Utah State School Bus Driver Professional Development Instruct-the-Instructors

Session 1
June 25, 2019

ADA Compliant 7-23-2019

Introductions

Get into groups of about 10 and complete the following activity:

Please go around the group and share the following:

- Name (the one you want us to call you).
- Local Education Agency (LEA) where you work.
- Length of service in the school bus profession (and if you were ever a driver).
- Your biggest concern with the upcoming changes in new driver and professional development instruction for existing drivers.
- Each group will share 1 concern.

Goals and Objectives

1. Overall Goals
   a. All participants will leave the second training with their topics for professional development selected. Furthermore, they will know where to find the tools necessary to deliver engaging instruction in a way that will allow drivers in their LEA to pass assessments in order to demonstrate understanding.
2. Today's Goals
   a. Understand the change from the old way to the new way.
   b. Learn how to develop topics.
   c. Develop measurable objectives for the topics.
   d. Develop assessment to measure learning.

GOAL SETTING
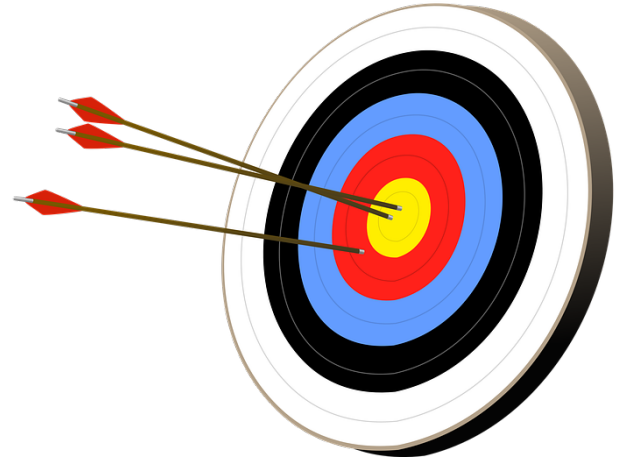
The Change (in one slide)

Old Way

- The state provided training topics that were to be covered by ALL LEAs.
- Drivers had to attend the instruction and got credit for simply attending.
- Many local trends were ignored as a result of having to complete state mandated training.

New Way

- Each LEA will have to keep a log of all complaints and incidents for all drivers in their district.
- Topics for instruction will be chosen locally and delivered by skilled instructors from each LEA.
- Assessments will be given to determine if drivers learned what was intended.
- Focus shifts from "I taught" to "They learned."

Two Methods for Developing Topics for Trainings

1. Trending topics from the log you are required to keep for all complaints and incidents in your LEA.
   a. What are your drivers doing the most that you feel you need to/can correct?
      i. Examples
         1. Inside turn radius
         2. Left Turns
         3. Pre/Post Trips
         4. Child safety checks
         5. Your examples?
   b. Hot-Button issues
      i. Example of special education Student going missing
   ii. Your examples?

HOT BUTTON

Activity #1

- Find a partner that you do not know and complete the following task
  - Look at the log we are passing out. Write down two trending topics from this log.
  - Talk with your partner about hot-button topics in your district and write down one hot-button topic from each district.
  - You have 10 minutes to do this activity.
  - Groups will be called upon to share one topic at the conclusion of the 10 minutes.

Creating Objectives

1. Remember to be S.M.A.R.T
   a. Specific - What?
   b. Measurable - Can you measure it?
   c. Achievable - Don't be too hard or too easy.
   d. Relevant - Does this really matter?
   e. Time Bound - When will you complete?
2. Example
   a. All drivers will be able to correctly and safely complete 3 left hand turns in the bus yard by the end of the first quarter of school.
      i. What are the strengths and weaknesses of this example?
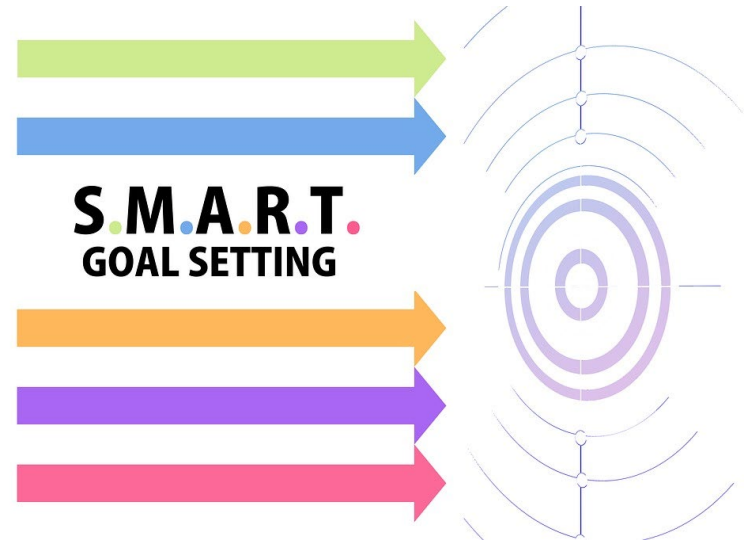
S.M.A.R.T.
GOAL SETTING

Activity #2

- Get back with your same partner and complete the following activity
  - Create a smart goal for each topic selected in Activity #1. Write it down.
  - Remember to be S.M.A.R.T (I will put that slide back up when you start).
  - You have 10 minutes to complete this activity.
  - Each group will share one S.M.A.R.T. goal.

Assessment - How do we measure if they learned what we taught?

- A bit on assessments
    - Do <u>NOT</u> make them high stakes.
    - Use as a tool to guide instruction.
    - Develop a plan of remediation for those that don't pass.
    - <u>BE KIND</u>
- The big guiding question
    - If a person was to learn what I just taught, what would they have to do to demonstrate that they understand?
        - Multiple choice
        - Short answer
        - Performance demonstration
        - Other ways? Your Thoughts

Activity #3

- You guessed it! Get back with your new partner (who better be a friend by now) and complete the following activity:
  - With your S.M.A.R.T. goal in mind, and the information I just presented, create an assessment for two of the S.M.A.R.T. goals you created in Activity #2. The assessments should be able to help you determine if a driver has learned the information in your S.M.A.R.T. goals.
    - You can do multiple choice sometimes, but I would err on the side of demonstration in the world of bus driving - maybe something you can evaluate/verify on your ride-along programs.
  - Each group will share a description of the assessment they created.

Sample Assessment Idea

Pollanywhere.com

What is a feature of the new way of driver professional development

The local districts can select training topics that are relevant to them

The state selects topics and sends them to all districts to teach uniformly

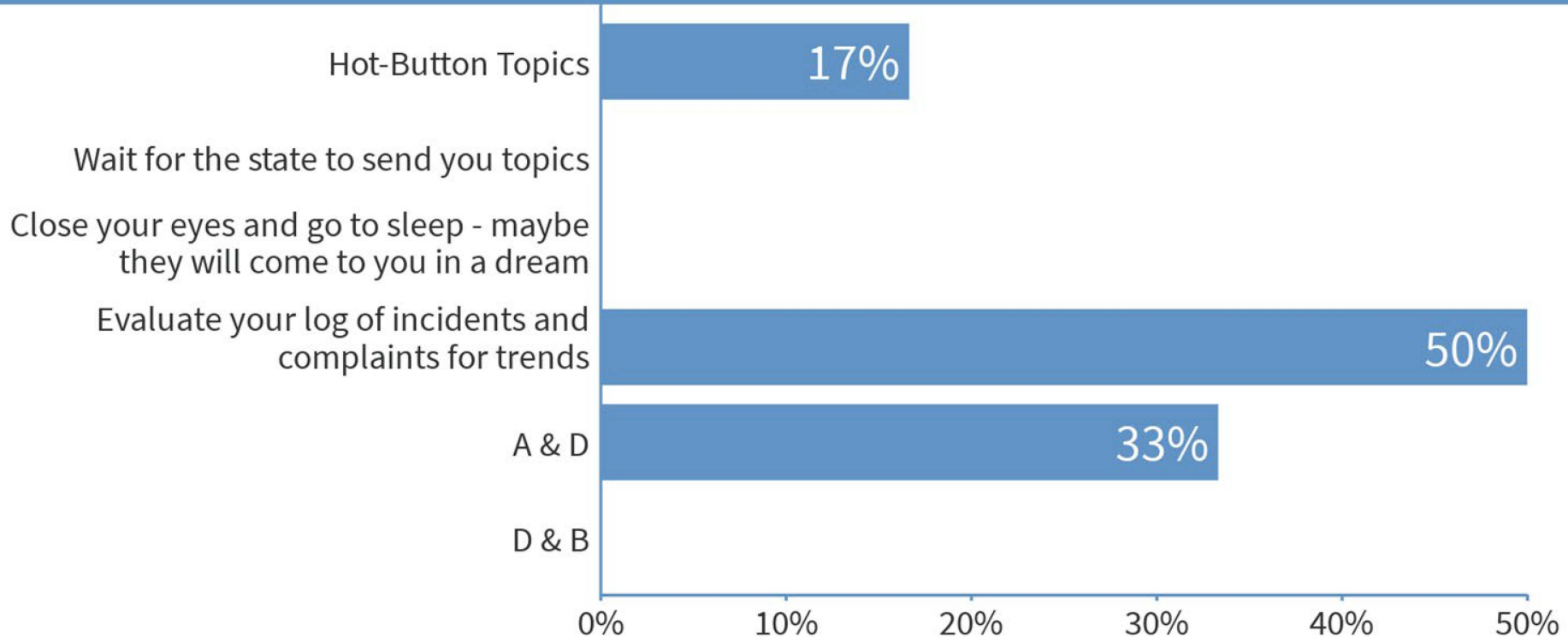Drivers get credit for simply attending

Drivers must demonstrate proficiency after being trained

A and D

A and C

Total Results: 0

What are two ways that your district can develop the topics that are most relevant to your drivers?

Answer	Percentage
Hot-Button Topics	17%
Wait for the state to send you topics	
Close your eyes and go to sleep - maybe they will come to you in a dream	
Evaluate your log of incidents and complaints for trends	50%
A & D	33%
D & B	

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Poll Everywhere

What does the acronym S.M.A.R.T. stand for

Silly, math, art, reply, test

Specific, Measurable, Achievable, Relevant, Time Bound

Some monkeys are really talented

Special, mechanical, articulate, restrictive, timely

What guiding question should you consider when making an assessment?

Why did I even bother hiring this person?

Did these drivers sit through the required professional development?

What can a driver do to show me they learned what I intended to teach?

How many multiple choice questions are too many?

Homework

- Go back to your LEAs and find 3 topics that are relevant to your people for your next professional development session.
  - If they are different than what you did here, write them down and do the 3 activities we did for each topic. Write down all steps.
- Sign Post
  - Next time, we will discuss backwards design and develop your first professional development session. When you leave that session, you should have your topics chosen, your S.M.A.R.T. goals written, your assessments created, and have an idea of how you will instruct.
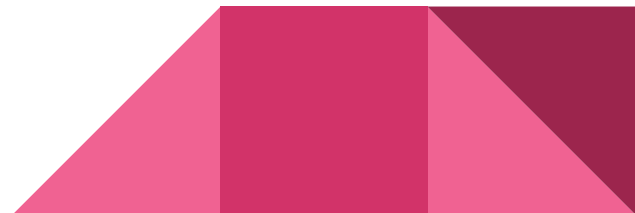
Tool Time!

A Learning Management System?

Yes, A learning management system can help us:

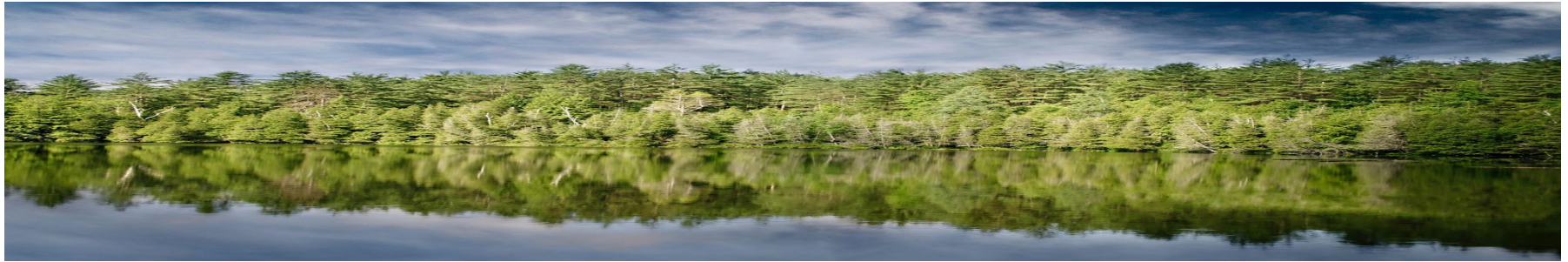Create

Organize

Present

Store &

Share the knowledge and information we need to present.

What are some Learning Management Systems?

- [aTutor](#)
- [Canvas](#)
- [Chamilo](#)
- [Claroline](#)
- [eFront](#)
- [ILIAS](#)
- [LAMS](#)
- [LON-CAPA](#)

- [Moodle](#)
- [Open edX](#)
- [OLAT](#)
- [OpenOLAT](#)
- [Sakai](#)
- [SWAD](#)
- [WeBWorK](#)

Canvas - how to create a lesson in an LMS…..
Don't lose yourself in the weeds…..
Approach today with a forest view.

https://www.youtube.com/watch?v=SjRufr1AR_o