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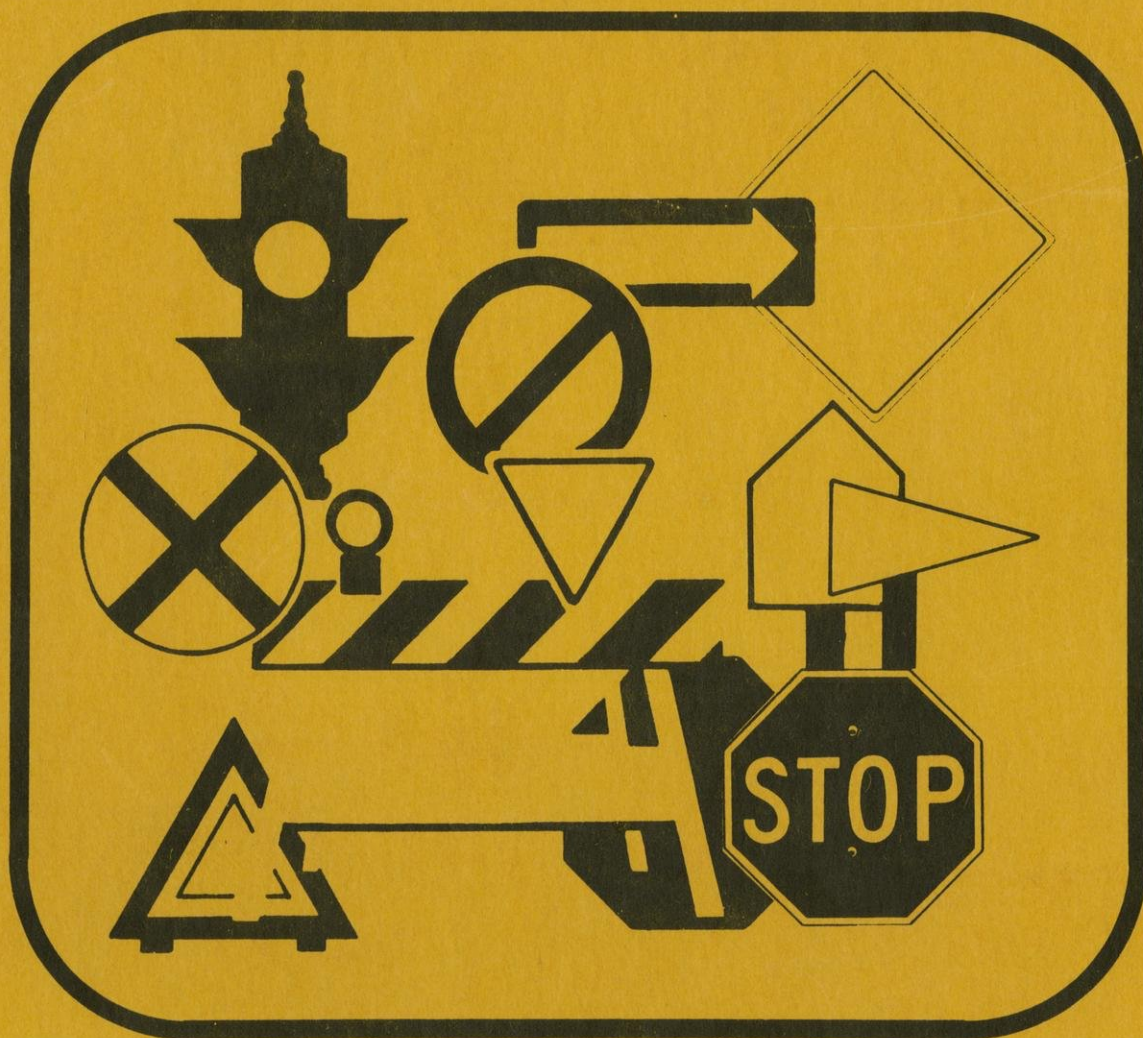
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K-12 PROGRAM EVALUATION: DRIVER EDUCATION

Self Study Report



Madison Metropolitan School District

December, 1984

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Madison Metropolitan School District

K-12 Program Evaluation

Driver Education

1984

Donald A. Hafeman, Superintendent

Elaine Lohr, Director of Curriculum and Staff Development

Robert A. Wing, Coordinator of Safety and Transportation Services

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MADISON
METROPOLITAN
SCHOOL DISTRICT
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Section I

OVERVIEW

SECTION I. OVERVIEW

This evaluation has been planned and conducted by the Driver Education Evaluation Subcommittee, appointed in October, 1982. The membership includes representatives from special education, human relations, parents and support agencies.

The membership roster appears below:

Mary Caulfield - Parent, LaFollette Area
Francis Hanson - Manager, Communications/Safety, American Family Ins.
Gary Humphrey - Teacher, Memorial High School
Rita Reffner - Teacher, West High School
Robert Reif - Principal, LaFollette High School
Jack Siebert - Human Relations Department, Program Support Teacher
for ESL/Bilingual/Migrant Programs
Larry Taubenheim - Teacher, East High School
*Robert Wing - Coordinator, Safety & Transportation Services,
Madison Metropolitan School District
James Woller - Teacher, LaFollette High School

*Chairperson

A brief chronology of events from the appointment of the Subcommittee in October, 1982 through the final reporting of findings and recommendations in the winter of 1985 appears below.

October 1982	Subcommittee organized
Fall - Winter 1982	Subcommittee oriented Program intent documentation begun
Spring - Summer 1983	Program intent document (philosophy/goals, objectives) drafted Preliminary data gathering plans developed
Summer - Fall 1983	Program intent document revised Feedback on program intent document received from Subcommittee Program intent document finalized Parent and student survey development begun
Fall - Spring 1983	Parent and student surveys developed Program intent document disseminated to all staff Parent survey and student survey administered
Spring - Summer 1984	Analysis of survey and test results begun
Summer 1984	Self-study findings and recommendations drafted Parent and student survey data finalized
Fall 1984	Self-study report (findings, strengths, weaknesses, recommendations) completed Action plan finalized with appropriate administrators High school principals orientated to individual school plans
Fall 1984	Study findings and recommendations reported to Board of Education
Winter 1985	Implementation begun

Section II

PROGRAM INTENT DOCUMENT

MADISON METROPOLITAN SCHOOL DISTRICT

Driver Education Philosophy and Goals

PHILOSOPHY OF DRIVER EDUCATION INSTRUCTION

The primary purpose of Driver Education is to teach students to be responsible traffic citizens and to improve the quality of their decision making and performance skills relating to the transportation system. The instructors deal with the interaction of driver, vehicle, and environmental components of the transportation system. Driver Education programs in the Madison Metropolitan School District consist of classroom, simulation, and on-street instruction which are offered, evaluated, and upgraded on the basis of community and student needs, availability of qualified staff, and the reasonable procurement of adequate equipment and facilities.

Driver Education curriculum is designed to:

- a. Promote the safe, efficient, and enjoyable use of equipment and environment relating to the transportation system.
- b. Develop a strong sense of personal and social responsibility for the common welfare of individual highway users.
- c. Develop pride in maintaining high standards of driving performance and vehicle maintenance.
- d. Promote effective habits of cooperation in solving common traffic problems and emergency situations.
- e. Prepare people for useful vocations suited to their individual abilities.

STUDENT GOALS

The classroom and laboratory phase of the Driver Education program for Madison public schools are specifically designed to help students accomplish the following tasks:

Content (Classroom)

- a. To recognize his/her role as a responsible traffic citizen, recognize potential career opportunities, understand the traffic system, and identify his/her responsibilities to society when driving.
- b. To recognize how his/her attitudes and emotions, both physical and psychological, will be affected by fatigue, drugs and/or alcohol in relationship to the driving task.
- c. To understand that laws, both natural and man-made, are going to have an effect on his/her driving task and his/her privilege to drive and right to survive.

- d. To recognize defensive driving as a means of survival; be able to identify, predict, and decide what steps to execute to prevent the situation from becoming critical.
- e. To recognize that driving performance must be altered to conform to environmental changes and relate the essential factors needed to cope with various driving situations.
- f. To recognize the importance of proper maintenance and insurance coverage of the automobile in relationship to his/her personal safety and the society.
- g. To recognize the many laws, regulations, and equipment that are in existence for the safety, responsibility and pleasure of the operation of recreational vehicles.

Content (Laboratory)

- a. To gain minimum proficiency in the operational skills necessary to operate a motor vehicle safely and efficiently.
- b. To develop perceptual processes to a minimum level of proficiency in the safe operation of a motor vehicle.
- c. To learn fundamental maneuvers necessary to operate a car safely.
- d. To apply the above in a variety of traffic environments with skill and proficiency to a minimum level of safe performance.
- e. To learn how to cope with typical emergencies that are associated with the use of a car.

IMPLEMENTATION

No instructional goal can be achieved without an effective delivery system:

1. Emphasis is placed on employment of staff possessing approved state certification, subject matter competence, and the ability to interact effectively with students, including those with special needs.
2. A wide variety of instructional strategies and materials are utilized to support a variety of programs and individual needs.
3. School-based articulation is under the leadership of the Assistant Principal. Each traffic safety instructor is encouraged to communicate with all staff, students, and parents.

MADISON METROPOLITAN SCHOOL DISTRICT

Traffic Safety Education
COURSE OUTLINE

	<u>Time Allotment (%)</u>
I. INTRODUCTION	5
A. Man/Car/Environment (Interaction)	
B. Society	
C. Career Opportunities	
II. LAWS	15
A. Natural	
B. Man-Made	
1. Vehicles	
2. Motorcycles	
3. Bicycles	
III. DEFENSIVE DRIVING TECHNIQUES	20
A. Hazard Recognition/Emergencies	
1. IPDE Process	
2. Driving Strategies & Skills	
3. Restraints	
B. Accident Procedures	
IV. ENVIRONMENTAL DRIVING SITUATION	10
A. City/Rural	
1. Streets and Highways	
2. Intersections	
B. Freeway	
1. Driving Techniques	
2. Interchanges	
V. CHARACTERISTICS OF DRIVERS AND PEDESTRIANS	35
A. Attitudes/Emotions	
B. Physical/Psychological	
C. Alcohol and Other Drugs	
VI. CONSUMER AND THE VEHICLE	15
A. Auto Maintenance and Efficiency	
B. Purchase and Owning a Car	
C. Insurance	
D. Trip Planning/Trailing	

MADISON METROPOLITAN SCHOOL DISTRICT

Laboratory--Simulation

The driver education simulation system allows the staff to provide uniform laboratory instruction through controlled driving experiences.

Requirement: Department of Public Instruction states three hours of on-street driving can be replaced by simulation at a 4:1 ratio.

Instructional Film Sequence:

- Introduction to Simulation (16 min.)
- The Art of Turning (26 min.)
- IPDE Process (23 min.)
- Interacting With Traffic (22 min.)
- Complex Traffic (24 min.)
- Special Maneuvers (28 min.)
- Control (24 min.)
- Handling Emergencies (20 min.)
- Hit the Highways (23 min.)
- Decision Making (19 min.)
- Limited Access (22 min.)
- Changing Weather Conditions (16 min.)
- Critical Situations (21 min.)
- Dealing With Distractions (17 min.)
- Formula for Traffic Survival (28 min.)

Optional Films:

- Shift for Yourself (27 min.)
- Driving After Dark (28 min.)
- Mixing With Motorcycles (22 min.)
- Crash Avoidance (23 min.)
- Scanning for Safety (18 min.)

TIME SCHEDULE FOR B.T.W. LESSONS

Three 6-week behind-the-wheel programs are scheduled each semester. Students will be divided into groups of three and behind-the-wheel classes will be held after school Monday through Thursday from 4:00 to 5:30 and 5:30 to 7:00. Each student will therefore meet with an instructor for one driving lesson each week. Between lessons, practice sessions should be held with the parent covering specific areas of instruction according to established guidelines.

Requirements: 3 hours minimum driving time per pupil
 6 hours minimum observation time per pupil
 3 pupils per car
 Lab program must cover a minimum of 3 weeks in every instance.

Driving Time per Pupil	Lesson Number	Lesson Sequence
30 Minutes	1	Familiarization to Car Starting and Stopping Left and Right Turns Residential Driving Lane Changing Curb Parking
30 Minutes	2	Light City Backing Y-Turns, U-Turns Grade Parking
30 Minutes	3	Moderate City One-Way Streets Parking: Angle, Vertical
30 Minutes	4	Heavy City Lane Changing Parallel Parking
30 Minutes	5	Heavy City Highway Beltline/Rural
30 Minutes	6	Freeway Driving Interchanges Review

Section III

PROGRAM STRENGTHS

SECTION III. PROGRAM STRENGTHS

The following strengths have been extracted from the data summary.

1. Parent survey indicates the community feels Driver Education is a worthwhile program and should continue to serve the educational needs of beginning drivers in the Madison Metropolitan School District. (Parent Survey, questions #1, 2 and 3)
2. Student surveys indicate instructional goals are being accomplished in the Driver Education Program on a district wide basis. (Tenth Grade Student Survey, questions #1 through 12 and Twelfth Grade Student Survey, question #1)
3. The school master schedule includes provisions for both classroom and Behind-the-Wheel instruction which meets or exceeds in some areas, the state standards as set forth by the Department of Public Instruction. (High School Self-Study, Part I. ORGANIZATION)
4. The Driver Education staff feels that the updated curriculum with an abundance of support material, is a great asset to the strength of the program. (High School Self-Study, Part IV. DIRECTION OF LEARNING - C. INSTRUCTIONAL MATERIALS)
5. Communications between staff, parents and students about course content and student progress is viewed favorably. (High School Self-Study, Part I. ORGANIZATION, question #11)
6. The staff feels the program has received strong support and assistance from local sources and state agencies, e.g., the Automotive Dealers Association, the Department of Public Instruction, and the Department of Transportation. (High School Self-Study, Part I. ORGANIZATION, question #12)
7. The staff has a great interest in the field of Traffic Safety via the commitment to professional organizations and conducting annual open house programs for parents. (High School Self-Study, Part IV. DIRECTION OF LEARNING, questions #2 and 3)
8. District wide inservice programs are offered to keep staff informed of developments within other departments at each school and updates on new ideas, materials and laws. (High School Self-Study, Part IV. DIRECTION OF LEARNING, questions #2 and 3)

Section IV

PROGRAM WEAKNESSES

SECTION IV. PROGRAM WEAKNESSES

The following weaknesses have been extracted from the data summary in the self-study.

1. The staff feels that there must be a continuous upgrading of simulation equipment and related media material. (High School Self-Study, Part IV. DIRECTION OF LEARNING - C. INSTRUCTIONAL MATERIALS, question #10)
2. Staff and student surveys indicated a need to stress more traffic safety related information concerning pedestrians. (High School Self-Study, Part II. NATURE OF OFFERINGS, question #5 and Tenth Grade Student Survey, question #7)
3. Staff and parents perceive the need to provide Behind-the-Wheel instruction which is concurrent with classroom and simulation instruction. (High School Self-Study, Part I. ORGANIZATION, question #15 and Parent Survey, question #10)
4. There is evidence that provisions for students requiring instruction in the operation of manual transmission vehicles are inadequate. (High School Self-Study, Part II. NATURE OF OFFERINGS, question #22)
5. Staff is concerned about their inability to participate in conferences and workshops due to budget restrictions. (High School Self-Study, Part IV. DIRECTION OF LEARNING, question #2)
6. Staff and student surveys indicated more emphasis should be placed on emergency maneuvers and night driving type experiences for beginning drivers in Behind-the-Wheel programs. (High School Self-Study, Part II. NATURE OF OFFERINGS, question #23 and Twelfth Grade Survey, question #1-D)
7. Teachers perceive the need for on-street instruction in the safe operation of two-wheeled motorized vehicles. (High School Self-Study, Part I. ORGANIZATION, question #10)

Section V

RECOMMENDATIONS

SECTION V. RECOMMENDATIONS

The following recommendations have been developed by the Driver Education Program Evaluation Subcommittee to address the weaknesses listed in Section IV. The number of each weakness corresponds with the number of the accompanying recommendation.

1. The high school principals and the Coordinator of Safety and Transportation Services should implement a master plan and budget for the replacement of simulation equipment and related media material at each high school.
2. Driver Education instructors should review their curriculum outlines and will provide more information to students concerning pedestrian safety.
3. Assistant principals and staff should continue steps in the implementation of a concurrent program between classroom and Behind-the-Wheel experiences.
4. The Coordinator of Safety and Transportation Services should work with the Automotive Dealers Association to acquire manual shift cars and meet with high school staff to develop a cost effective schedule for their use.
5. Area directors and principals should provide financial assistance for teachers to attend conferences and workshops.
6. A committee of Driver Education teachers should be established to identify options for providing emergency maneuvers and night time driving experiences within the Behind-the-Wheel program.

Section VI

**ONGOING PROGRAM
IMPROVEMENT ACTIVITIES**

SECTION VI. ONGOING PROGRAM IMPROVEMENT ACTIVITIES

Many district wide activities have occurred over the past few years to promote program involvement.

1. Project T.R.A.F.F.I.C.

Driver Education staff participated in a federally funded K-12 traffic safety program. It involved the development and implementation of sequential learning activities with emphasis in the areas of pedestrian, bicycle, bus rider and auto passenger safety. (Ongoing district program which will be evaluated by K-12 Health/Safety Subcommittee)

2. Alcohol and Other Drug Instructional Units.

Driver Education staff was involved with the AAA Foundation in the development and implementation of a six hour program for tenth grade students. Six learning modules were developed from the pilot program and have been implemented on a nationwide basis. (Ongoing program at each high school)

3. Parent Involvement Program.

Through a federally funded project the staff at Madison East High School was involved in the development of a pilot program to get parents more actively involved in the Behind-the-Wheel program (see attached program outline). (Pilot Program - funded during school year 1980-81)

4. Advanced Driver Education Course.

Through a federally funded project Memorial staff was one of twelve high schools across the state that was chosen to develop, in cooperation with University of Wisconsin - Stevens Point, a semester program for twelfth grade students. The program was piloted at Memorial High School during first semester of 1980-81 school year, and again during first semester of 1981-82 school year (see attached program outline). (Pilot program funded during school years 1980-81 and 1981-82)

5. Special Need Programs.

On a district wide basis, all staff have been involved in the development and implementation of curricula for students with learning disabilities, language barriers, and physical handicaps. (Ongoing programs are currently offered at each high school)

In summary, numerous staff developments and inservice programs have been offered to Driver Education staff across the district for professional advancement credit. Individual staff members have been involved to a great extent with the University system at Whitewater and Madison campuses in certification courses.

Future activities at the district level will be based on recommendations from this evaluation.

TRAFFIC SAFETY EDUCATION

East High School

Parent

Involvement

Program

--Larry Taubenheim
Instructor

July 1, 1981

The objective of this program was to assist parents with home practice while the student is enrolled in Behind-the-Wheel. The obligation of the parent was to attend two meetings at school and offer their daughter/son a minimum of ten hours of practice in the family car.

A letter was sent to all parents of students enrolled in Traffic Safety, asking if they were interested in participating in the program. Parents wishing to participate were contacted by mail for date and place.

At the first parent meeting, the following topics were presented and discussed:

1. Explanation of program
2. Discussion of driving permits, insurance, and use of family car
3. How, when, and where to practice
4. Discussion of basic skills

Hand-out material was given to assist the parent with home practice.

A behind-the-wheel program outline for the parent and student was distributed. The parent was to offer a minimum of five 2-hour lessons, and the student would receive a total of two hours school driving time over a span of five lessons. Each time the student accumulated two hours of home practice, he/she would submit a home practice card and be scheduled for behind-the-wheel driving at school as soon as possible. The first and last school lessons were fifteen minutes in length, while the remaining lessons were thirty minutes.

Upon the completion of each school lesson, the student was given a home practice sheet telling parents and the student the areas of concern and practice needed. The instructor kept a permanent school driving record for reference from lesson to lesson.

A second parent meeting was held when the student had completed six or more hours of home practice. The following topics were presented and discussed:

1. Advanced driving skills
2. "What to watch for in your new driver"
3. Wisconsin state road test
4. Review and discussion of previous materials
5. Evaluation of program

Upon the student's completion of the last behind-the-wheel lesson, the instructor made an evaluation of the student's driving to determine if further school driving was needed. If so, the student was given further instruction.

Sixty students were originally enrolled, and a total of 48 students successfully completed the program: 21 female and 27 male.

Listed below are sample comments from evaluation question number 8, which read: "What are your true feelings about the Traffic Safety Parent Involvement Program?"

1. I feel it saves time by giving specific goals to work toward. My son seems to have more knowledge than the others did.
2. We have a line of communication between parent and instructor.
3. I think it is great!
4. I liked being involved with our son's learning and teaching.
5. The student appreciates the interest of the parent.
6. It was nice to know that it is a normal reaction to feel nervous and afraid when riding with the student.
7. I feel parents should be more involved with all children's school programs.
8. It's great; the child knows someone cares enough to take the time for him or her.
9. It gave us more confidence in our new driver's ability to evaluate dangerous or critical situations.

10. Confidence was gained quicker; problem areas were corrected before they became bad driving habits.
11. Brings the parent and student closer and more comfortable with practice driving. Also, getting to know the teacher involved in the behind-the-wheel training was good.

PARENT INVOLVEMENT PROGRAM
East High School

November 6, 1980

Program Outline

Home and school behind-the-wheel lesson plans:

- | | | | |
|--------|------|---|-------------------------|
| Lesson | I | - | 2 hours home practice |
| | II | - | School behind-the-wheel |
| | III | - | 2 hours home practice |
| | IV | - | School behind-the-wheel |
| | V | - | 2 hours home practice |
| | VI | - | School behind-the-wheel |
| | VII | - | 2 hours home practice |
| | VIII | - | School behind-the-wheel |
| | IX | - | 2 hours home practice |
| | X | - | School behind-the-wheel |

Lessons for home practice:

- | | | | |
|--------|------|---|---|
| Lesson | I | - | Familiarization to car
Starting and stopping
Left and right turns
Residential driving
Lane changing
Curb parking
Backing
(Grade parking) |
| Lesson | II | - | Student drives at school |
| Lesson | III | - | Practice on recommendations from instructor
Light city driving
Y-turn; U-turn
Parking: angle, vertical
(Parallel parking) |
| Lesson | IV | - | Student drives at school |
| Lesson | V | - | Practice on recommendations from instructor
Moderate city driving
One-way streets
Pedestrian situations |
| Lesson | VI | - | Student drives at school |
| Lesson | VII | - | Practice on recommendations from instructor
Rural highways
Freeway and interchange |
| Lesson | VIII | - | Student drives at school |
| Lesson | IX | - | Practice on recommendations from instructor
Review - Student should now practice on areas
in need of improvement. |
| Lesson | X | - | Student drives at school |

NP - Needs Practice
 - Satisfactory

Name _____

School Driving Record

<u>Lesson 1 - 15 minutes</u>		Comments
1. Starting/Stopping 2. Left and Right Turns 3. Lane Changing 4. Curb Parking 5. Backing 6. Hill Parking		
<u>Lesson 2 - 30 minutes</u> 1. Light City 2. Y-turn 3. Parking (angle) 4. Parking (parallel)		
<u>Lesson 3 - 30 minutes</u> 1. Moderate City 2. Heavy City 3. One-Way		
<u>Lesson 4 - 30 minutes</u> 1. Highway 2. Interstate		
<u>Lesson 5 - 15 minutes</u> 1. Evaluation and Summary		

HOME PRACTICE SHEET

Name _____

<u>Task</u>	<u>Comments</u>
Starting/Stopping	
Signals	
Right Turns	
Left Turns	
Lane Position	
Mirror Usage	
Blind Spot Check	
Checking Intersections	
Speed Control	
Lane Changing	
Backing	
Y-Turn	
One-Way	
Angle Parking	
Parallel Parking	
Hill Parking	
Highway	
Interstate	
City	
Residential	
I.P.D.E.	
Others	

NP - Needs Practice

S - Satisfactory

ONGOING PROGRAM IMPROVEMENT ACTIVITIES -- Item #4 -- Advanced Driver Education Course

Memorial High School

First Semester 1980

Gary Humphrey

Advanced Driving Techniques ClassApprox. Time

Attitude, emotions - self evaluation	3	Hours
Auto care, inspection and servicing	3	"
Evasive maneuvers, controlled braking and skid control	8	"
Trailer information and techniques	3	"
Manual shifting procedures	2	"
Fuel conservation and efficient driving techniques	3	"
Vehicle - cycle road sharing	2	"
Insurance	2	"
Review and update of traffic laws and signs	3	"
Emergency driving procedures - classroom	3	"
Night driving (simulation and classroom)	1	"
Drugs and decision making	3	"

(Evaluations included in time allotment)

Self tests, objective tests, subjective tests, group evaluation

 36 Hours
Field Trips

Wisconsin State Sign Department

Penney's Auto Shop (Auto inspection)

Cycle shop - inspection of safety features and equipment

U.W. Whitewater driving skid pan and range

Practice: controlled braking, evasive maneuvers and vehicle control
on cornering and serpentine maneuvers

Guest lecturer: Donald Richardson (Insurance)

Guest lecturer: Michael Matheson (Madison Police Department)

Assistant teacher: Rita Reffner

Guest lecturer: Liz Lindahl (Air bag demonstration)

Section VII

SELF-STUDY SUMMARY

The following data collection instruments summarize individual participant responses.

1. High School Self-Study.

The four full-time Driver Education instructors were asked to complete a self-study relating to their programs for the school year 1983-84.

2. Tenth Grade Student Survey.

During the first and second semesters of 1983-84 school year, 1,096 tenth grade students were asked to respond to a survey containing fourteen questions. Questions were designed to see if Driver Education course goals were meeting the individual needs of the students.

3. Twelfth Grade Student Survey.

During the first semester 1983, 873 twelfth grade students were asked to respond to a survey containing seventeen questions. Questions were designed to see if the Driver Education program accomplished the goals needed by the students to be a safe user of the transportation system.

4. Parent Survey.

During the second semester and summer school of 1984, the Department of Transportation cooperated in administering a ten question survey to 363 parents, while the individual parent was waiting for the student to complete the road test exam. The questions in the survey were designed to provide general information relating to the Driver Education program offered within the Madison Metropolitan School District.

5. The Community Parent Telephone Survey.

During August of 1984, the K-12 Program Evaluation District Data Base Committee sponsored a random telephone survey asking sixty-five questions to a total of 187 parents of high school students. One of the sixty-five questions related to the Driver Education program. Specifically, question number five asked if the present Driver Education program was meeting the needs of today's students.

MADISON METROPOLITAN SCHOOL DISTRICT
 SELF STUDY
 FOR
 DRIVER EDUCATION

I. ORGANIZATION

Checklist	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. The school master schedule includes a provision for both classroom and laboratory instruction.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
2. Provisions are made for staff members to plan the instruction program cooperatively.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
3. The program is so organized that all eligible students may enroll and receive classroom and simulation instruction.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
4. Laboratory instruction is given only to students who have had or are currently receiving classroom instruction and have paid the fee. . .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
5. Classes are scheduled for a sufficient number of periods per week for classroom instruction (should at least meet or exceed minimum state requirements and nationally recommended minimum).	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
6. Records and reports are maintained to protect students and school personnel in case of liability.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
7. The record kept on each practice car includes the amount and cost of insurance, time vehicle has been used, mileage devoted to laboratory instruction, details of servicing and repairs, and consumption of fuel.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
8. Driver and traffic safety education is scheduled independently so that students are not taken from other subject area classes to receive laboratory instruction. .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
9. After-hours classroom instruction is available for those students who cannot arrange for it during the regular school day.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4

I. ORGANIZATION (Continued)	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
10. Provision is made for instruction in the safe operation of two-wheeled motorized vehicles.	na <u>1</u> 2 3 4	na 1 <u>2</u> 3 4	na <u>1</u> 2 3 4	na <u>1</u> 2 3 4
11. Parents receive written communication concerning the nature of the course, student progress, local responsibilities, and the need for school-parent cooperation.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
12. Provisions are made for establishing and maintaining a good working relationship with local public officials who have responsibilities for traffic.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
13. The school has a set of written policies and practices to use as guidelines for organization, administration, and supervision of safety education.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
14. Provisions are made for students with special needs.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 <u>2</u> 3 4
15. The three phases of the program: behind-the-wheel, simulation and classroom are concurrent.	na 1 <u>2</u> 3 4	na <u>1</u> 2 3 4	na 1 2 3 <u>4</u>	na <u>1</u> 2 3 4

Supplementary Data (Fill in the following table for all courses in driver education)

Title of Course	Grade	Enrollment	Number of Sections	PER SEMESTER			
				# Class Hours	# Simulation Hours	# Driving Hours	# Observ Hours
Driver Education East	9 - 12	264	12	43	13	3	6
Driver Education LaFollette	10	240	10	38	15	3	6
Driver Education Memorial	10	200	10	45	15	3	6
Driver Education West	10	240	10	38	15	3	6
Minimum Standards as set forth by DPI				30	12	3	6

II. NATURE OF OFFERINGS

Checklist

Classroom instruction:	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. Emphasizes goals of safe, efficient, and effective use of motor vehicles. . .	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
2. Gives students an opportunity to study, test, and discuss their own physical and mental characteristics as these relate to driving.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
3. Contributes to an understanding of the relationship of the motor vehicle to modern life.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
4. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
5. Emphasizes sound pedestrian practices. .	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
6. Provides practical information and guidance on the wise use of different types of streets and highways.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
7. Includes study of preventive maintenance and the economical use of the automobile applicable to daily living. .	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
8. Develops the students' understanding and appreciation of efforts to promote traffic safety through modern highway design and traffic engineering, traffic law enforcement by police and courts, education and public information, motor vehicle registration and inspection, and driver licensing.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
9. Provides opportunities for students to study and discuss the basic skills required in driving practices that mark the competent driver, and special skills needed to handle emergencies and difficult driving problems	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
10. Contributes to the students' knowledge and understanding of accidents, their extent, cost, types, causes, and economic and sociological implications.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>

II. NATURE OF OFFERINGS (Continued)	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
11. Provides opportunities for students to study and discuss the effects of such factors as alcohol, fatigue, age, emotions, drugs, and medications on the mental and physical abilities needed for driving.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
12. Indicates some of the economic aspects of driving--such as insurance coverage, driver liability, and car ownership and maintenance.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
Laboratory instruction:				
13. Provides for the development of basic manipulative skills.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
14. Emphasizes the development of poise, smoothness, and confidence in driving.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
15. Includes opportunities for students to apply the principles learned and discussed in the classroom.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
16. Develops in students driving habits and behavior patterns that conform both to traffic laws and ordinances and to sound driving practices. . . .	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
17. Encourages cooperation with other users of traffic facilities.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
18. Includes driving in urban and suburban traffic, in rural areas, on highways and expressways.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
19. Develops in students an interest in the techniques of handling emergency situations.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
20. Provides training in the development of perceptual abilities.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
21. Encourages understanding of the capabilities and limitations of the automobile in relationship to its own structure and the physical forces in nature.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
22. When possible provides for development of basic manipulative skills in a manual shift vehicle through simulation.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —
23. Includes driving experience during hours of darkness.	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —	na 1 2 3 4 —

III. PHYSICAL FACILITIES

Checklist	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. The school has available a sufficient number of automobiles for laboratory instruction for all eligible students.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
2. If vehicles are not owned by the school, a satisfactory written agreement has been reached with the owner, specifying at least the purpose for which the vehicles may be used, the personnel responsible for their operation and maintenance, and the plan for their replacement in a manner that will not interrupt continuity of the program.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
3. Vehicles used for laboratory instruction are equipped with dual control brakes for the instructor's use.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
4. Vehicles are equipped with outside rearview mirrors on both the left and the right.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
5. Vehicles have essential safety equipment for all weather conditions. . .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
6. Vehicles display proper identification as driver education vehicles.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
7. Vehicles used for laboratory instruction are appropriately insured.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
8. Vehicles are maintained in safe operating condition by means of periodic inspection and servicing by qualified mechanics.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
9. Necessary forms for reporting accidents are kept in the vehicles at all times.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
10. Driving simulation equipment is used.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
11. A conveniently located off-street practice driving area is available.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4

III. PHYSICAL FACILITIES (Continued)	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
12. The physical environment of all parts of the school used for instruction in driver and traffic safety education is such that it serves as an obvious example of, and laboratory for, safe and orderly living.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
13. The rooms provided for driver and traffic safety education are equipped with movable furniture suitable to the nature of the course.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
14. Readily accessible shelf space is provided for storage of materials.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
15. Desk or cabinet filing equipment is available.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
16. Display space or bulletin board space is provided for exhibiting materials.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
17. Facilities are provided for use of audio-visual materials.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
18. Testing equipment to diagnose and study visual perception, reaction time, and other personal characteristics is available.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
19. A multiple-car driving range is available.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4

IV. DIRECTION OF LEARNING

Checklist

All staff members who have responsibility for teaching driver and traffic safety education:

1. Possess valid teacher certificates.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
2. Keep informed about current developments in driver and traffic safety education through in-service education and active participation in other professional activities.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
3. Participate in school programs and community activities related to safety education.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4

IV. DIRECTION OF LEARNING (Continued)	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
4. Have valid driver licenses.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
5. Have satisfactory driving records as verified by official state and local driver files.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
6. Have had driving experience in cities and on open highways under varied traffic, weather and road conditions.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
7. Have specific preparation for their assignments. (Teachers assigned to driving simulation laboratories or multiple-car driving ranges need additional preparation in this area.)	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
8. Have had course in advanced driving techniques.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
9. Have had experience and instruction in motorcycle safety.	na 1 2 3 <u>4</u>	na 1 <u>2</u> 3 4	na 1 2 <u>3</u> 4	na 1 2 3 <u>4</u>

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

a) Educational level:	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
Less than bachelor's degree	_____	_____	_____	_____
Bachelor's degree	<u>1</u>	<u>1</u>	_____	_____
Master's degree	<u>1</u>	_____	<u>1</u>	<u>1</u>
Sixth-year program	_____	_____	_____	_____
Doctor's degree	_____	_____	_____	_____
b) Semester hours (approximate) of preparation in driver and traffic safety education:				
0-11	_____	_____	_____	_____
12-28	_____	_____	_____	_____
24-48	<u>2</u>	<u>1</u>	<u>1</u>	_____
More than 48	_____	_____	_____	<u>1</u>
c) Years since last formal study in driver and traffic safety education:				
0-3	<u>2</u>	<u>1</u>	_____	_____
4-7	_____	_____	<u>1</u>	<u>1</u>
8-12	_____	_____	_____	_____
More than 12	_____	_____	_____	_____
d) Previous experience in years:				
0-2	_____	_____	_____	_____
3-5	_____	_____	_____	_____
6-15	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>
More than 15	_____	_____	_____	_____

2. List areas of concentration in driver and traffic safety education of each staff member.

Behind-the-Wheel

Simulation

Classroom

B. INSTRUCTIONAL ACTIVITIES

Checklist	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. Instruction is planned in relation to school objectives.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
2. Specific learning activities are directed toward clearly formulated objectives in Project T.R.A.F.F.I.C. .	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
3. Written plans show evidence of careful planning and preparation for instruction.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
4. Instruction emphasizes practical problems.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
5. Instruction is readily adapted to new and changing conditions.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
6. Instructional activities include surveys and studies of community problems and conditions related to safety and driver and traffic safety education.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
7. Such consultants as police officers, firemen, physicians, and safety organization representatives participate as resource persons to strengthen the instructional activities.	na 1 2 <u>3</u> 4	na 1 2 <u>3</u> 4	na 1 2 3 <u>4</u>	na 1 2 <u>3</u> 4
8. Provision is made for coordination of instruction in driver and traffic safety education with other areas of learning.	na 1 <u>2</u> 3 4	na 1 2 <u>3</u> 4	na 1 <u>2</u> 3 4	na 1 2 <u>3</u> 4
9. The multisensory materials used are selected in light of the objectives of driver and traffic safety education.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>

C. INSTRUCTIONAL MATERIALS

Checklist	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. Up-to-date textbooks and basic reference materials are available. . .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
2. Supplementary teaching materials related to driver and traffic safety education are available. . . .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
3. Commercially sponsored supplementary teaching materials are critically reviewed before use.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
4. Source and reference materials for staff use are supplied by the school .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
5. Multisensory materials in driver and traffic safety education are provided.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
6. Teachers and students develop and use such materials as study guides, diagnostic and achievement tests, code of accepted patterns of conduct related to driving.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
7. Testing devices, models, and mock-ups are available.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
8. Local, state, and national traffic and accident facts are used.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
9. Simulation films updated.	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4
10. Projectors and other audio-visual equipment in top working condition. .	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4	na 1 2 3 4

D. METHODS OF EVALUATION

Checklist

	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
1. Evaluation is an integral part of instruction.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
2. Evaluation is used to help determine the appropriateness of objectives and the soundness of administrative policies.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
3. Various diagnostic tests are used to determine readiness to learn specific tasks and to point out areas for improvement.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
4. A variety of evaluative techniques are used, such as written, driving skill, psychophysical, and attitude tests; observations of student behavior; ratings by teachers; anecdotal records; and student appraisal.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
5. Permanent school records include information on achievement in driver and traffic safety education.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
6. Outcomes of staff evaluations are used in revising the program and in planning the teaching-learning activities.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
7. In evaluating student performance, particular care is taken to reduce or to avoid tensions that may increase the hazards of the situation.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
8. The school endeavors to include in its evaluation of the driver and traffic safety education program the opinions of graduates, parents of present or former students, traffic court judges, police officials, and insurance company officials.	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>	na 1 2 3 <u>4</u>
9. Program is continually evaluated through senior surveys, parent surveys, and present student surveys.	na 1 <u>2</u> 3 4	na 1 <u>2</u> 3 4	na 1 2 <u>3</u> 4	na 1 2 3 <u>4</u>

D. METHODS OF EVALUATION (Continued)	<u>East</u>	<u>LaFollette</u>	<u>Memorial</u>	<u>West</u>
10. To what extent to students in the driver and traffic safety evaluation program take part in school and community activities?	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>
11. To what extent do teachers evaluate the effectiveness of their teaching?	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>	na 1 2 3 4 <u> </u>

K E Y

- na not applicable
- 1 weak
- 2 adequate
- 3 commendable
- 4 strong

TENTH-GRADE SURVEY

(To be administered at completion of course)

To what extent do you feel the Traffic Safety class accomplished these goals?

1. Emphasizes goals of safe, efficient, and effective use of motor vehicles.
49% Strongly Agree; 50% Agree; 1% Disagree; __ Strongly Disagree
2. Contributes to the students' knowledge and understanding of accidents, their extent, cost, types, causes, and economic and sociological implications.
34% Strongly Agree; 63% Agree; 3% Disagree; __ Strongly Disagree
3. Emphasizes the importance of personal responsibility and the development of behavioral patterns associated with courtesy and consideration toward others, with respect for law and law enforcement officers, and with pride in sound driving.
33% Strongly Agree; 64% Agree; 3% Disagree; __ Strongly Disagree
4. Provides opportunities for students to study and discuss the basic skills required in driving, practices that mark the competent driver, and special skills needed to handle emergencies and difficult driving problems.
32% Strongly Agree; 63% Agree; 5% Disagree; __ Strongly Disagree
5. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles.
33% Strongly Agree; 64% Agree; 3% Disagree; __ Strongly Disagree
6. Provides practical information and guidance on the wise use of different types of streets and highways.
24% Strongly Agree; 70% Agree; 6% Disagree; __ Strongly Disagree
7. Emphasizes sound pedestrian practices.
13% Strongly Agree; 58% Agree; 27% Disagree; 2% Strongly Disagree
8. Indicates some of the economic aspects of driving such as insurance coverage, driver liability, and car ownership and maintenance.
34% Strongly Agree; 60% Agree; 5% Disagree; 1% Strongly Disagree
9. Includes study of preventive maintenance and the economical use of the automobile.
20% Strongly Agree; 70% Agree; 9% Disagree; 1% Strongly Disagree

TENTH-GRADE SURVEY
Page 2

10. Emphasizes the development of poise, smoothness, and confidence in driving.
16% Strongly Agree; 63% Agree; 17% Disagree; 1% Strongly Disagree 3% No Visible Response
11. Develops in students an interest in the techniques of handling emergency situations.
26% Strongly Agree; 61% Agree; 9% Disagree; 1% Strongly Disagree 3% No Visible Response
12. Encourages understanding of the capabilities and limitations of the automobile.
19% Strongly Agree; 68% Agree; 9% Disagree; 1% Strongly Disagree 3% No Visible Response

Did the Traffic Safety class make you more aware of alcohol and other drugs in relation to driving and the accident problem?

85% Yes 11% No 4% No Visible Response

To what degree did driver education influence you in the use of safety restraints?

35% Very Strong; 51% Strong; 8% Weak; 2% Never 4% No Visible Response

STR264
PREPARED 08/17/84

TENTH GRADE STUDENT SURVEY
TEST SCORING & ANALYSIS
INSTRUCTIONAL ITEM ANALYSIS
K-12 EVALUATION DRIVER EDUCAT
FORM
TOTAL TEST

TEST DATE 08/09/84
TOTAL DISTRICT

THIS GROUP HAS
1096 STUDENTS

ITEM #	ALT. 1		ALT. 2		ALT. 3		ALT. 4		ALT. 5		N.V.R.®	
	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP
001	540	49.3	548*	50.0	5	0.5	3	0.3	0		0	
002	377	34.4	687*	62.7	28	2.6	3	0.3	1	0.1	0	
003	360	32.8	699*	63.8	32	2.9	5	0.5	0		0	
004	345	31.5	693*	63.2	52	4.7	3	0.3	2	0.2	1	0.1
005	362*	33.0	696	63.5	30	2.7	5	0.5	1	0.1	2	0.2
006	260	23.7	762*	69.5	68	6.2	3	0.3	1	0.1	2	0.2
007	143	13.0	631*	57.6	296	27.0	19	1.7	4	0.4	3	0.3
008	374*	34.1	662	60.4	52	4.7	7	0.6	1	0.1	0	
009	223*	20.3	770	70.3	97	8.9	5	0.5	1	0.1	0	
010	171	15.6	692*	63.1	183	16.7	11	1.0	3	0.3	36	3.3
011	288	26.3	673*	61.4	93	8.5	6	0.5	0		36	3.3
012	211	19.3	741*	67.6	98	8.9	9	0.8	0		37	3.4
013	931*	84.9	124	11.3	1	0.1	0		3	0.3	37	3.4
014	380	34.7	559*	51.0	92	8.4	17	1.6	5	0.5	43	3.9

NOTE: * DENOTES CORRECT RESPONSE
® N.V.R.= 'NO VISIBLE RESPONSE'

TWELFTH-GRADE SURVEY

1. To what extent do you feel the driver education class you completed as a sophomore accomplished the following?
 - A. Includes opportunities for students to apply the principles learned and discussed in the classroom.
10% Strongly Agree; 76% Agree; 12% Disagree; 2% Strongly Disagree
 - B. Develops in students driving habits and behavior patterns that conform both to traffic laws and ordinances and to sound driving practices.
14% Strongly Agree; 72% Agree; 13% Disagree; 1% Strongly Disagree
 - C. Encourages cooperation with other users of traffic facilities.
13% Strongly Agree; 72% Agree; 13% Disagree; 2% Strongly Disagree
 - D. Develops in students an interest in the techniques of handling emergency situations.
14% Strongly Agree; 55% Agree; 26% Disagree; 5% Strongly Disagree
 - E. Encourages understanding of the capabilities and limitations of the automobile.
9% Strongly Agree; 55% Agree; 32% Disagree; 4% Strongly Disagree
 - F. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles.
23% Strongly Agree; 68% Agree; 8% Disagree; 1% Strongly Disagree
 - G. Provides practical information and guidance on the wise use of different types of streets and highways.
12% Strongly Agree; 69% Agree; 17% Disagree; 2% Strongly Disagree
2. The classroom topics in driver education which I considered to be important for good driving ability were adequately covered.
11% Strongly Agree; 69% Agree; 17% Disagree; 3% Strongly Disagree
3. If driver education were not required to get a license before the age of 18, would you still have taken the course based on what you know now?
57% Yes 42% No 1% No Visible Response
4. How many traffic tickets (other than parking) did you get during your first year of driving?
77% None; 14% 1-2; 2% 3-4; 1% 5 or more; 6% Do not have my license yet

TWELFTH-GRADE SURVEY

Page 2

5. The amount of time spent on driver education (one course) was enough to meet my needs.
23%Strongly Agree; 64%Agree; 10%Disagree; 2% Strongly Disagree 1% No Visible Response
6. Driver education class increased my awareness of my responsibilities as a driver.
17%Strongly Agree; 66%Agree; 15%Disagree; 2% Strongly Disagree
7. Driver education class has been little or no value to me.
4%Strongly Agree; 21% Agree; 50% Disagree; 25%Strongly Disagree
8. I considered driver education to have been one of my most valuable courses.
6%Strongly Agree; 39% Agree; 37%Disagree; 18%Strongly Disagree
9. Classroom instruction in driver education provided me with the information which I feel I needed to make quick, confident decisions on the road.
8% Strongly Agree; 58% Agree; 29% Disagree; 4% Strongly Disagree 1% No Visible Response
10. To what degree did driver education influence you in the use of safety restraints?
14% Very Strong; 44%Strong; 33% Weak; 9% Never
11. Did driver education make you aware of alcohol and drugs in relation to driving and the accident problem?
79% Yes 19% No 2% No Visible Response

STR264
PREPARED 04/18/84

TWELFTH GRADE STUDENT SURVEY
TEST SCORING & ANALYSIS
INSTRUCTIONAL ITEM ANALYSIS
K-12 EVALUATION DRIVER EDUCAT
FORM
TOTAL TEST

TEST DATE 04/10/84
TOTAL DISTRICT

THIS GROUP HAS
873 STUDENTS

ITEM #	ALT. 1		ALT. 2		ALT. 3		ALT. 4		ALT. 5		N.V.R.®	
	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM RESP	% RESP
001	89	10.2	662*	75.8	104	11.9	15	1.7	3	0.3	0	
002	118	13.5	630*	72.2	110	12.6	15	1.7	0		0	
003	110	12.6	630*	72.2	114	13.1	17	1.9	2	0.2	0	
004	122	14.0	477*	54.6	228	26.1	41	4.7	5	0.6	0	
005	82	9.4	481*	55.1	277	31.7	31	3.6	2	0.2	0	
006	196	22.5	591*	67.7	70	8.0	13	1.5	3	0.3	0	
007	101	11.6	599*	68.6	149	17.1	21	2.4	3	0.3	0	
008	94	10.8	606*	69.4	145	16.6	24	2.7	4	0.5	0	
009	501*	57.4	362	41.5	1	0.1	1	0.1	8	0.9	0	
010	675*	77.3	119	13.6	17	1.9	10	1.1	52	6.0	0	
011	199	22.8	560*	64.1	86	9.9	21	2.4	7	0.8	0	
012	148*	17.0	579	66.3	129	14.8	13	1.5	4	0.5	0	
013	35	4.0	184	21.1	432	49.5	215*	24.6	7	0.8	0	
014	51*	5.8	339	38.8	322	36.9	153	17.5	8	0.9	0	
015	70	8.0	506*	58.0	249	28.5	38	4.4	10	1.1	0	
016	118	13.5	380*	43.5	285	32.6	80	9.2	9	1.0	1	0.1
017	688*	78.8	167	19.1	2	0.2	0		15	1.7	1	0.1

NOTE: * DENOTES CORRECT RESPONSE
® N.V.R. = 'NO VISIBLE RESPONSE'

PARENT SURVEY ON DRIVER EDUCATION

1. Do you think that a certified driver education course should continue to be required for 16 and 17 year olds to receive a driver's license?

93%Yes 6% No 1% No opinion

2. Do you feel all new drivers, regardless of age, should be required to complete a certified driver instruction course before receiving a driver's license?

77%Yes 19% No 3% No opinion 1% No Visible Response

3. Which one of the following methods do you think is best for teaching young people to drive automobiles?

87%High School Driver Education 6% Commercial Driving School

5%Parents 1%Friends 1% Other

4. We would like your opinion about public schools being required to offer driver education.

83%Public school systems should be required to offer both parts of driver education: classroom and in-car training.

6%Public schools should not be required to offer driver education instruction.

7%Public schools should be required to offer driver education, but only the classroom instruction.

2%Other

2%No opinion

5. When do you feel classroom instruction should be conducted?

61%During the regular school day

27%Before and after regular school hours

6%School vacation periods

3%Saturdays

3%Other

6. When do you feel in-car instruction should be conducted?

34%During the regular school day

48%Before and after regular school hours

9%School vacation periods

4%Saturdays

3%Other

2% No Visible Response

PARENT SURVEY

Page 2

7. In general, how worthwhile do you think driver instruction courses are in helping young people become safer and better drivers?

77%Very worthwhile

15%Somewhat worthwhile

2%Not too worthwhile

1%Not at all worthwhile

2%No opinion

3% No Visible Response

8. In general, how worthwhile is the in-car instruction part of the driver education course in helping young people become better drivers?

77%Very worthwhile

14%Somewhat worthwhile

3%Not too worthwhile

2%Not at all worthwhile

2%No opinion

2% No Visible Response

9. In general, how worthwhile is the classroom instruction part of the driver education course in helping young people become better drivers?

74%Very worthwhile

17%Somewhat worthwhile

3%Not too worthwhile

1%Not at all worthwhile

2%No opinion

3% No Visible Response

10. Do you feel in-car instruction should be concurrent with classroom and simulation?

78%Yes 17%No 5% No Visible Response

SNUMR = MA255, ACTIVITY # = 23, REPORT CODE = 67, RECORD COUNT = 00024

STR254
PREPARED 09/07/84

PARENT SURVEY

PAGE 1

TEST SCORING & ANALYSIS
INSTRUCTIONAL ITEM ANALYSIS
K-12 EVALUATION DRIVER EDUCAT
FORM
TOTAL TEST

TEST DATE 03/23/84
TOTAL DISTRICT

THIS GROUP HAS
363 STUDENTS

ITEM #	ALT. 1		ALT. 2		ALT. 3		ALT. 4		ALT. 5		N.V.R.s	
	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP	NUM. RESP	% RESP
001	336*	92.6	21	5.8	6	1.7	0		0		0	
002	280*	77.1	70	19.3	11	3.0	0		0		2	0.6
003	315*	86.8	23	6.3	17	4.7	4	1.1	1	0.3	3	0.8
004	300*	82.6	23	6.3	24	6.6	8	2.2	8	2.2	0	
005	222*	61.2	97	26.7	20	5.5	11	3.0	9	2.5	4	1.1
006	124	34.2	175*	48.2	34	9.4	16	4.4	10	2.8	4	1.1
007	279*	76.9	56	15.4	0	2.2	4	1.1	7	1.9	9	2.5
008	200*	77.1	49	13.5	10	2.8	3	2.2	7	1.9	9	2.5
009	270*	74.4	63	17.4	9	2.5	5	1.4	6	1.7	10	2.8
010	232*	77.7	61	16.8	0		0		4	1.1	16	4.4

NOTE: * DENOTES CORRECT RESPONSE
N.V.R.= 'NO VISIBLE RESPONSE'

MADISON SCHOOLS PARENTS SURVEY
 PROJECT 1585 DECK 1 AUGUST 1984

HIGH SCHOOL
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***** QUESTION 5 COLUMN(S) 18
 WOULD YOU SAY THAT AS FAR AS MEETING THE NEEDS OF TODAY'S
 YOUTHFUL DRIVERS, THE PRESENT TRAFFIC SAFETY/DRIVER EDUCATION
 PROGRAM IN THE SCHOOLS IS VERY GOOD, GOOD, FAIR, OR POOR ?

N	%	
79	42.25	1. VERY GOOD
47	25.13	2. GOOD
16	8.56	3. FAIR
9	4.81	4. POOR
35	18.72	7. DON'T KNOW
0	0.00	8. INAP
1	0.53	9. NOT ASCERTAINED / REFUSED

QUESTION 6 COLUMN(S) 19
 BY THE TIME (CHILD) HAS GONE THROUGH HIGH SCHOOL, DO YOU
 THINK (HE / SHE) (WILL TAKE / HAS TAKEN) AT LEAST ONE
 COURSE IN ANY OF THE EDUCATIONAL FIELDS I'LL NAME? FIRST:
 BUSINESS EDUCATION...TYPING, OFFICE MACHINES, WORD PROCESSING,
 AND SO FORTH ?

N	%	
130	69.52	1. YES
47	25.13	2. NO
10	5.35	7. DON'T KNOW
0	0.00	8. INAP
0	0.00	9. NOT ASCERTAINED / REFUSED

QUESTION 7 COLUMN(S) 20

Education Reference Library
Madison Metropolitan School District

