

DRAFT

17678
QA

FHWA-97-2176-3-3

MULTIPLE TRAILER

COMBINATION VEHICLE

DRIVER TRAINING

INSTRUCTOR STANDARDS

PROFESSIONAL TRUCK DRIVER INSTITUTE OF AMERICA
8788 ELK GROVE BOULEVARD, ELK GROVE, CALIFORNIA 95624

FEBRUARY, 1994

24pgs

SUPPLEMENTAL INFORMATION
FHWA DOCKET MC-92-10

DRAFT

Preface

This publication is made available in the interest of truck safety and the advancement of Multiple Trailer Combination Vehicle (MTCV) driver training. The content and procedures contained herein represent good practice against which a MTCV driver training instructor course can be developed. The Federal Highway Administration of the U.S. Department of Transportation and its contractor, the Professional Truck Driver Institute of America, Inc. specifically disclaims any and all liability for its content or use.

The contents do not represent an official policy of any governmental agency. They have been developed under contract DTFH61-93-P-01 858 with the Department of Transportation, Federal Highway Administration.

DRAFT

Foreword

The quality and success of any training program is dependent upon the ability of the people conducting the program. The instructor is the foundation upon which all training programs are built. The instructor brings together the facilities, materials and equipment needed to attain the objectives of the training program.

The good instructor faces a challenging and perpetual task. He/she has to master the knowledge and the skills that create effective instruction. He/she has to acquire the ability to make learning “happen” inside the students.

Instructors must keep their professional skills sharpened, learning new techniques, remembering old methods, and keeping abreast of the ever changing knowledge, skills, and procedures of the subjects he/she teaches. This can be very demanding taking into consideration the considerable updates, revised policies/procedures and changes in the Federal and State regulations which govern the transportation industry and the field of proprietary education.

The instructor is responsible for making sure that learning occurs according to the philosophy and available resources of the institution he/she represents. A competent instructor helps students learn effectively and efficiently. In order to accomplish this, the instructors skill, as well as his/her personality and individual traits all contribute to the success of the training program.

The instructional personnel of a training program must possess a combination of education and experience which clearly qualifies them for their assignment. Each instructor must meet minimum requirements related to age, health, driving record, driving experience, and training or education. The instructor must be thoroughly trained to teach the Multiple Trailer Combination Vehicle (MTCV) driver training curriculum and be properly supervised to ensure a high quality of instruction.

The ideal instructor is the person who has the proper balance of driving experience and a working knowledge of up-to-date, practical training and education methods. This person must be able to perform all instructional jobs efficiently and effectively. This requires a mix of instructional skills and capabilities along with specific subject matter expertise and competence that is appropriate for attaining the objectives of the training program.

DRAFT

Developmental Process

The Multiple Trailer Combination Vehicle Instructor Standards, as offered here, is the product of a developmental process which includes among its sources of information, guidance, and expertise, the following:

- **Technical Information Search** -- This activity identified the factors considered important to the development of instructor standards for the Multiple Trailer Combination Vehicle Driver Training Guide. The primary purpose of this compilation was to identify the special characteristics, conditions, situations and other physiological aspects of MTCV driver training instruction that have instructor standards implications. The basic sources of information included U.S. Department of Education and State Vocational - Technical Education standards, Career College Association (formerly National Association of Trade and Technical) proprietary standards, Professional truck Driver Institute of America (PTDIA) Criteria for Instructor Qualification (Document C4), U.S. Department of Transportation, Federal Highway Administration, Office of Motor Carrier Safety Model Curriculum for Training Tractor-Trailer Drivers, technical reports, research papers, proprietary school periodicals and vocational - technical education publications. A technical panel of multiple trailer combination vehicle (MTCV) specialists was engaged to review the listing and to supply additional information unavailable from published sources.
- **Technical Advisory Panel** -- A panel of highly qualified professionals, experienced in both multiple trailer combination vehicle (MTCV) operation and driver training, provided the project staff with the expert review and vehicle specific expertise needed to meet project criteria. The panel reviewed and critiqued all technical content, provided specific technical assistance, pooled ideas on content and methods, offered guidance and direction, and served as representatives of the motor carrier industry active in multiple trailer combination vehicle (MTCV) operation utilizing instructors in a training capacity.

Acknowledgments

This curriculum document represents the cooperative efforts of many people on behalf of their organizations and through the leadership and guidance of the Professional Truck Driver Institute of America. Therefore the PTDIA wishes to recognize:

- Mr. **Philip J. Roke**, Project Advisor,
U.S. Department of Transportation,
Federal Highway Administration,
Office of Motor Carrier Standards,
Driver Standards Division,
Washington, D.C.

Because of the significance of their efforts on the Multiple Trailer Combination Vehicle (MTCV) Driver Training Guide and this document, special recognition is accorded to the members of the Technical Panel:

- **Mr. Leo Nellessen**, Consolidated Freightways, Salt Lake City, UT
- **Mr. Jake Reppert**, Yellow Freight System Inc., East Petersburg, PA
- Mr. **Richard Rohrer**, Global Safety Service Inc., Mechanicsburg, PA
- **Mr. Doyal Seale**, United Parcel Service, Portland, OR
- **Mr. Travis L. Walker**, Roadway Express System Inc., Nicoma Park, OK
- **Mr. Jim Wilcox**, Yellow Freight System Inc. (retired), Albuquerque, NM

Special recognition is due also, to the following individuals who performed most of the research, document preparation and special technical tasks:

- **Mr. George L. Beaulieu**
SAFE Inc.,
9415 Lost Trails Dr.,
Waco, TX 76712
- **Mr. Robert M. Calvin**
Technical Services Consultant to PTDIA
Washington, D.C.

DRAFT

Preface	Page 2
Foreword	Page 3
Developmental Process	Page 4
Acknowledgments	Page 5
Instructor Standards	Page 8
Role of the Instructional Staff	Page 8
The Instructor	Page 8
Instructional Methods Requirements	Page 9
Classroom Instruction	Page 9
Laboratory Instruction	Page 9
Range Instruction	Page 10
Street Instruction	Page 10
Demonstrations	Page 10
Observation	Page 10
Independent Study	Page 10
Instructor Qualifications	Page 11
Instructor	Page 11
Educational Experience	Page 11
Instructor Recertification / Continuing Education	Page 11
Driving Experience	Page 11
Health	Page 12
Knowledge	Page 12
Skill	Page 12
In-Service Training	Page 13
Section 1- Instructional Skills	Page 13
Section 2 - Student Teaching	Page 14
Section 3 - Instructor Recertification	Page 15
Suggested Clock Hours of Instruction Charts	
In-Service Instructor Training & Continuing Education	Page 17
Basic MTCV'	Page 18
Advanced MTCV'	Page 19
Driver Recertification'	Page 19

DRAFT

Additional Guidelines	Page 20
Educational Experience	Page 20
Instructor Recertification / Continuing Education	Page 20
Seminars & Educational Updates	Page 21
Driving Experience	Page 21
Driving Record	Page 21
Age	Page 22
Health	Page 22
Driving Ability	Page 22
Teaching Ability	Page 22
Closure	Page 24

¹ Refer to proposed Multiple Trailer Combination Vehicle Driver Training Guide.

Instructor Standards

Role of the Instructional Staff

The instructional staff is comprised of instructor(s). The number of instructor(s) is dependent upon the size of the facility and the number of students in the facility at one time (student to instructor ratios).

The instructor must have the mix of skills necessary to cost efficiently deliver all methods of instruction employed by the training facility/program. He/she must have competencies in classroom, independent study, laboratory, range and street methods. An instructor must be capable of and responsible for delivering instruction by utilizing all methods of instruction.

➤ **The Instructor**

The instructor is responsible for:

- Program management and certification.
- Instructor development.
- In-service instructor preparation.
- Instructor continuing education.
- Curriculum development.
- Instructor and/or student learning,

The instructor is responsible for the overall management of student learning. The instructor must understand the subject matter of the various curriculums and/or programs. He/she must be able to present the highly technical and specialized information in each of the programs, provide instruction utilizing a lesson plan and work effectively with instructors and/or students in the development of instructor and/or student competencies and skills. The instructor is responsible for ensuring that instructors and/or students learn by:

- Gauging the effectiveness of the instructional methods and materials used for instructor and/or student training and development.

DRAFT

- Interacting effectively with program management to bring the necessary resources to the learning environment of instructors and student.
- Conducting in-service practice exercises for instructor and/or student development.
- Supervising the development of competencies of instructional staff and students.
- Administering unsupervised instruction where instructors/students have received prior training and only need practice.
- Handling administrative tasks i.e. record keeping, administering written tests, setting up equipment and other general instructional support.
- Coordinating and/or directing the efforts of instructional staff.

Instructional Methods Requirements

➤ Classroom Instruction

The instructor must be capable of managing classroom learning experiences, including interacting with the adult learner and using instructional aids to their best advantages in accomplishing course objectives. He/she must understand the abilities and motivations of students to learn as well as establish the incentives for learning. The instructional staff person must be able to communicate the importance of the subjects being taught, their application to the job, and the students responsibility to learn.

➤ Laboratory Instruction

The instructor must demonstrate a wide range of Multiple Trailer Combination Vehicle (MTCV) driver practices in such a way that students will be able to subsequently appreciate the need for performing those tasks. For example, in the area of vehicle inspection, the instructor must not only know what to do in an inspection, but be able to perform it correctly while explaining the necessity for each step and how to perform it. The instructional staff person must understand that students learn by seeing, hearing and doing. Effective laboratory instruction requires seeing, hearing and performing.

DRAFT

➤ Range Instruction

The instructor must be capable of efficiently setting up and guiding learning experiences in the range environment and must be aware of the needs of the individual student and the group. The instructor must be capable of directing group practice while correcting individual student deficiencies. The instructor must have command of the skills being taught and be able to identify and correct deficiencies in student performance.

➤ Street Instruction

The instructor must be able to communicate the requirements for vehicle handling and safe operating practices in the dynamic on-street environment. This is to include student appraisal, feed back on strengths and weakness' and be able to determine the requirements for remedial instruction and performance practice to achieve performance standards. The on-street instruction must lead to the attainment of instructional objectives while maintaining a high regard for the safety of the students, the instructor, and others using the roadway.

➤ Demonstrations

In laboratory, range and street instruction, instructors must be capable of effectively demonstrating all tasks, maneuvers and performances that are required to satisfy the instructional objective. They must be able to conduct demonstrations by employing safe operating practices and communicating the techniques employed to achieve the instructional objective or vehicle response.

➤ Observation

The instructor must be capable of providing instruction to individual students while effectively dealing with student observers. This is especially true during range and street instruction. The staff must actively involve the student observers by directing their attention to specific aspects of the traffic scene and identify safe driving practices for dealing with the traffic situation. This involvement may be achieved by using structured learning activities such as completion of checklists or other materials designed to enhance the observation experience.

➤ Independent Study

The instructor must be capable of guiding the independent study of the students toward the attainment of knowledge objectives that can be efficiently acquired without the participation of staff. The staff must be able to communicate the importance of the subject and that the student will be responsible for learning the independent study course content on their own. The student progress must be evaluated by staff.

Instructor Qualifications

A number of Instructor qualifications are identified in these standards. The qualifications are listed to ensure that staff persons selected possess high levels of driving and teaching ability. The following is a summary of the minimum, mandatory qualifications for instructors. Additional advisory and not mandatory type of qualification factors are discussed in general under Additional Guidelines.

Instructor

➤ Educational Experience

- High School diploma or it's equivalency, and
- In-service instructor training (see charts on page 17-I 9):
 - Forty (40) hours of instructional skills development, and
 - Multiple Trailer Combination Vehicle (MTCV) student teaching experience, under the supervision of a qualified instructor, (in each program taught) as follows:
 - Basic MTCV
 - Advanced MTCV
 - Recertification MTCV

➤ Instructor Recertification / Continuing Education

- Twenty-four (24) hours of instructional skills development every license renewal cycle (see chart on page 17).
- On-site evaluation administered by a qualified instructor.

➤ Driving Experience

- Instructor must meet minimum licensing requirements for Multiple Trailer Combination Vehicle (MTCV) drivers in the State in which he/she is licensed.
- Instructors must meet all requirements for commercial drivers as specified in Part 391 of the Federal Motor Carrier Safety Regulations and/or applicable State regulations.

DRAFT

- Instructors must have a minimum of two (2) years Multiple Trailer Combination Vehicle (MTCV) driving experience and should not have been disqualified within the past three (3) years for any offenses included in 49 CFR Section 383.51 of the Federal Motor Carrier Safety Regulations and / or applicable State regulations.

➤ Health

- Instructors must meet physical requirements for commercial drivers as specified in Part 391 of the Federal Motor Carrier Safety Regulations and/or applicable State regulations.

➤ Knowledge

- All instructors must have demonstrated knowledge of the principles and practices of safe driving and of all laws and regulations covering Multiple Trailer Combination Vehicles (MTCV).

➤ Skill

- The behind-the-wheel instructor must possess sufficient proficiency in vehicle handling and perceptual skills to administer behind-the-wheel instruction effectively.

DRAFT

In-Service Training

Forty hours (40) of instructional skills development in subjects that would aid the instructor in communicating and working with adult learners.

- The in-service program must be designed to develop instructor skills. Accordingly, instructors must attend this program prior to providing instruction. A good instructor is one who gets needed facts, skills and attitudes to his/her students.

In-service instructor student teaching preparation in Multiple Trailer Combination Vehicle (MTCV) driver training may be used to fulfill the instructor qualification requirements. To serve as an acceptable substitute for formal instructor preparation, the in-service training must meet the following conditions:

- The program must occur in the Multiple Trailer Combination Vehicle (MTCV) driver training program that the instructor will be administering / teaching.
- The in-service training experience must be tailored to the teaching of a Multiple Trailer Combination Vehicle (MTCV) driver training curriculum.

➤ **Section 1- Instructional Skills**

The units in this section cover subjects that are designed to develop instructional skill. The intent is to provide a core curriculum covering the most basic principles of training / instruction. This will provide a foundation for the instructor to build on.

- Unit 1 .1 Orientation

This unit provides an orientation to the curriculum outline and covers the role the instructor plays in facilitating the learning process.

- Unit 1.2 Principles of Learning

This unit provides instruction on some of the basic principles of learning such as: motivation, setting expectations, role the five (5) senses play in learning, the role of logic, the principles of utility, interest, participation, repetition etc.

- Unit 1.3 Learning Objectives

This unit provides instruction on how instructional objectives play the central role in training. This is to include the qualities attached to knowledge, skill, performance and attitudinal objectives. Test construction and use of test as a learning tool is also included.

DRAFT

- Unit 1.4 Methods of Instruction

This unit provides instruction on the primary methods of instruction used by an instructor. This is to include selection of the method of instruction and how to use it. Some of the methods are to include: demonstration, lecture, situation study, role play, programmed learning, individual practice and discussion.

- Unit 1.5 Training Aids

This unit provides instruction on the types and proper use of training aids. This is to include instruction on the proper use and selection of white boards, flip charts, overhead projectors, charts and graphs, audio-video cassette tapes, models / mockups and the training environment.

- Unit 1.6 Lesson Plans

This unit provides instruction on the construction and proper use of a lesson plan. This is to include the components of a lesson plan, formats used, training aids, subject outlines and notes.

- Unit 1.7 Presenting the Lesson

This unit provides instruction on how to present the lesson. Since the instructor will have a major impact on learning, his presence, communication skills, and interpersonal skills are addressed along with techniques used in the classroom, lab, on-range and on-street instruction.

➤ Section 2 - Student Teaching

The in-service program must be designed to develop instructor skills. Accordingly, the program must occur in the Multiple Trailer Combination Vehicle (MTCV) driver training program that the instructor will be administering / teaching, and the in-service training experience must be tailored to the teaching of a Multiple Trailer Combination Vehicle (MTCV) driver training curriculum.

- Unit 2.1 Basic MTCV

The 21 units of instruction contained in the first five basic sections of the Multiple Trailer Combination Vehicle Driver Training Guide may be taught in any sequence that leads to efficient learning. The first three sections form a natural learning sequence beginning with orientation to the vehicle and the industry (Section 1), then basic control of the vehicle's motion (Section 2), then the needs of the highway traffic environment (Section 3).

DRAFT

The units in Sections 4 and 5 are more independent than the first three Sections and can generally be taught in any sequence. Because they involve classroom and laboratory instruction for the most part, they may be scheduled concurrently with behind-the-wheel (BTW) instruction to make the best use of equipment, facilities and training time.

- Unit 2.2 Advanced MTCV

There are 12 units contained in sections 6 and 7 of the Multiple Trailer Combination Vehicle Driver Training Guide. They are designed to be taught at any time after a driver has completed the Basic Training Guide. These sections form a natural learning sequence beginning with Vehicle Familiarization and concluding with Performance Practice of safe driving principles.

- Unit 2.3 MTCV Recertification

The 10 units of Section 8 of the Multiple Trailer Combination Vehicle Driver Training Guide form the basis of a Recertification Training Guide. This program should be implemented on a periodic basis to sustain competencies, such as prior to re-licensing. It should also be used whenever a driver competence or safety concern arises.

➤ Section 3 - Instructor Recertification

The units in this section cover subjects that are designed to maintain / enhance the skills and knowledge of the instructor on a continuing basis. Emphasis is placed on learning new techniques, remembering old methods, and keeping abreast of the ever changing knowledge, skills, and procedures of the subjects he/she teaches.

- Unit 3.1 Orientation

This unit provides an orientation to the curriculum outline and objectives of the recertification program.

- Unit 3.2 Technical Updates

This unit provides the opportunity for an update of technical information relevant to the instructor's area of responsibility.

- Unit 3.3 Learning Experiences

This unit provides an opportunity for the participants to share unique and helpful learning experiences. The focus of this part of the program is curriculum specific performance improvement intervention and problem solving.

DRAFT

- Unit 3.4 Interpersonal skills

This unit provides instruction in human interactions. The unit can focus on heightened self awareness, team building, group feedback, racism, sexism etc.

- Unit 3.5 Instructional Techniques

This unit provides for a review and update on various instructional techniques. This unit discusses those methods which produce the most meaningful, effective teaching situations. The use of training aids to provide a better link between a concept and it's comprehension is discussed.

- Unit 3.6 Presenting the Lesson

This unit provides for a review on how to present the lesson. Since the instructor will have a major impact on learning, his / her presence, communication skills, and interpersonal skills are addressed. Emphasis is placed on techniques used in the classroom, lab, on-range and on-street to improve student comprehension.

DRAFT

Suggested Clock Hours of Instruction

In-Service Instructor Training & Continuing Education

UNIT	Instructional Area ►	Classroom	Lab	Range	Street	TOTAL
Section 1 - Instructional Skills						
1.1	Orientation	4				4
1.2	Principles of Learning	6				6
1.3	Learning Objectives	4				4
1.4	Methods of Instruction	6				6
1.5	Training Aids	4				4
1.6	Lesson Plans	4				4
1.7	Presenting the Lesson	3	3	3	3	12
SECTION 1 TOTAL		31	3	3	3	40

Section 2 - Student Teaching *

2.1	Basic MTCV	42	11	19	42	114
2.2	Advanced MTCV	5.5	1	8	13.5	28
2.3	MTCV Recertification	7	0.75	2.5	5.75	16

* Refer to proposed Multiple Trailer Combination Vehicle Driver Training Guide.

Section 3 - Instructor Recertification

3.1	Orientation	2				2
3.2	Technical Updates	3				3
3.3	Learning Experiences	3				3
3.4	Interpersonal Skills	4				4
3.5	Instructional Techniques	4				4
3.6	Presenting the Lesson	2	2	2	2	8
SECTION 3 TOTAL		18	2	2	2	24

NOTE: An instructor is required to go through Section 1 once. He/she is then required to student teach the program(s) they are being qualified to teach in Section 2.

DRAFT

Suggested Clock Hours of Instruction: BasicMTCV**

UNIT Instructional Area ► Classroom Lab Range Street TOTAL

Section 1- Orientation

1.1	MTCVs In Trucking	1.5						1.5
1.2	Regulatory Factors	1.5						1.5
1.3	Driver Qualifications	1						1
1.4	Vehicle Configuration Factors	3						3
TOTAL		7	0	0	0	0	0	7

Section 2 - Basic Operation

2.1	Inspection	2	4					6
2.2	Coupling And Uncoupling	2		3				5
2.3	Basic Control And Handling	0.75		2				2.75
2.4	Basic Maneuvers	0.75		6				6.75
2.5	Turning, Steering & Tracking	1		2				3
2.6	Proficiency Development	0.5		5	8			13.5
TOTAL		7	4	18	8	8	8	37

Section 3 - Safe Operating Practices

3.1	Interacting With Traffic	2						4
3.2	Speed & Space Management	2			4			6
3.3	Night Operations	1.25	1	1	2			5.25
3.4	Extreme Driving Conditions	2	2					4
3.5	Proficiency Development	0.75			24			24.75
TOTAL		8	3	1	32	32	32	44

Section 4 - Advanced Operations

4.1	Hazard Perception			4				6
4.2	Hazardous Situations	3						3
4.3	Maintenance & Troubleshooting	2	2					4
TOTAL		9	2	0	2	2	2	13

Section 5 - Non-driving Activities

5.1	Routes And Trip Planning	3						3
5.2	Cargo & Weight Considerations	4.5	2					6.5
5.3	Public Relations And Safety	3.5						3.5
TOTAL		11	2	0	0	0	0	13

42 11 19 42 1 4

1 THRECTIONS)TALS

DRAFT

Suggested Clock Hours of Instruction: Advanced MTCV**

UNIT Instructional Area ►		Classroom	Lab	Range	Street	TOTAL
Section 6 - Vehicle Familiarization						
6.1	Introduction / Inspection	0.5	1			1.5
6.2	Coupling And Uncoupling	0.5		1		1.5
6.3	Basic Control And Handling	0.5		1		1.5
6.4	Basic Maneuvers	0.5		2		2.5
6.5	Turning, Steering & Tracking	0.25		1		1.25
6.6	Proficiency Development	0.25		2	3	5.25
TOTAL		2.5	1	7	3	13.5
Section 7 - Performance Practice						
7.1	Interacting With Traffic	0.75			1.5	2.25
7.2	Speed & Space Management	0.5			2	2.5
7.3	Night Operations	0.5		1	2	3.5
7.4	Extreme Driving Conditions	0.5				0.5
7.5	Hazard Perception	0.5			1	1.5
7.6	Proficiency Development	0.25			4	4.25
TOTAL		3	0	1	10.5	14.5
SECTIONS 6 AND 7 TOTALS		5.5	1	8	13.5	28
SECTIONS 1 THROUGH 7 TOTALS		47.5	12	27	55.5	142

Suggested Clock Hours of Instruction: Driver Recertification**

Section 8 - Recertification						
8.1	Introduction / Inspection	1	0.75			1.75
8.2	Basic Off Street Maneuvers	0.5		1		1.5
8.3	Interacting With Traffic	0.75			1	1.75
8.4	Speed & Space Management	1			1	2
8.5	Night Operations	0.5		1	1	2.5
8.6	Extreme Driving Conditions	0.5				0.5
8.7	Hazard Perception	0.75			1	1.75
8.8	Hazardous Situations	1				1
8.9	Public Relations And Safety	1				1
8.1	Proficiency Evaluation	0.25		1	1	2.25
SECTION 8 TOTALS		7.25	0.75	3	5	16

• * Refer to proposed Multiple Trailer Combination Vehicle Driver Training Guide.

Additional Guidelines

➤ Educational Experience

Instructors should have formal training in education and safety. The primary reason for desiring this is to ensure that instructors can employ methodologies of teaching required by the training program. The type of education or background is that which enhances the ability to teach and communicate.

- Vocational Education: A background in vocational education is especially appropriate because it aids instructors to manage learning in this environment. It assists in communicating concepts and applying concepts in the actual performance of tasks. It would help instructors who are working with students to develop skills and abilities in performing manipulative tasks. There are also specific areas of vocational education that lend themselves to this particular program such as:
- Driver Education: A background in driver education is especially appropriate because it aids instructors to teach safe motor vehicle operation and vehicular handling skills.
- Industrial Education: A background in industrial education is especially appropriate because it aids instructors to teach maintenance and troubleshooting.

➤ Instructor Recertification / Continuing Education

In order to maintain a commitment to quality educational standards, instructors must attend at least twenty-four (24) hours of instructional skills development every licensing renewal cycle. This is to be administered in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instructors in subjects pertinent to the training program. This is to include technical information updates and instructional skills development. This is not to include administrative and non training related matters.

As part of the instructor continuing education / recertification process, an on-site (on the job) evaluation of each instructor will be administered by a qualified instructor. Minimum acceptable performance standards must be met to help assure subject matter expertise and competence in education.

DRAFT

➤ Seminars 8 Educational Updates

Instructors must keep their professional skills sharpened, learning new techniques, remembering old methods, and keeping abreast of the ever changing knowledge, skills, and procedures of the subjects he/she teaches. This can be very demanding taking into consideration the considerable updates, revised policies/procedures and changes in the Federal and State regulations which govern the transportation industry and the field of proprietary education.

In order to maintain current skills and knowledge, driver training instructors should attend or participate in an organized continuing education experience on a regular basis. This is to include technical information updates and instructional skills development.

➤ Driving Experience

The ability to operate a Multiple Trailer Combination Vehicle (MTCV) skillfully and demonstrate safe operating practices is necessary to teach the Multiple Trailer Combination Vehicle (MTCV) Driver Training guide curriculum. Qualified instructors must not only be able to explain what correct driving practices consist of but must be able to demonstrate any aspects of driving covered by the course.

As a minimum, three (3) years of Multiple Trailer Combination Vehicle (MTCV) driving experience must be required. The experience must be recent. The candidate instructor with three (3) years experience must have a sufficient level of operating skill to meet the course requirements. Driving of vehicles other than **MTCVs** cannot be substituted.

➤ Driving Record

Instructors must have a good driving record. A good driving record is evidence of one's ability to handle a MTCV vehicle and utilize safe operating practices. Both of these are critical to instructing students in this program. The driving records must be checked in compliance with Part 391 of the Federal Motor Carrier Safety Regulations and/or applicable State regulations.

An instructor should not have been disqualified within the past three (3) years for any offenses included in 49 CFR Section 383.51 of the Federal Motor Carrier Safety Regulations and / or applicable State regulations. A record check of three (3) years is sufficient, as earlier driving records are not necessarily predictive of present or future driving behaviors.

DRAFT

➤ Age

Instructors must meet minimum age requirements for a license as a Multiple Trailer Combination Vehicle (MTCV) driver in the State in which they are licensed and will operate MTCVs.

➤ Health

Behind-the-wheel instructors must meet the physical requirements for drivers as specified in Part 391 of the Federal Motor Carrier Safety Regulations and/or applicable State regulations. Instructors must have the physical health to provide on-street instruction, conduct range training exercises and conduct demonstrations in the lab. All of these tasks require stamina and in many cases physical agility and dexterity.

➤ Driving Ability

Driving ability consists of knowledge, skill and actual performance. The instructor's knowledge, skill and ability should far exceed the Multiple Trailer Combination Vehicle (MTCV) Driver Training guide curriculum standards.

One or two specific areas of weakness would not necessarily rule out a candidate as an instructor. In-service training may be sufficient to bring deficient areas up to an acceptable level.

➤ Teaching Ability

Candidates for an instructional position should be able to teach by employing the methods called for in the curriculum. The basic abilities required, ways of assessing these abilities and additional competencies that contribute to teaching ability are discussed below:

- **Required Abilities:** The program requires effective utilization of classroom, range, street, observation and demonstration methods. While candidates may not be expected to know specific characteristics of methods employed in the curriculum, they should have knowledge of the role and function of each. As a minimum, the instructor should have a knowledge of and appreciation for what each method contributes to the students overall acquisition of the course objectives.
- **Classroom Instruction:** Classroom instruction provides for the acquisition of the majority of knowledge and attitude objectives. The classroom is where most information is introduced and where students acquire a theoretical and practical understanding of the requirements for vehicle handling and safe operation. In addition, classroom instruction provides that information necessary to motivate

DRAFT

students to perform required maintenance, inspection and other non driving procedures.

To assure effective communication of information, the instructor must be able to make clear and concise presentations. Classroom instruction also makes considerable use of interactive exercises to develop concepts and principles. The ability to conduct highly interactive instruction requires a cordial and patient personality and sufficient depth of understanding to field student questions effectively.

- Range Instruction: The range provides a protected learning environment where mastery of basic handling skills can be achieved in a cost effective manner. Instructors should realize that learning can take place other than on a one-to-one basis. Instructors also must be confident in the ability of the students to learn without their direct supervision. Instructional staff would have to know how to efficiently and effectively utilize multiple instructors (when necessary) to maintain an efficient range operation. Range instruction is fundamental to the acquisition of skill objectives. It is the method in which most basic operating and handling tasks are mastered and provides the underlying skills necessary for safe operating practices on the street.
- Street Instruction: Street instruction gives students the opportunity to (1) learn and use safe operating practices, (2) demonstrate their ability to interact with the roadway traffic environment, and (3) develop proficiency in the various types of driving situations. The importance of street instruction time to teach safe operating practices cannot be overemphasized. These practices cannot be learned or demonstrated in any other way, e.g. classroom or range. The instructor must be skilled in teaching, informed on safe operating practices and tutored in analysis of student performance. Otherwise this very important instructional period will be misused or wasted.
- Supportive Competencies: There are a number of other subject areas that are supportive of an instructor's ability to provide effective instruction such as:
 - Traffic Safety Education: Knowledge of the overall problems and approaches to solving problems through educational methods appropriate for the program.
 - Traffic Law: The understanding of traffic laws and their relation to safety.
 - Fleet Management: Understanding of the overall requirement for effective management of fleets and how drivers are affected.
 - Fleet Operations: Understanding of the day to day requirements, procedures, support systems, etc., for effective fleet operation and how they affect the driver.

DRAFT

- Two Detrimental Philosophies:
 - All learning is achieved by instructors talking and demonstrating.
 - The only way to learn is by doing, e.g. behind-the-wheel instruction.

Neither a totally teacher-centered nor student-centered philosophy is appropriate to the Multiple Trailer Combination Vehicle (MTCV) Driver Training guide curriculum. An instructor must understand the roles of each instructional method and the contribution that each of the methods make to the student's attainment of the instructional objectives. Students learn by listening and experiencing. Mastery of the fundamental elements of performance must be achieved before any application occurs. The failure of an instructor to understand the roles of each of the instructional methods can result in topics being taught ineffectively or not at all.

Closure

The good instructor faces a challenging and perpetual task. He/she has to make learning "happen" inside each student. To accomplish this he/she has to acquire the knowledge and skills that create effective instruction. He/she must keep those professional skills sharpened, learning new techniques, remembering old methods, and keeping abreast of the ever-changing knowledge, skills, and procedures of the jobs he/she teaches.