

## New Hampshire Driver and Traffic Safety Education Program Self-Assessment Tool – May, 2011

In accordance with Saf-C 3113.01 a completed program evaluation shall be completed and submitted by May 1<sup>st</sup> of each year. Please assess whether or not your program meets the listed goals and requirements as set forth in NH Education & Safety Rules and nationally recognized educational best practices. This Program Self-Assessment focuses on the following areas:

1. Rules governing driver education requirements of approved providers.
2. The participation of staff, parents, community members, and students.
3. A comprehensive assessment of the instructional program, staff services, learning resources, student activities, and facilities.
4. The development of a plan for program improvement.

### Curriculum

The curriculum must provide learning experiences, which equip students with knowledge, thought processes, insights, and motivations necessary to become safe and efficient drivers. These qualities are instilled through classroom and laboratory learning activities, which are guided by measurable objectives. The best results are obtained when student experiences in the classroom and behind the wheel experiences are closely correlated in philosophy, content, methods, and scheduling.

	Response		Improvement Plan:
	YES	NO	
1. Does your school use a Dept. of Safety approved localized New Hampshire Driver Education Risk Prevention Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does your program use classroom, behind-the-wheel, and observation lesson plans that contain objectives, methods to obtain objectives and measurements to assess if objectives have been met?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does your program have written (school board approved if a high school) policies that include; emergency plans and procedures to cover evacuation, medical, criminal or illegal activity, disaster including severe weather?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does your school maintain the Saf-C 3100 required permanent and other required documentation, records and materials in a locked location within the school (within the high school if contracting with a high school) ?	<input type="checkbox"/>	<input type="checkbox"/>	

5. Does your school have written (approved by the school board if a high school) policies and procedures giving specific detail to enrollment qualifications, fees, student and parent expectations, and criteria for demonstrated measures of successful attainment of program objectives, including intervention activities?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is attendance including dates, time starting and ending taken and recorded at the beginning of each lesson and kept to the minute when students are late or leave early?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does the program parent night include a written outline, documented with signatures, with detailed information about student/parent/instructor expectations?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Do all the driver educators review the Saf-C 3100 rules regularly to ensure familiarity?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Does the program include required student activities for use with parents that enable the students to accomplish learning objectives outside class?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Does the driver education program hold students accountable to demonstrate driving objectives?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Does the program include summative and formative assessment criteria for classroom and in-car instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Are ongoing comprehensive driving and knowledge assessments provided that enable timely interventions?	<input type="checkbox"/>	<input type="checkbox"/>	
13. Does the program, if more than one instructor is used, include professional learning community support for the formation of group norms and consensus building?	<input type="checkbox"/>	<input type="checkbox"/>	
14. Are parents provided detailed information on directed practice expectations and a parent/instructor/student assessment to ensure timely and focused interventions?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Do all program driver educators meet weekly to share and develop collaborative efforts for student success levels?	<input type="checkbox"/>	<input type="checkbox"/>	

### Instructional Materials and Equipment

Quality programs are characterized by proper selection and use of instructional facilities, vehicles, equipment, and materials. If the program is to accomplish its goals and objectives, these elements must be adequate for the enrollment, properly maintained, and compatible with instructional intent and requirements.

	Response		Improvement Plan:
	YES	NO	
1. Are instructional materials, student centered and parent friendly using the latest best educational practices and consistent with course content and objectives, readily available to each student throughout the course?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are there adequate practice vehicles, consistent with equipment and features that students will likely have access to when they complete the program?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is a clearly established written (school board approved if a high school) policy in existence and followed for reporting crashes and damage involving students & driver education vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do your driver education vehicles have the Saf-C 3100 required equipment; dual controls, identification signs, first aide kit, 3 triangles, mirrors, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are instruction vehicles equipped with an instructor's inside rear view and eye check mirrors for use by the instructor?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the driver educators supervise the care and maintenance of vehicles, instructional equipment and aids for the car(s) they use for instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do in-car instructors use headlights at all times during B-T-W instruction to promote visibility to others?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are up-to-date driver education instruction materials, consistent with course content and objectives, assigned	<input type="checkbox"/>	<input type="checkbox"/>	

to each student/parent for use throughout the course?			
---	--	--	--

**Use of Driving Simulators (If applicable)**

If your program utilizes a driving simulation unit as a part of your novice driver instruction program please ensure the following criteria are met.

	Response		Improvement Plan:
	YES	NO	
1. Is simulation instruction conducted only by certified driver educators?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is your simulation program conducted in concurrence with classroom instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Have simulation driver educators completed simulator training?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is the documentation for instructor simulation training kept in the instructor's file?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is simulation equipment contemporary and maintained?	<input type="checkbox"/>	<input type="checkbox"/>	

**Driver Educator**

The driver educator is the most important factor in a quality driver and traffic safety education program. The driver educator's responsibility is to set an example for students and to instill in them the concepts of safe and efficient driving. Additionally, the driver educator must create learning situations in which the students acquire skills and knowledge they need to develop a responsible attitude toward driving. The closeness of the student-driver educator relationship developed during the driver education experience will determine, to a great extent, the overall quality of the program, the level of skill and knowledge gained and the attitude of the young driver toward safety.

	Response		Improvement Plan:
	YES	NO	
1. Are the driver educators hired to provide services familiar with educational best practices and the constructive instructional advantages available through	<input type="checkbox"/>	<input type="checkbox"/>	

technology?			
2. Does the school ensure driver educators set a positive example for students and parents in their own driving?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are observations of classroom and in-car instruction conducted by administrators at least twice a year and an evaluation including goals used to improve instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are driver educators encouraged and supported to keep abreast of new instructional methods beyond the minimum 75 hours of professional development requirements?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are preference provided in the selection process toward driver educators who have teaching degree(s) and/or successful teaching experience?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is support provided through proactive planning for a successful experience for all students including those having an IEP, 504 or other success plan?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is the assessment of student driving being recorded at the end of each BTW lesson so that specific improvement and practice can be directed to priorities?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are instructors following the flow chart in assigning driving times with regard to student readiness in classroom preparation for BTW application of knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are modes of instruction student centered and coordinated into an integrated, sequential, orderly pattern of learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is directed parent practice supportive of material introduced in the driver education classroom and BTW lesson made known to parents?	<input type="checkbox"/>	<input type="checkbox"/>	

### Administration & Record Keeping

Quality programs rarely exist by chance. They are largely dependent on the interest and capability of program managers and driver educators. Such programs are the product of an organizational formula which features continuous planning, administrative attention, and supervision based on sound policies and practices.

	Response		Improvement Plan:
	YES	NO	
1. Has your program appointed a person who is responsible for ensuring that all the schools driver education records and requirements are met and a contact go to person is available to provide information with state agencies?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are records being kept so that the driver education program would have the ability to document to a third party what has been taught and when, measured and evaluated?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is adequate insurance provided for traffic safety education vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the school make sure all required records on students are maintained within the school?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does your program keep up-to-date records for all driver educators, including current and past instructors, who have conducted the classroom or behind-the-wheel portion of a traffic safety course which includes instructor's continuing education; first aid/CPR certificates; discipline or hearing records and simulation training, if applicable?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do all staff involved in your program notify the school and the Department of Safety Division of Motor Vehicles when they receive a moving violation or are arrested for any reason?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does your school have copies of all accident reports for reportable accidents relating to a driver education motor vehicles used by the school?	<input type="checkbox"/>	<input type="checkbox"/>	

8. Do driver educators, supervisors and administrators and where applicable, commercial school owners cooperatively plan the program?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are instructors selected, renewed, or promoted on the basis of academic and practical preparation, experience, strict professionalism standards and competency in traffic safety education?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is the selection process for a driver education vehicle favor current vehicles with features and options that will afford relevancy to the contemporary driving challenges?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Do school administrators actively support quality traffic safety education?	<input type="checkbox"/>	<input type="checkbox"/>	

### Scheduling

Nothing is more telling of the schools philosophy and climate toward student safety issues than the scheduling process.

1. Is the course scheduled with distributive learning consideration to provide maximum benefits to the students' learning process?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the summer courses scheduled and kept to the same high standards as the school year courses?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are the behind-the-wheel lessons scheduled as student centered learning activities?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is observation time scheduled and constructed as a planned learning experience?	<input type="checkbox"/>	<input type="checkbox"/>	

### Evaluation

Evaluation of program effectiveness, an indispensable tool for improving instruction, should include all program functions to assure effective and efficient instruction.

	Response		Improvement Plan:
	YES	NO	

1. At the course onset, are written criteria for successful completion given to all students/parents?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are students evaluated frequently to determine the value of various instructional units and the sequence they are presented?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the program evaluated annually by administrators?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are student grades and performance records use for program evaluations?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the administrator evaluate the program yearly and make recommendations for instructional methods improvement?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do qualified supervisors and/or knowledgeable administrators make regular class visitations and objectively evaluate teaching, as a means of trying to improve instructional quality?	<input type="checkbox"/>	<input type="checkbox"/>	

### Parent Involvement & Public Relations

Community support and media relations enable the school to achieve active public backing not only for driver education but also for the entire school and community safety program. After everything administratively feasible is done to assure that the best instructional program is being provided, students, parents, civic clubs, governmental agencies, community leaders, and news media professionals can effectively aid in publicizing the program.

	Response		Improvement Plan:
	YES	NO	
1. Are parents required to attend Parent Night and encouraged to participate throughout the course as a team member in the students' learning?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the program require documentation of home practice over the length of the program to insure directed practice is occurring to reinforce the introduction of material and reinforce habit development?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the program provide for students who do not have the traditional home situations and circumstances?	<input type="checkbox"/>	<input type="checkbox"/>	



4. Do driver educators, and the school community foster risk prevention habit formation?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is information about the driver education program provided to current and prospective students and their parents on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are regular and special news items relating to driver educators or students, or the program provided to the media?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are the nature and purpose of driver education interpreted for the community by the school?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are community groups working for program improvement actively assisted and encouraged by school personnel?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are a variety of communication techniques used to inform parents and the community about the program?	<input type="checkbox"/>	<input type="checkbox"/>	
10. Do driver educators ensure that safe driving practices are consistently exhibited on streets, highways, in off-street areas, and on special driver education areas?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Is proper recognition and publicity provided for dealers who provide program vehicles?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Is written information concerning all aspects of the program provided for all parents?	<input type="checkbox"/>	<input type="checkbox"/>	
13. Does a cooperative relationship exist between the school and public agencies?	<input type="checkbox"/>	<input type="checkbox"/>	

**Driver Education Program Contact Person**

**High School Administrator (Principal) Verifying Accuracy**

\_\_\_\_\_  
Name - Please Print

\_\_\_\_\_  
Name - Please Print

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Commercial School if Applicable

Phone #

High School

Phone # with extension

Public \_\_ Private \_\_ Address \_\_\_\_\_ Town or City \_\_\_\_\_ Zip \_\_\_\_\_ SAU # \_\_\_\_\_

Students are able to complete in-vehicle lessons (Check all that apply): During the School Day \_\_\_\_, After the School Day \_\_\_\_, Before the School Day \_\_\_\_, Saturday \_\_\_\_, Sunday \_\_\_\_, Vacation Days \_\_\_\_

Appointed contact person responsible for ensuring the high school's driver education program is in compliance with Saf-C 3100 and related DOE administrative rules. The individual has responsibility for maintaining the accuracy of the high school's driver education record keeping (enrollments, lesson plans, attendance records, permanent records and other files subject to inspection and review).

\_\_\_\_\_ Title \_\_\_\_\_ Phone # \_\_\_\_\_ Email \_\_\_\_\_

Name of Driver Educator(s) Providing Driver Education Instruction                      Certificate #

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Textbook used \_\_\_\_\_ Publication Year \_\_\_\_\_ Tuition or Fee Charged to students for Driver Education \_\_\_\_\_

If a high school program, it meets the needs of the school's students (including Home School Students) \_\_\_\_, or open to anyone from any school anywhere \_\_\_\_ ?

Please enclose a copy of the contract if driver education is contracted and a copy of the Insurance Policy for Driver Education

Please Return to: Driver Education Section  
NH Division of Motor Vehicles  
23 Hazen Drive  
Concord, NH 03305

If you have questions please contact the Office of Driver Education at 227-4075