroom participation such as pen or pencil, paper, text, notebook and any other assignment-related materials;
3. Appropriate conduct and good studentship;
4. Learn the intended curriculum.

Characteristics Of An Effective Driver Education Teacher

The instructor is encouraged to:

1. Follow the MDTSEA State Curriculum for Driver Education;
2. Be a member of MDTSEA, our state's professional organization;
3. Have high expectations for student achievement;
4. Maintain good communication with parents and include a parental involvement program;
5. Provide a safe and respectful learning environment for all students;
6. Hold students accountable and have consequences for poor behavior, attendance, and classroom performance;
7. Incorporate "best teaching practices" in their instruction;
8. Offer classroom opportunities and modifications so all students may succeed;
9. Conduct their behavior in a professional manner;
10. Be well organized and plan lessons in advance;
11. Maintain a classroom discipline policy; and
12. Teach all the required topics listed in the state statute.

MDTSEA Curriculum Guide for Classroom Instruction

RULE 7411.0515 CURRICULUM FOR DRIVER EDUCATION PROGRAMS.

Subpart 2. Classroom curriculum for class D motor vehicles. The classroom curriculum presented and delivered to each student enrolled in a program for class D motor vehicle operation must include:

A. opportunity for the student to analyze and assess several decision-making models and factors influencing highway-user decisions;

B. information on how alcohol and other drugs affect a driver's ability to safely operate a motor vehicle, including: (1) information on the effects of consumption of alcohol and the use of other drugs on the ability of a person to operate a motor vehicle; (2) the hazards of driving while under the influence of alcohol or other drugs; and (3) the legal penalties and financial consequences resulting from violations of laws prohibiting the operation of a motor vehicle while under the influence of alcohol or other drugs;

C. opportunity for the student to analyze and practice making decisions about using occupant restraints;

D. opportunity for the student to identify and analyze a variety of driving decisions about highway users and roadway characteristics;

E. opportunity for the student to analyze and practice making decisions about a vehicle's speed under different driving conditions;

F. content and purpose of motor vehicle and traffic laws and rules for safe driving performance;

G. opportunity for the student to identify, analyze, and describe proper procedures for a variety of driving situations;

H. opportunity for the student to gather information and practice making decisions about vehicle ownership, leasing, insurance, and maintenance;

I. opportunity for the student to identify, analyze, and practice making decisions related to drivers' attitudes and emotions;

J. opportunity for the student to explore alternative ways to become a better driver;

K. duties of the driver when encountering a school bus, the content and requirements of Minnesota Statutes, section 169.444, and the penalties for violating that section;

L. principles of safe operation of a motor vehicle at railroad-highway grade crossings;

M. principles and relationships of tires and surfaces when turning, braking, and accelerating;

N. characteristics of both conventional and antilock brake systems; and

O. opportunity for the student to become informed about becoming an organ donor.

Philosophy:

This course is designed to involve you with the exploration of the Highway Transportation System. Throughout the course, students will analyze the people who use this system, the vehicles that are a part of our system, and our forgiving and unforgiving roadways that we drive on. Our main goal is to be able to successfully move people and vehicles safely and efficiently from point A to point B for a lifetime.

Objectives:

Each statement begins “The student will …”.

1. Define risk as it relates in driving situations and to identify risks associated with young drivers.
2. Identify the guidelines for assessing risk and explain how knowledge and awareness of risk can influence driver behavior.
3. Identify and discuss administrative, financial responsibility and general rules of the road related to driving and driving behavior.
4. Understand the role and value of all of our traffic-control devices.
5. Explain how alcohol, drugs, fatigue, and sleep deprivation contribute to traffic crashes on our streets and highways.
6. List several guidelines to control drinking situations and identify several alternatives to drinking, driving/riding.
7. Identify and perform necessary pre-trip driving checks and all basic maneuvers necessary for starting, moving into, and stopping your motor vehicle.
8. Understand the importance of good visual and perceptual habits when driving, and to learn necessary visual skills to become a good perceptual driver.
9. Recognize how the laws of nature will affect your vehicle, in terms of time, space, speed and stopping distance.
10. Make better time and space management decisions and apply them to driving situations in the simulator.
11. Understand how relating to other highway users can help you avoid crashes.
12. Explain how reduced visibility and reduced traction increases the possibility of skidding and loss of control.
13. Recognize the importance of trouble-free and economical driving as it relates to preventive maintenance.
14. Identify and explain your duties and responsibilities following a highway crash.
15. Identify and explain types of automobile insurance and guidelines for selecting and buying insurance.

MDTSEA Curriculum Guide for Simulation Instruction

RULE 7411.0525 SIMULATION INSTRUCTION

Subpart 2. Class D programs. In a class D program:

A. Simulation instruction must be counted as laboratory instruction in a ratio of four hours of simulator time equaling one hour of on-street time.

B. Simulator instruction must not be substituted for more than two hours of on-street laboratory instruction and in no case may a student receive less than four hours of on-street laboratory instruction if range instruction as specified in part 7411.0570 is not also provided.

C. The simulator for a class D vehicle must be equipped with a brake pedal, accelerator, steering wheel, gear shift, operator seat, speedometer, and turn signals.

D. The simulator curriculum must allow the student to evaluate risk and make proper driving decisions and responses.

E. The simulation must be designed to replicate actual in-the-vehicle or on-the-motorcycle driving situations.

F. A simulator must provide a means to measure each student's decisions and responses.

Philosophy:

MDTSEA believes that the simulator provides an effective learning experience that will develop drivers whose perceptual skills and decision making abilities that will enable them to successfully cope with whatever situation they may encounter. Simulation is a method of instruction that "utilizes synthetic training situations or devices to train an individual for actual performance in real situations"

Instead of an emphasis on manipulative skills simulation improves the perceptual, decision-making skills. Simulation improves the development of "proper perceptual judgmental and behavioral proficiencies as well as procedural responses and manipulative skills". It is a laboratory component that is conducted concurrently with the classroom phase of driver education, offering a variety of learning opportunities and experiences not always available in other phases of driver education.

Simulation offers these advantages for such development of the manipulative and perceptual skills needed for driving.

1. The various driving skills are broken into manageable learning units.
2. The introduction and development of skills progresses from the simple to the difficult.
3. Repetition of learning activities permit relearning, review or evaluation.
4 Activities are conducted in complete safety regardless of driver judgmental or physical errors.
5. Immediate feedback of inappropriate responses or lack of responses to a particular film visual or teacher command is provided each driver to improve learning of various skills.
6. Vehicles familiarization time in behind-the wheel instruction is reduced.
7 The student is exposed to a greater variety of learning experiences and traffic conditions than generally available in other phases of driver education.
8. The student gets a strong emphasis on visual perception skills.
9. The instructor has the opportunity to observe both individual and group progress simultaneously.
10. The student receives strong emphasis in the SIPDE process.

Objectives:

Each statement begins "The student will …".

Demonstrate the "pre-trip" inspection checklist.
Demonstrate proper posture, hand placement (8-4 or 9-3) and hand-over-hand turning techniques.
Demonstrate proper braking techniques using a) threshold(soft) braking, moderate braking, and hard braking in various environments.
Demonstrate quick reactions from the accelerator to the brake using right foot braking. (This technique can be done as a group when the instructor commands the student to react to "stop".)
Demonstrate proper speed and lane position when driving on residential, city, rural and controlled access highways.
Students will demonstrate and practice using the SIPDE process. (Search the environment for specific clues, Identify those clues that are important to the driver and those that present high risk, Predict the worst that can happen to you as a driver, Decide on the best possible course of action to take, Execute your decision…using your hands and feet to control the vehicle)
Demonstrate proper visual perception during their driving lessons focusing on motorized vehicles, non-motorized vehicles, roadway characteristics, signs, signals, and road markings.
Demonstrate an understanding of blindspots around the vehicle while driving in various environments.
Demonstrate the importance of checking for blindspots while driving in various environments, using the SSMOG approach in lane changing. (**S**earch, **S**ignal, **M**irror check inside/outside, **O**ver-the-shoulder check, **G**o if safe.)
Demonstrate "Zone Control" driving in various environments.
Demonstrate proper following and being followed driving techniques to avoid conflict.
Demonstrate proper passing techniques on rural and controlled access driving environments.
Demonstrate proper response to risk using proper steering and braking techniques to avoid crashes.

Doron and Simulator Systems Inc. (SSI) are two providers for simulation equipment and films.
Doron Precision Systems, Inc. P. O. Box 400, Binghamton, NY 13902-0400, Phone: (607) 772-1610
Simulator Systems Inc. 5358 S. 125th East Avenue Tulsa, Oklahoma 74146 Phone: (800) 843-4764

Schools using simulation:

- Anoka-Hennepin – Pat Cochrane – 763.506.7135 - Pat.Cochrane@anoka.k12.mn.us
- Brainerd – Dale Rapovich, Mary Miller – 218.454.6924 - mary.miller@isd181.org
- Marshall – Pat Irsfeld – 320.760.9725 – Pat.Irsfeld@marshall.k12.mn.us
- Minneapolis Public – Brenda Eccleston – 612.668.3939 - brenda.eccleston@mpls.k12.mn.us
- South Washington County – Terry Suneson – 651.768.5489 - tsuneson@sowashco.k12.mn.us
- Stillwater – Amy Skare – 651.351.8300 - skarea@stillwater.k12.mn.us
- Lincoln School, Thief River Falls – Mark Lee – 218.681.8813 - mlee@trf.k12.mn.us

MDTSEA Curriculum Guide for Range Instruction

RULE 7411.0100 DEFINITIONS.

Subp. 22e. Range driving. "Range driving" means that portion of the laboratory instruction where an instructor is positioned outside a motor vehicle but in electronic or oral communication with the student driver, and in visual contact with the motor vehicle.

RULE 7411.0570 LABORATORY RANGE INSTRUCTION.

Subpart 1. General requirements.

A. Range driving instruction must take place on a range that: (1) is designated for range driving during the period of instruction; (2) is visually separated from on-street driving areas; and (3) meets the location and size requirements for a driving range specified in part 7411.0355.

B. The instructor must be able to communicate with each separate motor vehicle on the driving range.

C. For range driving time to count as laboratory instruction, the student must operate a motor vehicle representative of the class of vehicle for which the student being trained is to be licensed.

Subp. 2. Class C or D range.

A. The student-to-instructor ratio on a range used for class C or D motor vehicle instruction must not exceed 12 students operating a class C or D motor vehicle for each instructor who meets the qualifications in parts 7411.0620 to 7411.0690.

B. For instruction provided to a student under the age of 18, only one student may be present in the motor vehicle.

Philosophy:

MDTSEA believes that the use of driving range instruction is a proven and cost effective means of providing inexperienced drivers with the basic skills needed. It is understood that providing range training in smaller schools can be difficult to implement.

The “driving range” is a driving course set up with exercises for students to practice specific driving maneuvers while driving an automobile. This usually occurs in a large parking lot or open space. Lines painted on the pavement with cones, including extensions, to designate ‘streets’, parking, and other space-related exercises.

How the driving course is managed may vary with each school district. State law states that a student may not drive more than 2 hours a day. The statute further states, 2 hours of range driving is equivalent to 1 hour of on-the-road instruction and that no more than 12 cars may be used on a range per instructor.

The driving range management may include one or two instructors with additional support from license drivers who may assist as spotters for the new learner. Directions and expectations are given to the student drivers before the driving range begins. In some cases there may be one or two students in each vehicle. As

students begin driving, basic skills such as starting, stopping, braking, 90-degree turns, vehicle placement, proper following distance, lane changing and speed control are emphasized to help build self-confidence.

One school district provided rotation options that allowed students to change from one exercise to another at their own choosing. Other school districts may provide very structured rotation options. With a structured format, each student is assigned to a specific exercise and continues performing that exercise until the instructor directs them to rotate to their next exercise. At no time will students share the same exercise!

It is recommended that everyone who is working on the range wear safety vests. This is an OSHA requirement.

Some high schools with teacher contracts that are using the driving range include:

* South Washington County Schools, District 833: Woodbury, Cottage Grove, and East Ridge. Mr. Terry Suneson as the district Driver Education Coordinator (651) 768-5489
*Apply Valley / Rosemount, District 196

Example of a Range Program

The program would generally be operated in two (2) hour blocks. Each student driver will receive a rotation sheet directing them in what order they will perform each exercise. Basic rules for the range are as follows:

- Drivers must keep 3-4 car length separation at all times
- Drivers will not use air conditioning
- Drivers will not exceed 10 mph
- Drivers will not pass on the range
- Drivers will not use their radios or cell phones
- If the instructor calls an ALL STOP, all vehicles must come to a complete stop and wait for further instructions.

The instructor directs each student to enter their vehicle, adjust their seats, fasten seatbelts, adjust mirrors, and start their vehicle. At the instructors instruction the first vehicle is directed to proceed around the range and at 3 to 4 car length intervals additional vehicles are asked to begin traveling a specific path around the range in a follow the leader fashion. As the vehicles proceed around the range the instructor evaluates their level of achievement in braking, accelerating, turning, & spacing. Once the instructor is satisfied with their progress he will allow the student drivers' to proceed to their first exercise. The first exercise will assign all odd numbered vehicles to a specific task and all even numbered vehicles to parallel parking. After a planned time period, 7-9 minutes, the instructor will announce the second rotation and the even numbered vehicles will move to their assigned task and all odd numbered vehicles will move to parallel parking. This rotation procedure will continue until all students have completed all specific exercises and parallel parking rotations.

Objectives:

These are a sample of possible activities. The range layout and design may differ.

The student will perform the X exercise to work on backing, turning, depth perception, and spacing.

The student will enter the X and proceed to the cone in front, then put the vehicle in reverse and back to the left until reaching the cone on the other leg of the X, in each case they should continue backing until they nudge the cone, then drive around the range and return to reenter the space and repeat the exercise.

The student will perform the T exercise to improve backing, steering, braking, & accelerating skills while looking to the rear.

The student will back their vehicle in a straight line toward the cone while looking back, braking, accelerating, & turning as necessary. After the student has shown confidence they should install a third cone between the two cones and practice backing around the middle cone and continuing on to the far cone.

The student will perform the figure 8 exercise to improve hand over hand steering, braking, and accelerating skills.

The student will drive through the figure 8 while keeping within the lines and cones that designate the space. After they gain confidence they will then practice backing through the exercise.

The student will perform the parallel parking exercise to practice turning, backing, spacing, & depth perception

The student will pull up parallel to the front cone, stop approximately 3 feet beyond the front cone, shift to reverse and turn the wheel far right, then back the vehicle, stop the vehicle when he reaches 60 degrees, then bring the wheel back to straight, then back straight until he is beyond front cone, stop and turn the wheel far to the left, back until the vehicle comes parallel to curb, stop the vehicle, shift to drive, and center the vehicle in the space.

The student will perform the hill parking exercise to work on turning, depth perception, spacing, judgment & use of blinker/shoulder check procedures.

The student will signal, check their shoulder, and move into the hill parking space, when the vehicle is parallel to the curb stop the vehicle, then put the vehicle in park, employ the parking brake, and turn the wheel to the far right or left depending on the situation, when preparing to reenter the traffic lane straighten the wheel, release the emergency brake, and shift to drive, when traffic is clear gradually turn the wheel and gradually accelerate into the traffic flow.

The student will perform the angle & perpendicular parking exercises to work on depth perception, spacing turning & backing.

The student enters between cones and continues in the space until they nudge the cone centered in the front of the space. When backing the student will keep the steering wheel straight until they can safely turn hard to the right without hitting the last cone on the left side of the exercise. The student will come to a complete stop, shift to drive, and continue to the next space.

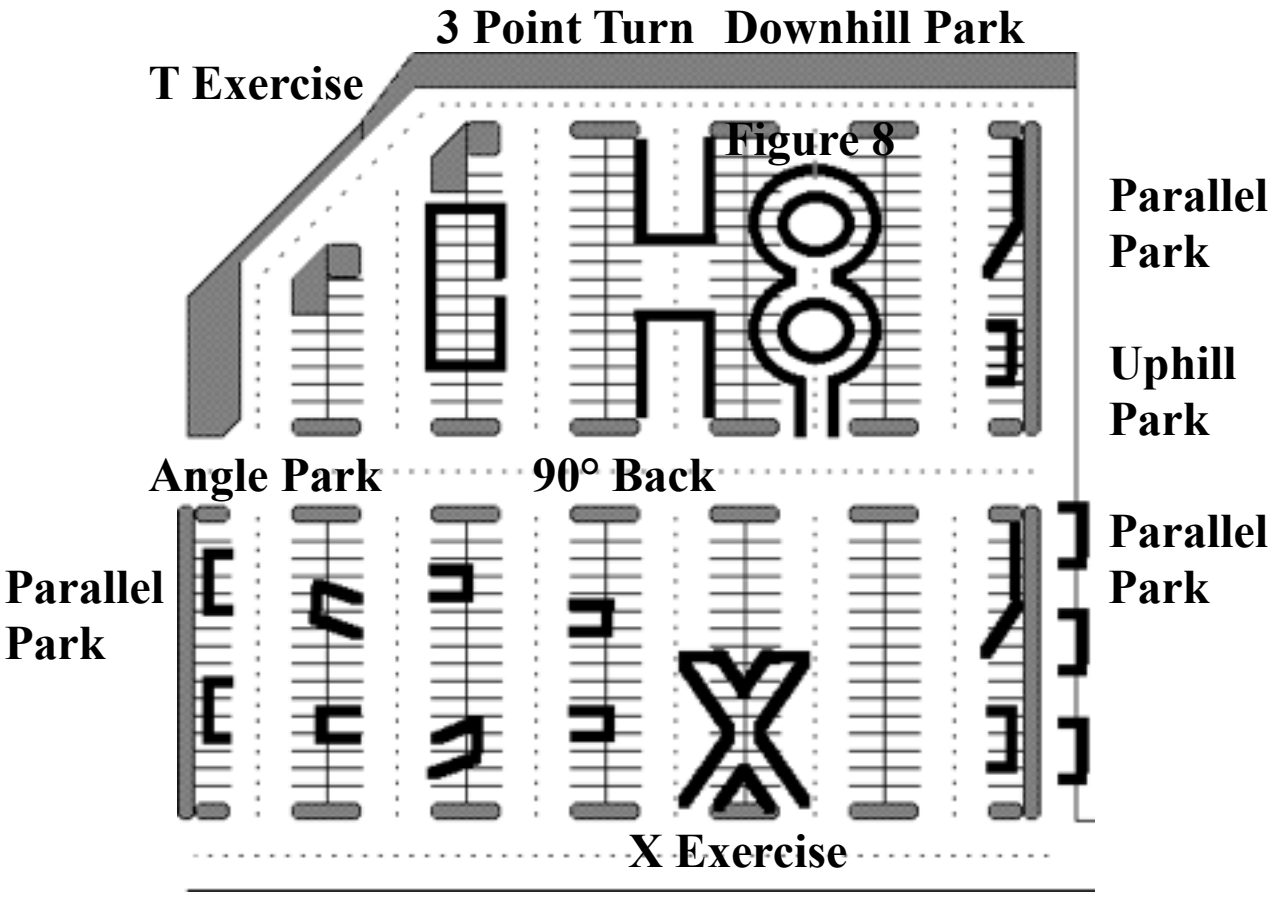
The student will perform the 3 point turn exercise to work on depth perception, spacing, and backing.
Students will enter the coned off two-lane roadway, keep their vehicle close to the right hand edge of the space and come to a stop, signal left, turn hard left, check the area, and then proceed to the left edge of the space without touching any cones, come to a stop, shift to reverse, turn hard to the right, and back away from the edge about 6 feet, come to a stop, shift to drive, turn the wheel to the left enough to complete the turn, and accelerate to the stop sign.

- The student will perform the 90 degree back to learn spacing, turning, backing, accelerating, braking and depth perception
  The student will approach the space at a right angle to the space, keep the vehicle about 5 feet from the last two cones and proceed about 5 feet beyond the cones, turn right, back slowly, increase the turn until the car enters the space between the cones, when in the proper position turn the steering wheel back to the left until straight and continue to back until the car nudges the cone centered at the back of the space.
  Note: If the student is unable to make it into the space, stop prior to touching a cone, shift to drive, turn hard to the left, and pull away from the space a short distance and stop, shift to reverse, straighten the steering wheel, and back into the space until they nudge the cone centered at the back of the space.

Range rotation and sample range layout:

Below is the rotation order for 12 cars doing the range described above.

Rotation Exercises	1	2	3	4	5	6	7	8	9	10	11	12
Figure “8”	1	2	11	12	9	10	7	8	5	6	3	4
3-Point Turn	3	4	1	2	11	12	9	10	7	8	5	6
Angle Parking	5	6	3	4	1	2	11	12	9	10	7	8
90° Backing	7	8	5	6	3	4	1	2	11	12	9	10
X and T Exercise	9	10	7	8	5	6	3	4	1	2	11	12
Hill Parking	11	12	9	10	7	8	5	6	3	4	1	2
Parallel Parking	all even	all odd	all even	all odd	all even	all odd	all even	all odd	all even	all odd	all even	all odd



MDTSEA Curriculum guide for behind-the-wheel instruction

RULE 7411.0515 CURRICULUM FOR DRIVER EDUCATION PROGRAMS.

Subpart. 3. **Laboratory curriculum for class D motor vehicles.** The laboratory curriculum presented and delivered to each student enrolled in a program for class D motor vehicles must include:

A. orientation to the purpose, content, and procedures for laboratory instruction;
B. orientation to gauges, instruments, and preparing to move the vehicle;
C. basic skills in speed control and tracking on forward and backward paths;
D. orientation to driving and initial techniques in scanning for, recognizing, and responding to obstacles;
E. changing lanes, crossing intersections, merging, and passing;
F. reduced-risk city driving, highway driving, freeway driving, and interacting with highway users;
G. strategies for perceiving and responding to adverse and special conditions and emergencies; and
H. a written evaluation, self-evaluation, and plan for future improvement.

Philosophy:

MDTSEA believes that every student should be given behind the wheel training, up to their ability, in order be prepared for their driving career and not just to pass the state exam. Most knowledge should be provided in the classroom phase so behind-the-wheel time can be utilized in as many driving situations as possible. Driver education programs should provide the basic skills as well as experience in all types of driving within the vicinity of the school. Creative planning should be used to provide situations that allow as full of a experience as possible. Routes should standardized to maximize the time in new experiences with minimum retracing of similar roads. The use of observation time is preferred with students switching between observing and driving to optimize student attention and provide for time to reflect on recent driving. Observation time should be used to improve driving skills and not in other activities. Commentary driving should be used with both driver and observer.

Objectives: Each statement begins "The student will …".

- Demonstrate an understanding of each item on the pre-driving checklist in the manual and each control device and gauge needed to drive.
- Demonstrate proper seat adjustment, use of safety belts, and adjustment of mirrors.
- Demonstrate proper methods for starting the car including key, brake, gear, parking brake, traffic check, mirror, signal, look over the shoulder, and move into traffic.
- Demonstrate steering with balanced hands on the steering wheel (8 &4, 3&9 or 10 & 2), smooth steering and proper speed choice for turns.
- Demonstrate using the brake in a smooth and controlled manner, stopping in the proper stopping place using the right foot. Stop before the stop bar, crosswalk (marked or not) and/or before entering the cross street.
- Demonstrate smooth acceleration without abrupt actions

- Demonstrate smooth shifting and proper gear selection with foot on brake when shifting from forward to reverse or reverse to forward.
- Demonstrate parallel parking maintaining control of the car in the space ending within 12 inches of curb and centered in the space.
- Demonstrate proper leaving procedure from a parallel parking space including backing with the wheel turned, turning the wheels, signaling, observing traffic before exiting the space.
- Demonstrate proper lane changing procedure including signaling, observing traffic, including over the shoulder, and gradual steering into the center of the new lane and matching the traffic speed.
- Demonstrate right of way including using a three second following distance, observing other vehicles and pedestrians and correctly predict actions of others and making a proper response.
- Demonstrate knowledge of blind spot locations and how to observe other traffic that might be in a blind spot.
- Demonstrate proper procedures at stop signs and signal lights, observing before stopping at the appropriate place and proceeding as soon as safe and legal to do so. Stop before crosswalk, roll to edge of traffic lane and stop only if there is a conflict.
- Demonstrate proper turning methods including approaching in the proper lane position before signaling (1 ft from a stripe or 3 ft from a curb), signaling at 100 feet, observing of the entire intersection, entering when safe, keeping wheels straight until proper place to turn, entering the proper lane position and accelerating to traffic speed.
- Demonstrate the use of the skills above in as many of the situations the student will likely see in the next six months. These include but are not limited to driving in downtown, on freeways, on rural roads, in shopping center parking areas, heavier traffic areas, mixing with other types of vehicles and such.
- Demonstrate the ability to do destination driving. (Given a location, drive to it without directions.)
- Demonstrate an understanding of the teacher's evaluation and what skills need improvement.

See samples of record forms on the following pages.

Driver Education Student In-Car Evaluation/Progress Report

Student _____ Instructor _____

Dates of Lessons 1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

In evaluating a driver's performance. Use the following scale as a guide:

4 = Performs without any coaching
3 = Performs adequately but needs occasional coaching
2 = Performs but only with significant coaching
1 = Does not perform adequately with teaching

Lesson / **Objective**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Pre-start and starting								
Moving forward								
Moving backward\								
Entering traffic								
Right turns								
Left turns								
Negotiating intersections								
Changing lanes (SSMOG)								
Slowing and stopping								
Parking and securing								
Parking on grades (U/D)								
45 degree angle parking								
90 degree angle parking								
Parallel parking (station)								
Parallel parking (cars)								
90 degree back								
Turnabouts (U-3 pt- mid-block)								
Response to traffic controls								
Assessing highway conditions								

Response to other users								
Passing								
Response to emergency failures (off road recovery, engine failure, brake failure, accelerator sticking)								
Driving conditions (Adverse weather, gravel, night)								

Final Evaluation Pass Fail (circle one)

_____ _____

Instructor Signature Driver Signature

Name _____ Date ___/___/20___ Score _____

Predriving Checklist

Proof of insurance	ok	-	√
Seat adjustment	ok	-	√
Seat belts	ok	-	√
Park brake	ok	-	√
Head lights - on - high/1ow	ok	-	√
Hazard lights - Four-ways	ok	-	√
Horn	ok	-	√
Windshield wipers	ok	-	√
Defroster - Heat - Fan control	ok	-	√
Mirrors Windows	ok	-	√

Basic Skills

Start	S M O G	ok	-	√	obs
Steering	10/2 9/3 8/4	ok	-	√	
Brake	hard early	ok	-	√	
Accelerator	fast slow	ok	-	√	
Shifting	smooth	ok	-	√	
Final Park	SMOG 12”	ok	-	√	obs

Maneuvers

Parallel Park S < 12”		ok	-	√	obs
90° Back	< ex	ok	-	√	obs
Hill Park	^ V wheels	ok	-	√	
Lane Change SMOG		ok	-	√	obs
Lane Position	< I >	ok	-	√	

Right of Way

Following	ok	-	√	obs
Intersection	ok	-	√	obs
Pedestrians	ok	-	√	obs
Other Vehicles	ok	-	√	obs

Signs

Stop sign/light	ok	-	√	obs
Stop sign/light	ok	-	√	obs
Stop sign/light	ok	-	√	obs
0ther Sign	ok	-	√	obs

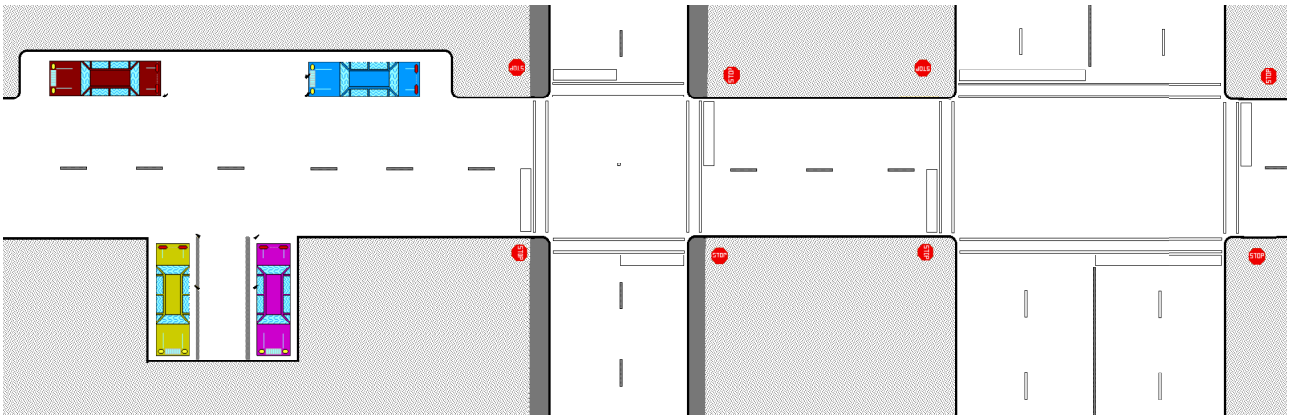
Turns

	Left			obs	**Left**			obs	**Left**			Obs
Signal	ok	-	√		ok	-	√		ok	-	√	
Speed	ok	-	√		ok	-	√		ok	-	√	
Approach	ok	-	√		ok	-	√		ok	-	√	
Enter Lane	ok	-	√		ok	-	√		ok	-	√	

Notes

	Right			obs	**Right**			obs	**Right**			obs
Signal	ok	-	√		ok	-	√		ok	-	√	
Speed	ok	-	√		ok	-	√		ok	-	√	
Approach	ok	-	√		ok	-	√		ok	-	√	
Enter Lane	ok	-	√		ok	-	√		ok	-	√	

Notes:



Road Test Evaluation Check Points

On the **Pre-Driving Checklist** the students should be able to do the task listed or it is a failure. Explain that many of these failures equals test failure.
Each statement begins with "The student will ...".

- **Proof of insurance**: Explain where the card should be found.
- **Seat adjustment**: Move the seat.
- **Seat belts:** Wear them properly.
- **Park brake:** Explain how to put on and take off. No need to do it. (Some cars parking brakes will lock from not being used.)
- **Head lights:** Turn lights on. Explain if car has daytime running lights and when a person should still turn lights on. (In rain or snow taillights need to be on.)
- **Hazard lights - Four-ways**: Demonstrate turning on and off.
- **Horn:** Demonstrate that it works with short beep.
- **Windshield wipers:** Explain where the switch is and different settings. (Delay settings and low and high speed constant.)
- **Defroster - Heat - Fan control:** Explain what settings are on and why.
- **Mirrors Windows:** Properly adjust mirrors and have clean windows.

On each item below mark "-" for one error and "√" for more errors and "obs" is marked if blind spot is not checked or other observation is not done.
Each statement begins with "The student will ...".

- **Start:** Start car, put in gear, check traffic and blind spots and then move smoothly.
- **Steering:** Maintain wheel position without obvious wiggles. Use a balanced hand position (10-2, 9-3 or 8-4). Use smooth motion on turns.
- **Brake:** Smooth breaking without jerking or sudden motion. (Not too early or late. Car "bows".)
- **Accelerator:** Smooth acceleration without jerking or sudden motion.
- **Shifting:** Choose correct gear and is able to move smoothly into gear.
- **Final Park:** Choose proper parking space, observe traffic, enter space without hitting other car and ends up in center of space.
- **Parallel Park:**
  - **Observe** traffic and signals.
  - **Pull up** within 1-1 1/2 feet of stake or car.
  - **Stop** with back bumper even with stake**.**
  - **Turn** all the way straightens out at 40° angle.
  - **Roll back** doing observation.
  - **Roll forward** to get parallel and back to center car in space if necessary.
- **90° Back:**
  - **Observe** on approach.
  - **Start** 5' out and 5' beyond.
  - **Turn hard** and enters in the center of the space**.**
  - **Straighten** out and ends up centered.
- **Hill Park:** Turn wheels to left if uphill with a curb or to the right in other situations.
- **Lane Change:** Do proper observation, signal, make smooth move not too slow or fast and kill signal.
- **Lane Position:** Drive in center of lane. Look far ahead to stay in lane. Move to right or left in preparation of a turn.

- **Following:** Maintain a 3 second following distance and is not surprised by action of other driver.
- **Intersection:** Look both ways approaching each including where cross streets have stop signs.
- **Other Vehicles:** Observe actions of other drivers and is not surprised by them.
- **Stop Sign:** Stop smoothly. (Not too hard or soft. Car "bows" as it stops.) Stop at stop bar, before crosswalk or just before entering the cross street. (Location of sign is often the wrong place to stop.)
- **Signal Light:** Stop for red light like a stop sign. Continue smoothly on green while observing.
- **Other Sign:** Obey directions on all signs.
- **Right Turns:**
  - **Observation:** Check all other traffic especially pedestrians and bike riders.
  - **Signal:** Turn on signals at 100 feet. Error if 20 feet off.
  - **Speed:** Slow to speed allowing control but not too low.
  - **Approach:** Approach within 3 feet as soon as practical. (If passenger sees curb -too wide or if hits curb -too close.)
  - **Enter Lane:** Enter 3 feet from curb or fog line.
- **Left Turns:**
  - **Observation:** Checks all other traffic especially pedestrians and bike riders.
  - **Signal:** Turn on signals at 100 feet. (Error if 20 feet off.)
  - **Speed:** Slow to speed allowing control but not too low.
  - **Approach:** Approach within 1 foot from center or yellow line as soon as practical.
  - **Enter Lane:** Enter 1 foot from center or yellow line or into left lane on one way street.

Most Commonly Asked Questions

1. Q. What is the required number of Class D motor vehicle classroom hours?
   A. A Class D motor vehicle program must provide a student who is less than 18 years old a minimum of 30 hours of approved classroom instruction.

2. Q. Is there a classroom hour limitation for a Class D motor vehicle program?
   A. A program may offer no more than three hours of classroom instruction per day to a student less than 18 years of age who has not yet obtained a drivers license.

3. Q. What is the required number of Class D motor vehicle laboratory hours for students?
   A. A Class D program must provide a Class D driver education student who is less than 18 years old a minimum of six hours of laboratory instruction.

4. Q. If our Class D program has simulation, will this time count for "on-street" instruction?
   A. Simulation instruction must be counted as laboratory instruction in a ratio of four clock hours of simulator time equal to one hour of on-street time.

5. Q. In a Class D program, how many hours of simulator instruction may be substituted for on-street laboratory instruction?
   A. Simulator instruction must not be substituted for more than two hours of on-street laboratory instruction.

6. Q. Can simulation hours transfer from one program to another program?
   A. No. When a student transfers to a new program, a full 6 hours of behind-the-wheel instruction must be completed in the new program.

7. Q. If our Class D program has range driving instruction, will this time count for "on-street" instruction?
   A. Range time counts as laboratory instruction if the student operates a Class D vehicle. No more than two hours of range instruction can be substituted for one hour of the on-street laboratory instruction.

8. Q. Does observation time count as laboratory instruction time?
   A. No.

9. Q. Can a student take the classroom instruction in one program and behind-the-wheel instruction in another program?
   A. Enrollment in classroom instruction and laboratory instruction need not occur with the same program.

10. Q. In a Class D program, when is a "course completion certificate" (blue-card) or "letter of completion" issued to the student?
    A. Blue cards are ONLY to be used for students who are under the age of 18. The program where the student is enrolled in behind-the-wheel training always issues the blue card. If a student is completing both classroom and behind-the-wheel with the same program, that program issues the blue card.
    If a student completes the 30 hours of classroom instruction at one program and enrolls in behind-the-wheel with another program, the authorized signer of the BTW program will issue the blue card, BUT

ONLY after receiving a "letter of completion" from the program where the classroom instruction was completed. A program is not required to issue a blue card or "letter of completion" to a student who has not paid the fees agreed on in the student contract or agreement.

11. Q. A student under the age of 18 completed classroom instruction and was issued a blue card. The student passed the knowledge test and received his Minnesota drivers permit. For some reason the student decides to complete BTW instruction with another program. Is the second program required to have a "letter of completion" on record before providing behind-the-wheel instruction?
    A. Yes. This is to protect your program. Several years ago, a couple of instructors carelessly left some pre-signed blue cards out in the open and some students stole them. The students received their Minnesota drivers permits under the age of 18 with no education. DPS did cancel the permits. The Driver Education Rule states that each program, commercial and public/private, must maintain records of classroom and behind-the-wheel instruction for all students. This includes classroom records of BTW students from a different classroom program. The BTW program should be ASKING for the classroom "letter of completion" before BTW lessons begin. If this procedure is not being followed in your area, notify DPS and a letter will be sent to area programs reminding them to obey the rule.

12. Q. In a Class D program, when is a course completion certificate (white-card) issued to the student?
    A. When a student under 18 years of age is properly enrolled in your program and has successfully completed both classroom and BTW instruction a course completion certificate should be issued.

13. Q. When can I issue a blue card for a home school student?
    A. When a student completes the required home school classroom instruction and submits a letter from the parent or home school teacher and the superintendent of schools verifying that the student meets the home school criteria under the home school statutes, the student will receive a letter of completion from DPS. When the DPS "letter of completion" is received and enrollment in your behind-the-wheel program is completed the blue card can be issued.

14. Q. When should a home school student receive a white card after BTW instruction?
    A. Home schooled students enrolled in your BTW program who have paid the fee and completed 6 hours of BTW instruction should receive a white course completion card. This assumes that the program has a "letter of completion" on record showing completion of the 30 hours of classroom instruction.

15. Q. How will I know for sure a Vanessa Law student's Minnesota Drivers Permit is valid before providing the first lesson of BTW?
    A. It is highly recommended that you contact DPS with information on a Vanessa Law student and receive in writing verification that the student indeed has a VALID MINNESOTA DRIVERS PERMIT. This verification letter should be kept on administrative file and a copy given to the BTW instructor before the first lesson of BTW is provided. The permit must be held for a minimum of 90 days before a Vanessa Law student is eligible to have a Class D license reinstated. DPS will send correction orders to instructors that provide behind-the-wheel instruction to a student without a valid instruction permit.

16. Q. For students who are under age 18, what is considered a reasonable expectation for completion of the BTW after passing the knowledge test and applying for the instruction permit?

A. A reasonable expectation to complete BTW is a maximum of one year from the time they pass the knowledge test and apply for an instruction permit. It is best for students to begin the BTW training with an instructor and parents soon after completion of the classroom phase and securing a permit.

Reasons for delay of lessons include busy schedules with work, sports and other extra-curricular activities, parents that do not want their child to get a license right away, age of completion of classroom phase and age of eligibility for the knowledge test, high or low motivation by the student to begin BTW training, age for taking the provisional license test.

Programs should notify DPS of a student who does not attempt completion in a reasonable time and the student's permit will be canceled. This threat can motivate students to complete the training.