

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.526 TRAFFIC EDUCATION</u>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;	(a) demonstrate an understanding of the state requirements for approval of a traffic education program, (i.e., school and teacher, student age, scheduling, program length, and liability);	
(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., educator license, driver's license, driving record, and specific coursework;	(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, (i.e., educator license, driver's license, driving record, and specific coursework <u>and professional development</u>);	
(c) demonstrate an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;	(c) demonstrate an understanding of the state requirements regarding vehicle usage, (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);	
(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;	(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, (i.e., approval and reimbursement forms);	
(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	
(f) demonstrate a working knowledge and administration of the cooperative driver testing program leading to instructor certification;	(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification <u>to administer the CDTP driver's license knowledge and road skills tests and issue the Traffic Education Learner License;</u>	



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(g) demonstrate a working knowledge of perceptual and physical screening techniques;	(g) demonstrate a working knowledge of perceptual and physical screening techniques;	
(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	
(i) demonstrate an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;	(i) demonstrate an understanding of the consequences resulting from violations, (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);	
(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;	(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to <u>general traffic</u> safety;	
(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, i.e., mental, social, and physical tasks performed through a decision-making process;	(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, (i.e., mental, social, and physical tasks performed through a decision-making process);	
(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways;	(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);	
(m) demonstrate an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;	(m) demonstrate an understanding of the responsibilities of vehicle ownership, (i.e., basic mechanical operation, maintenance, and insuring);	
(n) demonstrate an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;	(n) demonstrate an understanding of vehicle dynamics <u>and balance</u> as they relate to operator control, <u>vehicle safety technology</u> , and the effects of occupant restraint systems;	



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(o) demonstrate an understanding of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;	(o) demonstrate an understanding of current traffic education issues, (i.e., parent involvement, zone control, reference points, <u>distracted, drowsy, impaired and</u> aggressive driving, and graduated driver licensing);	
(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	
(q) design educational strategies for appropriate driving experiences for diverse learners;	(q) design educational strategies for appropriate <u>classroom and</u> driving experiences for diverse learners	
(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;	(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, (i.e., controlled but varied situations and environments);	
(s) demonstrate knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;	(s) demonstrate knowledge, application, and evaluation of specific student competencies, (i.e., <u>scanning, vehicle balance and</u> control, roadway markings, maneuvers, intersections, and highways);	
(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association;	(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);	
(u) design educational strategies for visual perceptual skill development, i.e., zone control, IPDE process, Smith system, and defensive driving principles;	(u) design educational strategies for visual perceptual skill development, (i.e. <u>scanning, zone control, limiting distractions, risk management</u> IPDE process, Smith system, and defensive driving principles);	



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(v) experience and demonstrate an understanding of driving skills required to successfully handle adverse and emergency situations;	(v) experience and demonstrate an understanding of driving skills required <u>to operate and control vehicle from both the driver's and instructor's seats</u> to successfully handle adverse and emergency situations;	
(w) demonstrate an understanding of accident facts, causation, and current crash avoidance and injury prevention strategies;	(w) demonstrate an understanding of accident <u>crash</u> facts, causation, and current crash avoidance and injury prevention strategies;	
(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	
(y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;	(y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;	
(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	
(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;	(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;	
(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	
(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network.	(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network <u>within the community</u> .	



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(History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

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