



Motor Vehicle Division

PROFESSIONAL DRIVER SERVICES



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CURRICULUM STANDARDS FOR THIRD-PARTY DRIVER LICENSE TRAINING PROVIDERS



Motor Vehicle Division

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Dear Driver License Training Providers:

On behalf of the Governor of the State of Arizona, we at the Arizona Department of Transportation, Motor Vehicle Division are pleased to offer these curriculum standards for our Authorized Third Party Driver License Training Providers.

It is no secret—Arizona is growing and in some areas very rapidly. Expansion spurs growing pains and creates a need to continue improvement of our systems. Special hazards caused by the growing number motor vehicles on our streets and highways. Consequently, the duty of teaching innovative techniques to new drivers for dealing with the special hazards rests with you – the trainers. Therefore, it is imperative you provide students a solid and comprehensive foundation in understanding traffic laws, rules of the road and general safe driving techniques. Furthermore, I challenge each of you to consistently present practices in courtesy that will significantly help in the reduction and prevention of road rage situations. The knowledge your students gain from your class will stay with them for years to come.

The curriculum standards outlined in this publication are only the beginning. Each of you may need to constantly expand and improve your own driver education knowledge and instructional methods in order to place the very best drivers on our busy streets and highways. The citizens of Arizona are looking to you to ensure the success of these programs.

Driving can be an enjoyable experience, and with your help, we can make it safer for everyone. Thank you for your dedication and assistance.

Stacey K. Stanton
Director
Motor Vehicle Division

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PROFESSIONAL DRIVER SERVICES PROGRAM

I. Introduction

- A. The purpose for driver education in Arizona is to help new drivers safely operate their vehicles and learn to avoid conditions or situations that make driving unsafe. Subjects discussed include the traffic code, rules of the road, safe driving practices, proper use of safety equipment, impairment, aggressive driving, and unsafe vehicles.
- B. This training program are established to set minimum standards applicable to all Third Party Driver License Training Providers defined in Arizona Revised Statute (ARS) 28-5101.02 and to authorized businesses, certified trainers providing driver education training for a fee to individuals seeking an original Class D or Class G driver license.
- C. National Research
 - 1. The Arizona Motor Vehicle Crash Facts statistics show novice drivers are particularly vulnerable to the rigors of the road and, on a per-mile basis; their accident rate is higher than that of adults and drivers who have just two years of experience. Website: <http://www.azdot.gov/mvd/Statistics/crash/index.asp>
 - 2. Road construction technology and automobiles continue to advance with safety devices constantly under evaluation and improvement. Now, the area most in need of improvement is no longer the vehicle or the road design, but the driver. Improving the driving behavior of individuals provides the greatest promise in terms of collision reduction.
 - 3. Nationally, a two-pronged approach is used to upgrade driver performance and enhance driver safety and efficiency. One side has been driver control (performance); a function shared by law enforcement and licensing agencies. They grant, restrict or remove the driving privilege of operators who demonstrate an unwillingness or inability to drive safely. The other side is driver education programs (safety and efficiency); that train and motivate people to drive safely. These are presented in high schools and private driving schools.
- D. Research indicates that many people, about to become drivers, are seriously lacking in not only vehicle handling skills but also in the fundamental knowledge, attitudes and perceptual skills that are essential to safe vehicle operation. Therefore, our goal in Arizona is to provide knowledge and practice to reduce the risk associated with new drivers.

II. Instructional Standards

- A. Each student must meet classroom and driving performance objectives for course completion.
- B. Course content specified in classroom and skills standards contain minimum subjects for inclusion in each driver education curriculum. DLTP businesses shall certify they will meet the minimum curriculum standards to MVD.
- C. Basic presentation methods used to convey the curriculum to students shall be the classroom (group) and driving (individual) instruction. Providers may elect to present classroom training, behind the wheel training or both. However, the classroom instruction shall be successfully completed and an Arizona driving instruction permit obtained before the student-driving phase begins.
- D. To adequately present this driver education program, trainers are expected to continuously research safe driving principles and techniques. Arizona traffic laws, the Arizona Driver License Manual and Customer Service Guide, and driver safety publications are useful sources of information. The specific driver education materials selection used will be left to the discretion of each Provider.
- E. Providers are expected to provide student-training materials. The material may include handouts, slides, videos, simulators, charts, checklists and other applicable materials. Each student's progress through the classroom, behind the wheel and final evaluation shall be recorded on a Provider training record.
- F. A classroom final written evaluation and/or behind the wheel training evaluation will be administered to each student. The student must obtain at least eighty percent (80%) passing score on each evaluation to successfully complete the DLTP education program. Once the student has successfully completed the driver education program, a Certificate of DLTPCC will be issued by the trainer conducting the final evaluation to students successfully completing each phase.

III. Training Objectives

- A. Knowledge objectives: describe information that enables and motivates students to meet performance objectives. They include facts (i.e., speed limits), procedures (i.e., turning at an intersection), principles (i.e., safe following distance), concepts (i.e., forces in a collision) and instruction intended to foster acceptance (i.e., the risk of injury when not properly restrained). Specific classroom objectives will be developed for each classroom session presented.
- B. Performance objectives: describe the behavior that students are expected to perform as a result of driving instruction. The use of driving checklists is encouraged to measure student progress. The performance objectives fall into two categories:
 - 1. The first category is teaching driving skills that students are not expected to be capable of carrying out properly prior to instruction (i.e., starting, maneuvering the vehicle, and stopping).
 - 2. The second category addresses safe driving principles that students learned in the classroom and are expected to practice to develop safe driving techniques (i.e., signaling, yielding right of way, and complying with speed limits).

IV. Classroom Instruction

- A. The standards that follow provided instructional topics for driver education presentation in Arizona. The standards will be divided into distinct areas of instruction to create a building-block sequence. However, the order may vary from program to program depending on time allotted and the specific instructional sequence presented. Instruction time to present the content of each standard shall be determined by the Provider.
- B. The topics listed do not attempt to provide an all-inclusive presentation of driver education. Trainers are encouraged to conduct research and maintain state-of-the-art knowledge of proper driving methods and new technology. Presentation of additional driver education material/subjects is encouraged. Certain common topics, i.e., aggressive driving or road courtesy, should be integrated where possible throughout the training program
- C. The depth and form of each presentation are at the discretion of the Provider, but all of the topics described must be presented. Trainers should establish goals and objectives with lesson plans configured in the method best lending itself to accomplishing the specific class objectives.

V. Classroom Knowledge and Skills Standards

The following are educational standards and should not be confused with educational curriculum. Standards are the content of the material being understood by the student. The curriculum is the teaching method being presented to create that understanding.

Standards 1 - 2: Preparing to Operate a Vehicle

The student will:

- Express knowledge of state rules and regulations required to satisfactorily complete the driver and traffic safety education program requirements
- Recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle

Standard 1

Become aware of program goals through a student/parent orientation. The instructor will:

- S.1.1** Conduct introductions
- S.1.2** State purpose of Orientation Session and explain the program
- S.1.3** Identify the Graduated Driver Licensing Requirements and Responsibilities including classes D, M and C licenses
- S.1.4** Explain Course requirements, policy, rules and documentation for successful completion
 - S.1.4.1** Explain program, student, parent and teacher partnership and responsibilities
- S.1.5** Identify student classroom rules and student in-car rules
- S.1.6** Explain in-car driving plan and routes
- S.1.7** Discuss driving with temporary and permanent disabilities
- S.1.8** Explain program, student, parent and teacher partnership and responsibilities
- S.1.9** Introduce reduced-risk driving goals
- S.1.10** Cite traffic safety requirements as stated in the Arizona Driver License Manual and Customer Service Guide

Standard 2

Recognize and comply with the rules of the road based on Arizona requirements. A student will:

- S.2.1** Recognize signs, signals and markings
- S.2.2** Identify legal stops and restricted speeds
- S.2.3** Understand Pedestrian rights and duties
- S.2.4** Know safety responsibility law
- S.2.5** Distinguish speed regulations
- S.2.6** Identify alcohol and other drugs

Standards 3 - 8: Understanding Vehicle Control Needs

The student will:

- Understand basic concepts of vision control
- Understand techniques for slowing and stopping
- Become familiar with basic steering techniques
- Analyze standard and personal vehicle markers for reference points.
- Develop targeting skills
- Understand path of travel concepts
- Investigate vehicle balance concepts when braking, accelerating and steering
- Identify a driver control sequence of vision control, motion control and steering control
- Use courtesy and respect in regard to other roadway users

Standard 3

List and explain basic concepts related to vision control needed to operate a vehicle. A student will:

S.3.1 Identify vision and mental perception requirements

- S.3.1.1 Three basic visual fields
- S.3.1.2 Compare visual skills to mental perception
- S.3.1.3 Techniques to improve visual skills
- S.3.1.4 Techniques to improve mental perception of traffic events
- S.3.1.5 Overcoming visual deficiencies

S.3.2 Visually identify open space to enter prior to moving foot from brake to accelerator

S.3.3 Maintain an open line of sight

S.3.4 Develop searching skills based on dividing visual and mental attention between two or more tasks

Standard 4

List and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance. A student will:

- S.4.1** Recognize how speed affects vehicle direction
- S.4.2** Discuss placing the vehicle into motion smoothly
 - S.4.2.1 Changing vehicle load - side to side (vehicle roll)
 - S.4.2.1.1 Steering movements
 - S.4.2.1.2 Brake and steering combinations
 - S.4.2.1.3 Changing vehicle load - front to rear (vehicle pitch)
 - S.4.2.1.4 Changing vehicle load - rear to front (vehicle pitch)
 - S.4.2.1.5 Changing vehicle load in corners (vehicle yaw)
- S.4.3** Identify how safety belts maintain seating position

Standard 5

List and demonstrate the three basic techniques related to steering control needed to operate a vehicle. A student will:

- S.5.1** Understand hand to hand steer (push/pull)
 - S.5.1.1 Hand position (9-3)
 - S.5.1.2 Steering through curves
 - S.5.1.3 Intersection turning
 - S.5.1.4 Lane change
- S.5.2** Understand hand over hand steer
 - S.5.2.1 Hand position (9-3)
 - S.5.2.2 Left or right side of wheel used
 - S.5.2.3 Tight turning efforts (ally way, parking lots, etc.)
 - S.5.2.4 Perpendicular and parallel parking
- S.5.3** Limited evasive steer
 - S.5.3.1 Hand position (9-3)
 - S.5.3.2 Maximum steering inputs are 180 degrees
 - S.5.3.2.1 Input to move front of vehicle
 - S.5.3.2.2 Input to move rear of the vehicle
 - S.5.3.2.3 Input to center vehicle in lane

- S.5.4** One-hand steering (Optional)
 - S.5.4.1 Hand position (12)
 - S.5.4.1.1 Backing vehicle
 - S.5.4.1.2 Hand moves in direction of intended vehicle movement
 - S.5.4.2 Hand position (6)
 - S.5.4.2.1 Backing vehicle
 - S.5.4.3 Hand position (9-3)
 - S.5.4.3.1 Using vehicle controls with right or left hand
 - S.5.4.3.2 Using gear shifting device with right hand

Standard 6

Identify the use of communication techniques, courtesy and respect in regard to other roadway use A student will:

- S.6.1** Identify technique
 - S.6.1.1 Use of turn signal light before turning right or left
 - S.6.1.2 Use of lane change device to signal moving to another lateral position
 - S.6.1.3 Use of headlights on at all times to increase visibility to others
 - S.6.1.4 Use of horn to make others aware of your presence
 - S.6.1.5 Tap of brake lights to warn rear traffic of a slowdown or stop in traffic flow
 - S.6.1.6 Use of vehicle speed and position to communicate the driver's intention
 - S.6.1.7 Use of hand signals to establish eye contact with other roadway users
- S.6.2** Identify timing
 - S.6.2.1 Engage signal light for a minimum of five seconds prior to moving to provide time for the communication to be sent, received and acted upon
 - S.6.2.2 Communicate early for control of a safe path of travel
- S.6.3** Identify commitment
 - S.6.3.1 Identify messages are acknowledged by others

Standard 7

Identify methods for stopping a vehicle in motion. A student will:

- S.7.1** Search effectively ahead of the vehicle to determine braking needs
- S.7.2** Use controlled braking efficiently with heel of foot on floorboard
- S.7.3** Check rear zone/space prior to braking
- S.7.4** Apply a firm pressure brake force at the beginning of the braking process
- S.7.5** Bring the vehicle to a smooth stop
- S.7.6** Recognize that too much braking action affects vehicle body pitch toward the front
- S.7.7** Ease pressure off brake during last two seconds of braking to ease pitch of vehicle
- S.7.8** Check the rear zone/space before, during and after braking actions
- S.7.9** Effective use of ABS braking

Standard 8

Develop vehicle reference points to know where the vehicle is positioned to the roadway.

A student will:

- S.8.1** Visualization of intended travel path
 - S.8.1.1 Identify target (intended path)
 - S.8.1.1.1 Identify an object or area that appears in the center and at the end of your intended travel path
 - S.8.1.2 Identify target (intended path) area
 - S.8.1.2.1 Identify the traffic problems and elements in and near the target area
 - S.8.1.2.2 Locate your target area, evaluate the Line of Sight or Path-of-Travel conditions and determine best approach speed and land position
 - S.8.1.3 Identify targetting(intended path) path
 - S.8.1.3.1 Evaluate the target area, while developing an image of your target path
 - S.8.1.3.2 Identify elements that can change or modify the intended travel path
 - S.8.1.3.3 Determine risks associated with maintaining the intended path of travel

S.8.2 Rules of the road

S.8.2.1 Yield right of way

S.8.2.2 Intersection

S.8.2.2.1 Approach

S.8.2.2.2 Stop position (when required)

S.8.2.2.2.1 Stop line or if none

S.8.2.2.2.2 Crosswalk line or if none

S.8.2.2.2.3 Crosswalk or if none

S.8.2.2.2.4 Edge of roadway or curl line

S.8.2.2.2.5 Proceed with caution or yield to traffic flow

Standards 9 - 10: Introducing Traffic Entry Skills

The student will:

- Recognize and respond to meaning of signs, signals and markings
- Understand and use procedures for processing information for intersection approach
- Make precision right and left turns
- Make lateral maneuvers on and off the roadway and backing the vehicle
- Be introduced to a space management system (SEE - Search, Evaluate and Execute system. It requires that the driver continuously search their surroundings, evaluate their changing driving environment and execute necessary changes to their speed, lane position and communication) for developing critical thinking, decision-making and problem solving skills to operate the vehicle
- Performs basic maneuvers in a controlled risk environment

Standard 9

Recognize, understand, determine meaning and relate roadway conditions, signs, signals and pavement markings to reduced-risk driving decisions. A student will:

S.9.1 Identify roadway characteristics

S.9.1.1 Recognize intersection types

S.9.1.1.1 Uncontrolled

S.9.1.1.2 Guarded by sign or signal

S.9.1.1.3 Crossroad with through road

S.9.1.1.4 Crossroad without through road

S.9.1.1.5 Highway-railroad grade crossing

S.9.1.1.6 T and Y style

S.9.1.1.7 Traffic circle/round-about

- S.9.1.2 Recognize traffic calming devices (i.e. speed bumps)
- S.9.1.3 Recognize surface conditions
- S.9.1.4 Recognize surface, grade and traction potential
- S.9.1.6 Recognize highway conditions
 - S.9.1.6.1 Roadway
 - S.9.1.6.2 Shoulder
 - S.9.1.6.3 Off-road areas
- S.9.1.7 Recognize lane controls

S.9.2 Identify signs and signals

- S.9.2.1 Recognize meaning
 - S.9.2.1.1 Shapes
 - S.9.2.1.2 Color
 - S.9.2.1.3 Symbols
 - S.9.2.1.4 Legend/Message
- S.9.2.2 Recognize location
- S.9.2.3 Recognize legal controls
 - S.9.2.3.1 Stop
 - S.9.2.3.2 Yield
 - S.9.2.3.3 Traffic flow
 - S.9.2.3.4 Regulations

S.9.3 Identify pavement markings/symbols

- S.9.3.1 Recognize meaning
 - S.9.3.1.1 Color
 - S.9.3.1.1.1 Yellow
 - S.9.3.1.1.2 White
 - S.9.3.1.1.3 Red
 - S.9.3.1.1.4 Blue
 - S.9.3.1.2 Line markings
 - S.9.3.1.2.1 Dashed
 - S.9.3.1.2.2 Solid
 - S.9.3.1.2.3 Striped
 - S.9.3.1.2.4 Curb markings

- S.9.3.2 Recognize location
- S.9.3.3 Recognize legal controls
 - S.9.3.3.1 Passing
 - S.9.3.3.2 Crosswalk
 - S.9.3.3.3 Lane storage
 - S.9.3.3.4 Turn Position

Standard 10

Understand procedures and processes for basic vehicle maneuvering tasks as listed. A student will:

S.10.1 Identify procedural steps

- S.10.1.1 Evaluate intersection approach
 - S.10.1.1.1 See and respond to open/closed space/zone
 - S.10.1.1.2 Check and respond to rear space/zone conditions
 - S.10.1.1.3 Establish and maintain proper lane usage and speed control
 - S.10.1.1.4 Search left, front, right and left again spaces/zones for line of sight path of travel changes
 - S.10.1.1.5 Find open spaces/zones before entering
 - S.10.1.1.6 Use staggered, legal and safety stop when applicable
 - S.10.1.1.7 See condition of a traffic signal
 - S.10.1.1.8 Adjust speed to arrive at a green light
 - S.10.1.1.8.1 See closed front space/zone
 - S.10.1.1.8.2 Adjust speed to reduce closure rate and to arrive in open space/zone
 - S.10.1.1.8.3 Adjust speed to have at least one open side space/zone

S.10.2 Identify procedural steps

- S.10.2.1 Understand vision and mental perception requirements
- S.10.2.2 Understand value of directed experience/practice

S.10.3 Space Management System (SEE*) introduction

- S.10.3.1 Understand conditions for searching
 - S.10.3.1.1 Changes to path of travel
 - S.10.3.1.2 Changes to the line of sight
 - S.10.3.1.3 Alternative paths of travel

- S.10.3.2 Understand situations for evaluating
 - S.10.3.2.1 Alternative paths of travel
 - S.10.3.2.2 Appropriate position
 - S.10.3.2.3 Appropriate speed
 - S.10.3.2.4 Appropriate communication

- S.10.3.3 Understand skills needed to execute decisions
 - S.10.3.3.1 Speed changes

***Search, Evaluate and Execute system**

- S.10.3.3.2 Position changes
- S.10.3.3.3 Communication needs

S.10.4 Describe rules of road

- S.10.4.1 Identify yielding right of way
- S.10.4.2 Identify signal use
- S.10.4.3 Lane position rules at intersections
- S.10.4.4 Intersection rules
- S.10.4.5 Signs, signals and marking rules
- S.10.4.6 Backing rules

Standards 11 - 12: Introducing Intersection Skills and Negotiating Curves and Hills

The student will:

- Utilize visual and mental processing skills for critical thinking, decision-making and problem solving skills in controlled risk environments
- Understand principles for targeting, path of travel, searching and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills

Standard 11

How visual skills and mental perception lead to reduced-risk driving decisions. A student will:

- S.11.1** Recognize need to divide focal and mental attention between intended travel path and other tasks (scanning of traffic)
- S.11.2** Identify primary focus area
 - S.11.2.1 Search to focus area, at minimum, 15 to 20 seconds ahead, evaluate its Conditions and determine entry speed and position
 - S.11.2.2 Search for line of sight or path of travel changes affecting approach to focus area
 - S.11.2.3 Approach focus area, while continually re-evaluating risks in the immediate 4 to 6 second travel path
 - S.11.2.4 Approach the focus area, search for a new target area and new travel path, at minimum, 15 to 20 seconds ahead
- S.11.3** Know how to judge space in seconds
 - S.11.3.1 Visualize the space vehicle will occupy at least 15 to 20 seconds ahead
 - S.11.3.2 Search, at minimum, 15 to 20 seconds ahead, continually evaluating the 4 to 6 second immediate path
 - S.11.3.3 Speed and/or lane position adjustments may be required when the focus area cannot be seen
- S.11.4** Identify changes to line of sight or path of travel
 - S.11.4.1 Evaluate modification in the ability to see or maintain a travel path
 - S.11.4.2 Identify when line of sight or path or travel change are recognized, the need to evaluate other zones/spaces for speed and lane adjustments
- S.11.5** Identify open, closed or changing zones/spaces
 - S.11.5.1 Identify the intended travel path for open, closed or changing conditions
 - S.11.5.2 Evaluate open, closed or changing conditions for speed/position adjustments
- S.11.6** Search intersections
 - S.11.6.1 Search for open zones/space to the left, front and right, when approaching an intersection including highway-rail grade crossings
 - S.11.6.2 Evaluate closed or changing zones/spaces and make necessary speed
 - S.11.6.3 Search for open zones/spaces to the left, front, right and left again before entering an intersection

S.11.7 Search into curves and over hills

- S.11.7.1 Search the line of sight and path of travel through the curve or over the hill top for closed or changing conditions
- S.11.7.2 Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill top

Standard 12

Select, maintain and adjust speed to reduce risk of collision and in compliance with rules of the road A student will:

S.12.1 Select safe speed

- S.12.1.1 Determine speed adjustment needed for reduced risk
- S.12.1.2 Adjust speed to meet un-posted residential (25) and un-posted rural speed (55) limitations as based on state regulations
- S.12.1.3 Check gauges, mirrors and evaluate line of sight or path of travel conditions

S.12.2 Recognize changes in line of sight or path of travel

- S.12.2.1 Avoid using acceleration into a closed or changing zone/space
- S.12.2.2 Recognize a closed zone/space (such as a red light or stopped traffic). Adjust speed to arrive at an open zone/space
- S.12.2.3 When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

Standards 13 - 18: Space Management and Vehicle Control Skills in Moderate Risk Environments

The student will:

- Utilize critical thinking, decision-making and problem-solving skills to operate the vehicle
- Perform basic maneuvers in moderate risk environments including basic vehicle control, space management, lane changing, turnabouts and parking
- Determine the reduced risk turn around procedure for the speed, traffic flow and restrictions to line of sight and/or path of travel.

Standard 13

Review and apply the principles of a space management system (SEE) to reduce-risk vehicle operate making appropriate communication, speed and lane position adjustments. A student will:

- S.13.1** Communicate presence/intentions
- S.13.2** Practice Commentary response
 - S.13.2.1 Identify speed and position adjustment development
 - S.13.2.2 Identify reference points for maneuvers
 - S.13.2.3 Identify rear space/zone view conditions

- S.13.3** Identify blind zones for different vehicles

Standard 14

Demonstrate and practice basic maneuvers vehicle for reduced-risk operation. A student will:

- S.14.1** Determine turning around options
 - S.14.5.1 Identify space management considerations
 - S.14.5.1.1 Communication
 - S.14.5.1.2 Procedures
 - S.14.5.1.3 Position to curb
 - S.14.5.1.4 Speed control
 - S.14.5.1.5 Steering Control
 - S.14.5.1.6 Vision Control

 - S.14.5.2 Identify when it is safer to go around the block
 - S.14.5.3 Identify safe behaviors for turning around in a parking lot

 - S.14.5.4 Identify procedures for a three-point turnabout with entry into a roadway or driveway on the left or by backing around a corner to the right
 - S.14.5.4.1 Signal
 - S.14.5.4.2 Forward position reference
 - S.14.5.4.3 Evaluate alignment to space
 - S.14.5.4.4 Back to a pivot point
 - S.14.5.4.5 Steering Control
 - S.14.5.4.6 Target center of vehicle or space to the rear
 - S.14.5.4.7 Speed control
 - S.14.5.4.8 Straighten vehicle to lane position
 - S.14.5.4.9 Rear limitation reference
 - S.14.5.4.10 Cancel signal?

- S.14.5.5 Identify procedures for an intersection U-turn or Cul-de-sac
 - S.14.5.5.1 Using proper forward position
 - S.14.5.5.2 Using minimum space to go forward
 - S.14.5.5.3 Evaluating alignment to space
 - S.14.5.5.5 Turning steering wheel
 - S.14.5.5.6 Visually targeting center of vehicle or space to the rear
 - S.14.5.5.7 Straightening vehicle to lane position
 - S.14.5.5.8 Using rear limitation reference

S.14.6 Rules of the road review

- S.14.6.1 Turnabouts
- S.14.6.2 Speed
- S.14.6.3 Lane change
- S.14.6.4 Parking/leaving vehicle

Standard 15

Develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking. A student will:

S.15.1 Entry

- S.15.1.1 Space management applications
- S.15.1.2 Dividing attention between tasks
- S.15.1.3 Communication
- S.15.1.4 Procedures
 - S.15.1.4.1 Positioning/reference points
 - S.15.1.4.2 Vision control
 - S.15.1.4.3 Speed control
 - S.15.1.4.4 Steering control
 - S.15.1.4.5 Forward
 - S.15.1.4.6 Reverse

S.15.2 Exit

- S.15.2.1 Space management applications
- S.15.2.2 Communication
- S.15.2.3 Procedures
 - S.15.2.3.1 Positioning/reference points
 - S.15.2.3.2 Vision control
 - S.15.2.3.3 Speed control
 - S.15.2.3.4 Steering control
 - S.15.2.3.5 Forward
 - S.15.2.3.6 Reverse

Standard 16

Develop procedures and practice techniques for reduced-risk speed management. A student will:

- S.16.1** Visibility
- S.16.2** Dividing attention
- S.16.3** Traffic controls
- S.16.4** Road conditions (pot holes, rocks, sand, debris, etc.)
- S.16.5** Vehicle conditions
- S.16.6** Space to front/rear
- S.16.7** Other roadway users
- S.16.8** Vehicle dynamics
- S.16.9** Speed differentials

Standards 17 - 18: Developing Traffic Flow and Space Management Skills at Speeds BELOW 55 mph

The student will:

- Utilize space management techniques and
- Visual skills needed for gap assessment at intersections:
 - a. Following or being followed by other vehicle entering and exiting curves
 - b. Traveling on multi-lane roadways and passing or being passed up to 55 mph
- Recognize the visible space around the vehicle and develops targeting skills
- Understands path of travel concepts and investigates vehicle balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use of courtesy and respect in regard to other roadway users
- Stop and slow the vehicle and develops personal vehicle reference points

Standard 17

Identify and comply with roadway and traffic flow situations on limited access roadways and roadway without limit access at speeds below 55 mph. A student will:

- S.17.1** Dividing attention between tasks
- S.17.2** Non-motorized highway users
- S.17.3** Following and being followed
- S.17.4** Entering and exiting curves
- S.17.5** Traffic flow to each side of vehicle
- S.17.6** Multiple use and reversible lanes
- S.17.7** Oncoming traffic gap selection
- S.17.8** Crossing traffic gap selection
- S.17.9** Multiple lane passing
 - S.17.9.1 Space management applications
 - S.17.9.2 Communication
 - S.17.9.3 Procedures
 - S.17.9.4 Lane position
 - S.17.9.5 Speed control
 - S.17.9.6 Steering control
 - S.17.9.7 Stopping distance
 - S.17.9.8 Abort considerations
 - S.17.9.9 Passing/being passed

- S.17.10** Vehicle blind zones and truck no zones

Standard 18

Identify and comply with intersection entry, curve entry, apex, exit situations on limited access roadways and roadways without limited access at speeds below 55 mph. A student will:

- S.18.1** Approach to curves
 - S.18.1.1 See curve in target (intended path) area
 - S.18.1.2 Check all zones for options
 - S.18.1.3 Establish effective
 - S.18.1.4 Left curve approach
 - S.18.1.5 Right curve

- S.18.2 Dividing attention between tasks
- S.18.3 Unique signs, signals and markings
- S.18.4 Communication
- S.18.5 Types of intersections
- S.18.6 Level of traffic flow congestion
- S.18.7 Identify number of usable lanes
- S.18.8 Procedures
- S.18.9 Lane position
- S.18.10 Speed control
- S.18.11 Steering control

Standards 19 - 21: Dealing with Complex Environments at Speeds ABOVE 55 mph

The student will:

- Utilize space management techniques and visual skills needed for gap assessment at intersections
 - a. Following or being followed by other vehicle
 - b. Entering and exiting curves
 - c. Traveling on multi-lane roadways and passing or
 - d. Being passed on multiple lane roadways at speeds above 55 mph
- Recognize the visible space around the vehicle, develops targeting skills, understanding path of travel concepts and investigates vehicle balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use courtesy and respect in regard to other drivers
- Stop and slow the vehicle and develops the judgment of vehicle to the roadway through standard and personal vehicle references at speeds above 55 mph.

Standard 19

Identify and comply with roadway and traffic flow situations including merging, speed control, lane selection, exiting and using on and off ramps on limited access roadways and roadways without lim access at speeds above 55 mph. A student will:

- S.19.1 Non-motorized highway restrictions
- S.19.2 Sharing the roadway
 - S.19.2.1 With other motorized highway users
 - S.19.2.2 With domestic and wildlife
 - S.19.2.3 With other driver behavior

- S.19.3** Divided attention tasks
- S.19.4** Vehicle size and activity
- S.19.5** Following and being followed
- S.19.6** Entering and exiting limited access highways
 - S.19.7.1 Unique signs, signals and markings
 - S.19.7.2 Communication
 - S.19.7.3 Types of interchanges
 - S.19.7.4 Level of traffic flow congestion
 - S.19.7.5 Identify number of usable lanes
- S.19.7** Multiple use and reversible lanes

- S.19.8** Traffic flow to each side of vehicle
- S.19.9** Vehicle blind zones and truck no zones
- S.19.10** Oncoming traffic gap selection
 - S.19.10.1 Crossing traffic gap selection
 - S.19.10.2 Two-lane and multi-lane passing

- S.19.1** Communication
- S.19.2** Space Management
- S.19.3** Dividing attention tasks
- S.19.4** Gap Selection
- S.19.5** Vehicle blind zones and truck no zones
- S.19.6** Closure rate
- S.19.7** Speed control
 - S.19.7.1 Slowest speed on entrance ramp for maximum searching time and options
 - S.19.7.2 Effective speed on acceleration lane
 - S.19.7.3 Getting off
 - S.19.7.3.1 Plan ahead
 - S.19.7.3.2 Test brakes
 - S.19.7.3.3 Flat curves

- S.19.8** Lane position

Standard 20

Identify and comply with situations on limited access roadways and roadways without limited access speeds above 55 mph. A student will:

- S.20.1** Control of space around vehicle
- S.20.2** Dividing attention tasks
- S.20.3** Appropriate mirror use
- S.20.4** Vehicle blind zones and truck no zones
- S.20.5** Maintain separation to sides and rear
- S.20.6** Communicating presence/intentions
- S.20.7** Commentary responses
 - S.20.7.1 Speed and position adjustment assessment
 - S.20.7.2 Rear space/zone observance assessment
- S.20.8** Rules of the road
 - S.20.8.1 Merging rules
 - S.20.8.2 Passing rules
 - S.20.8.3 Use of traffic flow control devices
 - S.20.8.4 Flashers
 - S.20.8.5 Lights
 - S.20.8.6 Towing

Standard 21

Identify and comply with gap selection, communication, speed control and lane selection during passing situations on limited access roadways at speeds above 55 mph. A student will:

- S.21.1** Procedures
- S.21.2** Limited access highway advantages and disadvantage
- S.21.3** Passing on right side of vehicle
- S.21.4** Space management
- S.21.5** Divided attention tasks
 - S.21.5.1 Identify tailgater problems for speed and lane position adjustments
 - S.21.5.2 Evaluate gain versus risk prior to attempting passing maneuver
 - S.21.5.3 Check all zones for line of sight and/or path of travel condition
- S.21.6** Vehicle blind zones and truck no zones
- S.21.7** Communication
- S.21.8** Speed control
- S.21.9** Steering control

- S.21.10** Stopping ability limited
- S.21.11** Abort considerations
- S.21.12** Being passed consideration

Standards 22 - 24: Factors Affecting Driver Performance

The student will:

- Recognize the significant effects of alcohol and other drugs, fatigue and emotions on the driving task
- Identify alcohol and other drugs, distractions, anger management, fatigue and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age
- Recognizes fatigue as a major problem for youthful drivers due to all the school related activities, lack of structured sleep cycles and late night activities
- Develop a plan to deal with other drivers, errors and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions.
- Recognize that personal distractions, as well as, external and internal vehicle distractions can cause inattention to task and therefore, injury and physical damage crashes

Standard 22

Identify the high risk effects of alcohol and other drugs on personality and driver performance. A student will:

- S.22.1** Recognizing alcohol and other drugs effect on teens
- S.22.2** Teen risk factors for alcohol and other drugs use/abuse
- S.22.3** Limiting risk of driving with others that are intoxicated
- S.22.4** The effect of alcohol and other drugs on driver performance
- S.22.5** Media / peer pressure to use alcohol and other drugs
- S.22.6** Chemical use/abuse rules and regulations
 - S.22.6.1 Laws concerning alcohol and other drug use
 - S.22.6.2 Zero tolerance rules and regulations
 - S.22.6.3 Penalties associated with alcohol and other drug use
- S.22.7** Understand mental and physical well-being
 - S.22.7.1 A fever of 101 degrees or higher is equal to having 4 alcoholic beverages
- S.22.8** Learn to manage emotions

Standard 23

Recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance. A student will:

- S.23.1** Refusal skills
- S.23.2** Peer intervention skills
- S.23.3** Community resources
- S.23.4** Parental support

Standard 24

Recognize, compensate or enhance driver fitness to aid reduced-risk driver performance. A student will:

- S.24.1** Driver Distractions
 - S.24.1.1 Definitions
 - S.24.1.2 Effect on new drivers
 - S.24.1.3 Outside vehicle distractions
 - S.24.1.3.1 Limitations to vehicle path of travel
 - S.24.1.3.2 Signs, signals and markings
 - S.24.1.3.3 Other users
 - S.24.1.4 Inside vehicle distractions
 - S.24.1.4.1 Passengers
 - S.24.1.4.2 Electronics
- S.24.2** Dividing attention
 - S.24.2.1 Vision needs
 - S.24.2.2 Mental awareness
 - S.24.2.3 Physical distractions
- S.24.3** Temporary impairments
- S.24.4** Long term disabilities
- S.24.5** Fatigue and sleep deprivation
- S.24.6** Driver aggression and response

Standards 25 - 26: Dealing with Adverse Conditions

The student will:

- Appraise inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses

Standard 25

Recognize adverse weather conditions as visibility and traction problems and adjust speed to meet ability to steer and stop the vehicle within the limits of the conditions as presented. A student will

S.25.1 Identify changing weather conditions

- S.25.1.1 Understand what can go wrong
- S.25.1.2 Prevention techniques
- S.25.1.3 Problem recognition
 - S.25.1.3.1 Rain
 - S.25.1.3.2 Storms
 - S.25.1.3.3 Snow
 - S.25.1.3.4 Winds, etc.
- S.25.1.4 Vehicle control

S.25.2 Changing visibility conditions

- S.25.2.1 What can go wrong
- S.25.2.2 Prevention techniques
- S.25.2.3 Problem recognition
 - S.25.2.3.1 Glare
 - S.25.2.3.2 Low light
 - S.25.2.3.3 Fog
 - S.25.2.3.4 Blizzard effects, etc.
- S.25.2.4 Vehicle control

S.25.3 Changing traction conditions

- S.25.3.1 What can go wrong

- S.25.3.2 Prevention techniques
- S.25.3.3 Problem recognition
 - S.25.2.3.1 Traction loss to front tires (understeer)
 - S.25.2.3.2 Traction loss to rear tires, etc. (oversteer)
- S.25.3.4 Vehicle control

S.25.4 Traffic flow situations under limited conditions of visibility/traction

S.25.5 Intersection management under limited conditions of visibility/traction

- S.25.5.1 Traffic flow to each side of vehicle
- S.25.5.2 Oncoming traffic gap selection
- S.25.5.3 Crossing traffic gap selection

S.25.6 Multiple-lane choices and usage under limiting conditions

S.25.7 Responding to non-motorized highway users

Standard 26

Value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance. A student will:

S.26.1 Occupant protection knowledge

- S.26.1.1 Active restraints
- S.26.1.2 Passive restraints
- S.26.1.3 Active Passive Integration
- S.26.1.4 Frontal crash protection
 - S.26.1.4.1 First generation supplemental restraints
 - S.26.1.4.2 Second generation supplemental restraints
 - S.26.1.4.3 Third generation supplemental restraints
 - S.26.1.4.4 Seat belt adjustments
- S.26.1.5 Side impact protection
- S.26.1.6 Rear impact protection

S.26.2 Occupant use and misuse

- S.26.2.1 Lap belt adjustments
- S.26.2.2 Shoulder restraint adjustments
- S.26.2.3 Legal requirements

S.26.3 Protecting Children

- S.26.3.1 Age and seat requirements
- S.26.3.2 Weight and seat requirements
- S.26.3.3 Proper seat placement
- S.26.3.4 Legal requirements

Standards 27 - 29: Other Roadway Users

The student will:

- Understand vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making and problem-solving skills to respond appropriately
- Recognize that Tractor-trailer combinations and trains are as dangerous vehicles in the vehicle, truck and train interaction at intersections and in high speed area

Standard 27

Recognize and respond to other motorized vehicles that may have different weight, speed and visibility problems. A student will:

S.27.1 Tractor and trailer combinations

- S.27.1.1 Single trailer combinations
- S.27.1.2 Double trailer combinations
- S.27.1.3 Triple trailer combinations
- S.27.1.4 Visibility issues
- S.27.1.5 Passing issues
- S.27.1.6 Wind blast issues
- S.27.1.7 Space needs when turning
- S.27.1.8 Passenger vehicle interaction

S.27.2 Delivery vans and trucks

S.27.3 Motorcycles and mopeds

- S.27.3.1 Size and speed
- S.27.3.2 Visibility issues
- S.27.3.3 Lane position issues

S.27.4 Construction vehicles, farm vehicles, snowmobiles, ATV/ATC & golf carts, if applicable

S.27.5 Speed issues

- S.27.7.1 Different travel speeds
- S.27.7.2 Maintaining momentum on hills
- S.27.7.3 Sudden slow downs

Standard 28

Recognize and respond to other non-motorized vehicles that may have different weight, speed and visibility problems. A student will:

- S.28.1** Pedalcycles & pedicabs
- S.28.2** Personalized transport
 - S.28.2.1 Skates/Rollerblades
 - S.28.2.2 Skateboards
 - S.28.2.3 Horses
 - S.28.2.4 Others
- S.28.3** Horse drawn equipment, if applicable
- S.28.4** Pedestrians

Standard 29

Recognize and respond to tracked vehicles that may have different weight, speed and visibility problems. A student will:

- S.29.1** Freight trains
- S.29.2** Passenger trains
- S.29.3** Electric/cable cars
- S.29.4** Trolley cars

Standards 30 - 31: Responding to Vehicle Malfunctions and Crashes

The Student will:

- Assess vehicle operation and malfunctions to eliminate or prevent related vehicle or weather-related problems
- Understands vehicle braking and technology systems
- Utilize proper braking techniques in favorable and unfavorable vehicular, weather and roadway conditions
- Recognizes responsibilities associated with crashes regardless of causal factors

Standard 30

Recognize and respond to vehicle malfunctions in a reduced-risk manner. A student will:

- S.30.1** Steering and suspension malfunctions
- S.30.2** Tires, traction loss recognition and control
 - S.30.2.1 Understeer/oversteer recognition and correction

Standard 31

Understand and relate how the roadway system is managed by police and state agencies to help with emergencies and vehicle malfunctions. A student will:

- S.31.1** Law enforcement agencies
 - S.31.1.1 State enforcement agencies
 - S.31.1.2 County enforcement agencies
 - S.31.1.3 Local enforcement agencies

- S.31.2** Emergency response agencies
 - S.31.2.1 Getting help
 - S.31.2.2 Types of emergency response

- S.31.3** Rules of the road
 - S.31.3.1 Responsibilities at crash scene
 - S.31.3.2 Reporting crashes
 - S.31.3.3 Financial responsibility

Standard 32 - 34: Making Informed Consumer Choices

The student will:

- Synthesize information and applies strategies to prepare:
 - a. A trip plan (optional)
 - b. Develop a driving route (optional)
 - c. Select motor vehicles and purchase insurance
 - d. Protect the environment (optional)
 - e. Prepare for future participation in the graduated licensing system

Completing driver education is just the start of a learning process concerning traffic safety and making reduced risk driver decisions.

Standard 32

Perform map reading and trip planning exercises that lead to an in-car activity or a future family trip. A student will:

- S.32.1** Map reading (optional)
 - S.32.1.1 Paper and atlas formats
 - S.32.1.2 Digital and GPS formats
 - S.32.1.3 Mapquest or maps.com formats

- S.32.2** Destination Driving Exercise (optional)
 - S.32.2.1 Plan an in-car driving route
 - S.32.2.1.1 Mark turns
 - S.32.2.1.2 Controlled intersections
 - S.32.2.1.3 Speed

 - S.32.2.2 Planning a family trip driving route

Standard 33

Recognize problems and make wise consumer choices in purchasing insurance or an automobile. A student will:

- S.36.1** Insurance
 - S.33.1.1 Financial responsibility

Standard 34

Student/Parent Debriefing (optional). A student will:

- S.34.1** Review program driver skill log requirements
- S.34.2** Evaluation of destination driving route
- S.34.3** Review licensing requirements
- S.34.4** Student responsibilities
- S.34.5** Media advertising
- S.34.6** Use of natural resources
- S.34.7** Parent responsibilities
- S.34.8** Making safe vehicle choices

VI. IN-CAR KNOWLEDGE AND SKILLS STANDARDS

Driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students will acquire essential knowledge, skills and experiences to perform reduced risk driving in varying traffic environment.

The instructor will assist and guide the students to meet or exceed minimum competency standards through in-car instruction that includes modeling, knowledge assessments, skill assessments, guided observations and parental involvement.

1. Students must successfully obtain their individual Class D or Class G instruction permit prior to participating in the driver training exercises.
2. Class G driver license applicants are eligible to apply for a driving permit upon reaching fifteen years, six months of age. However, Class G driver license applicants must have held an Arizona instruction permit for at least six months or have had a driver license issued by another state prior to their Arizona driver license being issued (ARS 28-3174).
2. Schools shall provide specific driver instruction designed to improve student manipulative skills involved in controlling the motion of a vehicle and the perceptual skills that can be gained only through exposure to the real highway and traffic environment.
3. Driving instruction will involve operation of the vehicle by the student. Further, the instructor should present methods of preparing the vehicle for operation, securing it after operation and certain routine maintenance tasks.

Note: 28-3174.E states, for the first six months that a class G licensee holds the license, the licensee shall not drive a motor vehicle on a public highway at any time if the licensee is driving a motor vehicle containing more than one passenger under the age of eighteen. This restriction does not:

- Prohibit the licensee from driving a motor vehicle containing passengers under the age of eighteen if the passengers are the licensee's siblings
- Apply if the licensee is accompanied by a parent or legal guardian who has a class A, B, C or D licensee and who occupies the seat beside the class G licensee

In-Car Standards 1 - 2: Preparing to Operate a Vehicle

The student is expected to:

- Develop an understanding of local driving school regulations and requirements
- Formulate knowledge of rules and regulations required to satisfactorily complete the driver and traffic safety educational program
- Recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle
 - a. Identifies the location of alert and warning symbol lights
 - b. Understand the operation of vehicle control and safety devices
 - c. Investigates vehicle balance concepts
 - d. Analyzes the standard vehicle reference points relationship to roadway position and vehicle placement

In-Car Standard 1

Recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbols, lights, understand the operation of vehicle control and safety devices, investigates vehicle balance concepts when braking, accelerating and steering. The student is expected to:

ICS.1.1 Understand vehicle operating space

- ICS.1.1.1 Recognize the visual limitation to the front of the vehicle
- ICS.1.1.2 Recognize the visual limitation to the rear of the vehicle
- ICS.1.1.3 Recognize the visual limitation to the right side of the vehicle
- ICS.1.1.4 Recognize the visual limitation to the left side of the vehicle
- ICS.1.1.5 Demonstrate the limited visual view in the rear view mirror
- ICS.1.1.6 Demonstrate the traditional mirror view settings for the rear and side view mirrors
- ICS.1.1.7 Demonstrate the blind zone and glare elimination (BGE) settings for the rear side view mirrors

ICS.1.2 Prepare for getting ready to drive

- ICS.1.2.1 Prepare physically and mentally to use the vehicle
- ICS.1.2.2 Approach the vehicle with awareness
- ICS.1.2.3 Check outside and inside of vehicle before opening the door
- ICS.1.2.4 Once inside lock doors; optional

- ICS.1.2.5 Adjust head restraints, seat position, mirrors, safety restraints, steering when in position
- ICS.1.2.6 Check all occupants for safety belt use
- ICS.1.2.7 Be able to demonstrate effective meaning and usage of gauges
 - ICS.1.2.7.1 Recognize alert lights for safety accessories
 - ICS.1.2.7.2 Demonstrate proper use of ignition starting device
 - ICS.1.2.7.3 Demonstrate ability to select and use appropriate accessories

ICS.1.3 Prepare for starting the vehicle

- ICS.1.3.1 Place or check that parking brake is in set position
- ICS.1.3.2 Check proper gear for starting
- ICS.1.3.3 Secure foot brake pedal
- ICS.1.3.4 Give an example of a warning light for engine or system accessories
- ICS.1.3.5 Make appropriate gear selection for movement
- ICS.1.3.6 Put headlights on - day and night to increase visibility

ICS.1.4 Understand placing the vehicle in motion

- ICS.1.4.1 Visually identify open space to enter before moving foot from brake to gas
- ICS.1.4.2 Communicates to other users
- ICS.1.4.3 Place the vehicle into motion smoothly
- ICS.1.4.4 Recognize that too much acceleration affects vehicle body pitch toward the front

ICS.1.5 Understand stopping the vehicle in motion

- ICS.1.5.1 Search effectively ahead of the vehicle to determine braking needs
- ICS.1.5.2 Used controlled braking efficiently with heel of foot on floorboard
- ICS.1.5.3 Apply a firm braking force at the beginning of the braking process
- ICS.1.5.4 Bring the vehicle to a smooth stop by easing off the brake. Ease pressure off brake during last two seconds of braking to ease pitch of vehicle
- ICS.1.5.5 Recognize that too much braking action affects vehicle body pitch toward the front

- ICS.1.5.6 Check the rear zone/space before, during and after braking actions
- ICS.1.5.7 Demonstrate effective use of maximum Emergency/ABS braking (at least 30 mph)

ICS.1.6 Recognize the steering for path of travel

- ICS.1.6.1 Turn head and visually target in the direction of intended path of travel prior to turning
- ICS.1.6.2 Use a target, sightline, transition point and path of travel to determine steering entry and return
- ICS.1.6.3 Use a balanced hand position on the wheel 9 and 3
- ICS.1.6.4 Recognize that too much steering affects vehicle body roll towards the opposite side of vehicle
- ICS.1.6.5 Use the hand-over-hand or hand-to-hand turning, hand-to-hand curvatures, one hand reverse or evasive action avoidance methods effectively
- ICS.1.6.6 Visually check the rear view mirror, side view mirrors and mirror blind zone areas

ICS.1.7 Prepare the securing of the vehicle

- ICS.1.7.1 Stop the vehicle in a safe and legal position
- ICS.1.7.2 Set the parking brake per owner's manual
- ICS.1.7.3 Shift into appropriate gear before removing foot from brake
- ICS.1.7.4 Turn off appropriate accessories prior to turning off ignition and removing key
- ICS.1.7.5 Visually check traffic flow before opening door
- ICS.1.7.6 Lock doors and/or secure any alarm system

In-Car Standard 2

Recognize and analyze the standard and personal vehicle guides or reference points in relationship to roadway position and vehicle placement. A student is expected to:

- ICS.2.1** Identify - Front of vehicle
- ICS.2.2** Identify - Rear of vehicle
- ICS.2.3** Identify - Front turning point of vehicle
- ICS.2.4** Identify - Rear turning point of vehicle
- ICS.2.5** Identify - Application of Principles

In-Car Standards 3 - 4: Introducing Traffic Entry and Intersection Approach Skills

The student is expected to:

- Utilize critical-thinking, decision-making and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments

In-Car Standard 3

Visualization of intended travel path. A student is expected to:

- ICS.3.1** Know their primary focus
 - ICS.3.1.1 Identify an object or area that appears in the center and at the end of your intended path of travel
- ICS.3.2** Know their primary focus area
 - ICS.3.2.1 Identify the traffic problems and elements in and near the focus area
 - ICS.3.2.2 Locate your focus area, evaluate the line of sight or path of travel conditions determine best approach speed and lane position
- ICS.3.3** Know their primary focus path
 - ICS.3.3.1 Evaluate the focus area, while developing an image of your focusing path
 - ICS.3.3.2 Identify elements that can change or modify the intended travel path
 - ICS.3.3.3 Determine risks associated with maintaining the intended path of travel

In-Car Standard 4

Searching intended travel path. A student is expected to:

- ICS.4.1** Divide focal and mental attention between intended travel path and other tasks
 - ICS.4.1.1 Move focal vision from travel path to another location and back to travel path
 - ICS.4.1.2 Move focal vision within a timely manner
 - ICS.4.1.3 Share attention more than one time to allow brain to perceive information
- ICS.4.2** Divide focal and mental attention between intended travel path and other tasks
 - ICS.4.2.1 Search to the focus area, at minimum, 15 to 20 seconds ahead to evaluate its conditions and determine entry speed and position
 - ICS.4.2.2 Search for line of sight or path of travel changes that can or will affect the approach to the focus area

- ICS.4.2.3 Approach the target areas, continually re-evaluate risks in immediate 4 - 6 second travel path
- ICS.4.2.4 As they approach the target area, search for a new target area and new travel path that is, at minimum, 15 to 20 seconds ahead
- ICS.4.3** Know how to judge space in seconds
 - ICS.4.3.1 Visualize the space your vehicle will occupy at a minimum 15-20 seconds ahead
 - ICS.4.3.2 Search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path
 - ICS.4.3.3 Speed and/or lane position adjustments may be required when the search areas cannot be maintained
- ICS.4.4** Detect changes to line of sight or path of travel
 - ICS.4.4.1 Evaluate modification in the ability to see or maintain a travel path
 - ICS.4.4.2 Recognize a line of sight or path of travel change, then evaluate other zones/spaces for speed and lane adjustments
- ICS.4.5** Identify open, closed or changing zones/spaces
 - ICS.4.5.1 Identify the intended travel path for open, closed or changing conditions
 - ICS.4.5.2 Evaluate open, closed or changing conditions for speed and positions adjustments
- ICS.4.6** Understand how to search intersections
 - ICS.4.6.1 Search for open zones/space to the left, front and right, when approaching an intersection
 - ICS.4.6.2 Evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching and intersection
 - ICS.4.6.3 Search for open zones/spaces to the left, front and right, before entering an intersection
- ICS.4.7** Understand how to search into curves and over hills
 - ICS.4.7.1 Search the line of sight and path of travel through the curve or over the hill crest for the possible closed or changing status of your path of travel, when the target area is a curve or a hill crest
 - ICS.4.7.2 Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill crest

In-Car Standard 5 - 10: Developing Visual and Mental Perception for Vehicle Control

Tasks

The student is expected to:

- Utilize critical-thinking, divided attention, decision-making and problem-solving skills to operate the vehicle
- Perform precision maneuvers in controlled risk, limited risk, moderate risk and complex risk environment, including
 - a. Basic vehicle control
 - b. Space management
 - c. Selected sections of rules of the road
 - d. Lane changing
 - e. Turnabouts
 - f. Parking

In-Car Standard 5

Speed Control. A student is expected to:

- ICS.5.1** Divide focal and mental attention between intended travel path and other tasks
 - ICS.5.1.1 Move focal vision from travel path to another location and back to travel path
 - ICS.5.1.2 Move focal vision within a timely manner second time frames
 - ICS.5.1.3 Share attention more than one time to allow brain to perceive information

- ICS.5.2** Make a selection for ongoing conditions
 - ICS.5.2.1 Travel speed with be based upon driver, vehicle, legal, roadway and environmental limitations
 - ICS.5.2.2 Constant adjustments to speed are based on driver processing information, based on limitations

- ICS.5.3** Make a decision after seeing changes in line of sight or path of travel
 - ICS.5.3.1 Avoid using acceleration into a closed or changing zone/space
 - ICS.5.3.2 Recognizing a closed zone/space (a red light or stopped traffic), adjust speed arrive as the zone/space opens
 - ICS.5.3.3 When the driver's ability to see a line of sight or path of travel is reduced, add speed to maintain or establish an open zone/space

- ICS.5.4** Make a decision after seeing a speed limit sign
 - ICS.5.4.1 Recognize it as a cue to check vehicle gauges, mirrors and evaluate line of sight or path of travel conditions
 - ICS.5.4.2 Adjust speed to meet driver, vehicle, legal, roadway and environmental limitations

In-Car Standard 6

Lane position selection. A student is expected to:

- ICS.6.1** Understand lane position
 - ICS.6.1.1 Select the appropriate lane for space management, legal requirements and destination

- ICS.6.2** Understand lane position usage while driving straight ahead
 - ICS.6.2.1 Select a lane position to give best separation from closed or changing zones/space
 - ICS.6.2.2 Demonstrate ability to place vehicle in appropriate lane position

- ICS.6.3** Understand lane position usage while parking
 - ICS.6.3.1 Select a lane position to give best separation from closed or changing zones/space
 - ICS.6.3.2 Demonstrate ability to place vehicle in appropriate lane position

- ICS.6.4** Understand lane position usage while turning around
 - ICS.6.4.1 Select a lane position to give best separation from closed or changing zones/space
 - ICS.6.4.2 Demonstrate ability to place vehicle in appropriate lane position

- ICS.6.5** Understand lane position usage while approaching curves and hill crests
 - ICS.6.5.1 Establish the appropriate lane position on approach
 - ICS.6.5.2 Establish the appropriate lane position on apex
 - ICS.6.5.3 Establish the appropriate lane position on exiting

- ICS.6.6** Divide focal and mental attention between intended travel path and other tasks
 - ICS.6.6.1 Move focal vision from travel path to another location and back to travel path
 - ICS.6.6.2 Move focal vision within a timely manner
 - ICS.6.6.3 Share attention more than one time to allow brain to perceive information

In-Car Standard 7

Rear zone searching and control. A student is expected to:

- ICS.7.1** Divide focal and mental attention between intended travel path and other tasks
 - ICS.7.1.1 Move focal vision from travel path to another location and back to travel path
 - ICS.7.1.2 Move focal vision within a timely manner
 - ICS.7.1.3 Share attention more than one time to allow brain to perceive information

- ICS.7.2** Know inside rearview mirror usage
 - ICS.7.2.1 Search to the rear after seeing a change to your line of sight or path of travel
 - ICS.7.2.2 Search to the rear before and after making a turn or a stop
 - ICS.7.2.3 Search to the rear before and after making speed adjustment
 - ICS.7.2.4 Search to the rear before and after making lane position adjustment

- ICS.7.3** Know outside side view mirrors and mirror blind zone checks
 - ICS.7.3.1 Check the side view mirror before adjusting a lane position in that direction

- ICS.7.4** Evaluate Condition to rear
 - ICS.7.4.1 Determine if the rear zone/space is an open, closed or changing condition
 - ICS.7.4.2 When a tailgater is closing or changing the rear zone/space, determine the appropriate speed or lane adjustment needed

In-Car Standard 8

Following time and space. A student is expected to:

- ICS.8.1** Understand closure rate on approach
 - ICS.8.1.1 Approach the vehicle in front gradually, avoiding a fast closure rate

- ICS.8.2** Divide focal and mental attention between intended travel path and other tasks
 - ICS.8.2.1 Move focal vision from travel path to another location and back to travel path
 - ICS.8.2.2 Move focal vision within a timely manner
 - ICS.8.2.3 Share attention more than one time to allow brain to perceive information

In-Car Standard 8 - Continued

- ICS.8.3** Know moving at same speed - maintaining 3 - 6 second interval
- ICS.8.3.1 When following another vehicle, work to maintain 3 - 6 seconds of time and space
 - ICS.8.3.2 Adjust speed or lane position if four seconds of time is difficult to maintain
- ICS.8.4** Know when stopping behind vehicles
- ICS.8.4.1 When stopped behind a vehicle, be able to see the rear tires touching the pavement
 - ICS.8.4.2 When stopped behind a vehicle without visibility to the rear, be able to see the driver in the side view mirror
- ICS.8.5** Delay start before moving
- ICS.8.5.1 After the vehicle in front begins to move, delay your movement for two seconds to open the front zone/space

In-Car Standard 9

Communication and Courtesy. A student is expected to:

- ICS.9.1** Understand technique
- ICS.9.1.1 Use turn signal light before turning right or left
 - ICS.9.1.2 Use turn signal appropriate for moving to another lateral position
 - ICS.9.1.3 Use horn to make others aware of your presence, when necessary
 - ICS.9.1.4 Demonstrate tap brake lights to warn rear traffic of a slowdown or stop in the traffic flow
 - ICS.9.1.5 Use vehicle speed and position could communicate the driver's intention
- ICS.9.2** Understand timing
- ICS.9.2.1 Put signal light on appropriately prior to moving
 - ICS.9.2.2 Communicate early so that your safe path of travel can best be controlled

In-Car Standard 10

Using three steps to problem-solving. A student is expected to:

- ICS.10.1** Search for a change to your line of sight and/or to your path of travel
 - ICS.10.1.1 Look for what may no longer make your intended your path of travel available safe

- ICS.10.2** Evaluate your other zone/spaces for risk
 - ICS.10.2.1 Look for related information
 - ICS.10.2.2 Look for alternate path of travel
 - ICS.10.2.3 Get all information before acting

- ICS.10.3** Execute an adjustment
 - ICS.10.3.1 Get the best
 - ICS.10.3.1.1 Speed control
 - ICS.10.3.1.2 Lane position
 - ICS.10.3.1.3 Achieve the best communication for the conditions

In-Car Standards 11: Assessment of Driver Performance

The student is:

- Assessed based in vehicle operation, understands vehicle braking systems and utilizes proper braking techniques.
- Understand vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making and problem-solving skills to respond appropriately

In-Car Standard 11

The student enrolled in a certified driver education program will be able to successfully demonstrate key core behavioral patterns while performing the following procedures:

- ICS.11.1** Divide focal and mental attention between intended travel path and other tasks
 - ICS.11.1.1 Move focal vision from travel path to another location and back to travel path
 - ICS.11.1.2 Move focal vision within a timely manner
 - ICS.11.1.3 Share attention more than one time to allow brain to perceive information

ICS.11.2 Precision Turns

- ICS.11.2.1 Demonstrate a proper side position
- ICS.11.2.2 Demonstrate the forward position
- ICS.11.2.3 Search intersections left, front, right and left again to ascertain open zones/spaces
- ICS.11.2.4 Look into the turn before turning the steering wheel

ICS.11.3 Approach to intersections

- ICS.11.3.1 See and respond to open/closed zones
- ICS.11.3.2 Check and respond to rear zone conditions
- ICS.11.3.3 Establish and maintain proper lane usage and speed control
- ICS.11.3.4 Search left, front, right and left again zones for line of sight or path of travel changes, get open zones before entering
- ICS.11.3.5 Demonstrate and use staggered, legal and safety stop, when applicable

ICS.11.4 Timing Arrival for Open Zone

- ICS.11.4.1 See conditions of traffic light; adjust speed to arrive at a green light
- ICS.11.4.2 See closed front zone; adjust speed to reduce closure rate and to arrive in an open zone
- ICS.11.4.3 Adjust speed to have at least one open side zone, when possible

ICS.11.5 Precision Lane Change

- ICS.11.5.1 Evaluate zones and mirror blind spots
- ICS.11.5.2 Use signals appropriately
- ICS.11.5.3 Make final mirror blind spot check
- ICS.11.5.4 Enter new lane
- ICS.11.5.5 Decide on best lane position for conditions

ICS.11.6 Approach to curves

- ICS.11.6.1 See curve in target area
- ICS.11.6.2 Check all zones for options
- ICS.11.6.3 Establish effective speed control
- ICS.11.6.4 Left curve approach
- ICS.11.6.5 Right curve approach

ICS.11.7 Passing/being passed

- ICS.11.7.1 Identify tailgater problems for speed and lane position adjustments
- ICS.11.7.2 Evaluate gain versus risk prior to attempting passing maneuver
- ICS.11.7.3 Check all zones for line of sight or path of travel conditions
- ICS.11.7.4 Control speed and lane position

ICS.11.8 Getting on/off highways

- ICS.11.8.1 Slowest speed on entrance ramp for maximum searching time and options
- ICS.11.8.2 Evaluate gap to enter
- ICS.11.8.3 Effective speed on acceleration lane
- ICS.11.8.4 Getting off; plan ahead, test brakes

ICS.11.9 Backing Techniques

- ICS.11.9.1 Effective searching prior to and while backing
- ICS.11.9.2 Effective use of brake for speed control
- ICS.11.9.3 Effective steering technique

ICS.11.10 Parallel Parking Techniques

- ICS.11.10.1 Establish side position
- ICS.11.10.2 Demonstrate proper forward position
- ICS.11.10.3 Use minimum space to go forward
- ICS.11.10.4 Evaluate alignment to space
- ICS.11.10.5 Back to pivot point, turn wheel
- ICS.11.10.6 Visually target center of vehicle or space to the rear
- ICS.11.10.7 Straighten tires, demonstrate rear limitation reference

ICS.11.11 3-Point turn techniques

- ICS.11.11.1 Establish side position
- ICS.11.11.2 Demonstrate proper forward position
- ICS.11.11.3 Use minimum space to go forward
- ICS.11.11.4 Evaluate alignment to space
- ICS.11.11.5 Back to pivot point, turn wheel
- ICS.11.11.6 Visually target center of vehicle or space to the rear
- ICS.11.11.7 Straighten tires, demonstrate rear limitation reference

ICS.11.12 Responding to emergency situations (Optional)

ICS.11.12.1 Use vision control, motion control and steering control sequences

ICS.11.12.2 Recognize and respond to adverse conditions that change vehicle traction

ICS.11.12.3 Recognize front wheel traction loss

ICS.11.12.4 Recognize rear wheel traction loss

ICS.11.12.5 Demonstrate appropriate controlled brake, trail brake, threshold brake and antilock brake use

ICS.11.12.6 Recognize and respond to vehicle mechanical failures

Environment Risk Relationships

Risk Level	Instructor	Speed	External Distractions	Traffic Volume	Roadway Limitations
Controlled	Assumes 100% of space management responsibilities	Less than 30 mph	External distraction controlled by instructor	Little to minimal cross traffic volume	Single lane residential or suburban style marked and unmarked with controlled and uncontrolled intersections
Low	Assumes 90% of space management responsibilities	Less than 45 mph	External distraction are minimal	Minimal to low cross traffic and opposing traffic	Multi-lane, one and two way flow, traffic signals simple curve and hill approaches
Moderate	Assumes 50% of space management responsibilities	Less than 55 mph	External distractions are evident and consistent to front and rear	High volume opposing traffic with low volume of cross or entry traffic, urban areas	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets, light weather and visibility conditions
Complex	Assumes 25% of space management responsibilities. Assesses student space management	Varying speed up to speed limits	External distractions are numerous and inconsistent to front and rear	High volume opposing, cross, entry and exit flows. Mix of drivers using variance of speed and lane position adjustments	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets. Varying road surfaces, visibility and weather conditions

C. Vehicle Equipment

Vehicles used for driver training, whether donated, loaned, leased, or owned by a Provider, require special equipment to enhance the training and protect the public.

1. Each training vehicle shall be equipped with:
 - a. Dual control brakes, or dual brake and clutch depending on the standard equipment of the car.
 - b. Rearview and side view mirrors for the driver, and a rearview or side view mirror for the instructor.

2. Providers are required to equip their vehicles with:
 - a. A bold sign announcing “STUDENT DRIVER” for both sides and rear of the vehicle. The sign should be white with black letters and visible for a distance of 100 feet.
 - b. Fire extinguisher.
 - c. First aid kit.
 - d. Highway warning kit containing a minimum of three reflective triangles.

VII. Partnering

- A. Partnering with parents/guardians should be encouraged by Providers/Trainers to provide the student a “driving mentor” during the driving phase of the driver education training program.

- B. Provider/ Trainers are encouraged to provide a checklist for use by parents as a guide for the student’s driving practice. It should directly relate to the level of driving proficiency a particular student has achieved (Sample partnering checklist in Appendix B.)

- C. Additionally, students should be encouraged to create a pre-driving safety checklist at home for their specific vehicle – with guidance. The checklist should be designed as a practical tool the student can use prior to each practice driving session — at home or in class.

VIII. Program Assessment

- A. **School Compliance:** To monitor compliance of State standards, representatives of the Department of Transportation may attend any driver education class session on a scheduled or unscheduled basis.
- B. **Records and Reports**
1. A student driver education class training record shall be developed and maintained by each Provider/business for at least three (3) years from date of course completion (Sample student training record is in Appendix C.)
 2. Professional Driver Services 3rd Party Driver License Training Completion Certificate (TCC):
 - a. The new electronic website will allow an ATP-DLTP trainer to log on, enter student information, and certify that the student has passed the provider's evaluation for either written or skills proficiency and print out a Driver License Training Completion Certificate (TCC) to be taken to an MVD Station for further processing and MVD TESTING (Sample electronic form in Appendix D.). The certificate will have a unique number printed on it. This number along with the entered information will be stored in a temporary MVD staging database. The DLTP completion certificate will be entered by the MVD/ATP CSR to the student's customer record. If the ATP-DLTP is granted the ability to use the TCC as a MVD TEST waiver and the student is not flagged for random test, the test is waived.
 - b. A Trainer-signed TCC is valid for 6 months only. The date of completion cannot be a date in the future. Therefore, a student should not be enrolled in the driver education class who will not reach the age of 16 of class completion.
 - c. TCC shall only be signed by the person providing the specific type of Instruction or service, i.e., Classroom Instruction or Driving Skills evaluations. The provider will be held responsible for training all trainers on how to upload course completions through the designated secure website for a student course completion.
 3. The Certified Instructor Report (MVD Form 96-0154) **for Motorcycle and Special Performance Examiner Providers and Trainers only.**
 - a. Shall be submitted by teachers and instructors to MVD at end of each month indicating the number of student completions issued during the month. This report is due no later than the fifth (5th) day of the next month (late after the 10th).

C. Student Evaluations

1. Spot quiz (es): using this teaching technique may be used throughout the course to periodically measure the students' progress.
2. The course final written evaluation shall be developed by the Provider. Students must achieve a score of 80% to pass and proceed to the Behind-the-wheel phase (Sample questions are available at MVD to assist Trainers in developing a database of questions.)
3. Students requiring an oral examination shall be referred to an MVD field office. The oral test may be administered by an MVD Customer Service Representative. For the nearest office, logon to the following website (servicearizona.com) or call (602) 255-0072.

D. Final Driving Evaluations

1. The Trainer is responsible for personally inspecting the vehicle used for conducting the final driving evaluation. At a minimum, these must be checked:
 - a. Tires
 - b. Brakes and brake lights
 - c. Turn signals
 - d. Mirrors
 - e. Speedometer
 - f. Fuel or oil leakage
 - g. Seat belts and
 - h. Windshield, ensuring it is not shattered
2. Prior to going on the road, the trainer shall:
 - a. Ensure the student driver is able to understand and respond to the following directions in English: "stop", "slow down", "drive straight ahead", "left or right lane change" and "turn left or right at the next street, corner, stop sign or traffic light".
 - b. Check for driver license permit and vehicle registration.
 - c. Observe the student perform the parallel park exercise or three-point turn exercise, or both.

3. In-car procedures:

- a. Trainers are encouraged to develop and use standard written instructions when conducting behind-the-wheel evaluations to provide fairness for everyone evaluated. Further, at least three driving routes should be developed and their use rotated (Sample driving route instruction sheet in Appendix F.)
- b. The score sheet used by trainers for the final evaluation should be a standard form developed by the Provider and used by all of their trainers (Sample evaluation sheet is contained in Appendix A.)

ROAD EVALUATION SCORING PROCEDURES (For Class D or G License) (Appendix A)

Each student begins Final Evaluation with 100 points and can have up to 20 points deducted and still pass the test. The following items are cause for deduction of points as indicated below:

FAILS TO MAKE FULL STOPS (10 Points)

- Each time the student fails to come to a complete stop by checking traffic and rolling through a stop sign
- Fails to stop when making a right turn on red

CROWDING CENTER LINE (10 Points)

- When the student stays too close or rides the left wheels on the center line

FOLLOWING DISTANCE (10 Points)

- Following too close to execute a smooth stop
- It is recommended that the student use the two second rule, unless weather or traffic conditions indicate otherwise

RIGHT OF WAY TO VEHICLES AND PEDESTRIANS (10 Points)

- Fails to yield to the vehicle on the right at a four-way stop or unmarked intersection
- Fails to yield to a pedestrian in a crosswalk or an intersection
- Fails to yield at any other time when a pedestrian's safety might be in jeopardy

Road Evaluation Procedures Continued

OVER SPEED LIMIT -5 MPH TO 10 MPH (10 Points)

- The road Evaluation will be terminated when the student exceeds the speed limit by more than 10 MPH.

4 Points are deducted for each of the following infractions.

CHOICE OF PROPER LANE CHANGE

- Each time the student selects the improper lane for travel or turns into an incorrect lane when executing a turn

SIGNALING

- If the student fails to signal in advance of a turn, when changing lanes or fails to cancel the signal upon completion of the turn

USE OF BRAKES

- Each time the applicant fails to make a smooth safe stop

OBSERVATION AND PLANNING, the student:

- Does not appear to provide adequate attention to surrounding traffic/environment
- Fails to use the mirrors
- Fails to visually check for other vehicles prior to making a lane change
- Fails to anticipate traffic situations (merging traffic sign was present, yet applicant was unaware traffic is merging)

2 Points are deducted for each of the following infractions.

OPERATION OF A MOTOR VEHICLE

Each time the student fails to:

- hold the accelerator steady
- use the clutch
- gear shift smoothly when driving a standard shift vehicle

Displays unusual amount of:

- Nervousness
- Caution
- Over confidence
- Distracted behavior
- Confusion

POSITION AFTER STOPPING

- If there is no crosswalks present and the student stops beyond the crosswalk line or stop line

WAITS TO LONG

- Each time the student hesitates too long before entering traffic
- Waits too long to signal or stop
- Hesitates to follow directions

TOO SLOW

- Each time the vehicle's speed is too slow for traffic conditions, creating an unsafe condition

STEERING

- Each time the student fails to smoothly steer
- does not have hands correctly on the steering wheel
- their hands should be on the wheel in the nine and three o'clock or the two and ten o'clock position, unless they have a disability that would prevent this

IMPROPER TURNS

- Each time the student swings too wide or short while executing a turn
- They bump or jump the curb

Automatic Failure

Terminate the road evaluation if any of the situations listed below occur. If vehicle belongs to the Provider, and not damaged, the trainer may drive back to the starting point. If the vehicle is provided by the student driver, it is suggested that the vehicle be parked and locked and a call for a ride back to the office. Under no circumstances should the trainer drive a student's private vehicle.

STRUCK A PYLON

- During the parallel parking or three point turn, the student strikes a pylon this is an automatic failure

DISTANCE FROM CURB

- Applicant is unable to park the vehicle within 18 inches from the curb

JUMPED THE CURB OR TOOK TOO LONG

- A pylon is struck during the parallel parking or three point turn

INABILITY AFTER THREE ATTEMPTS

- Student has exhausted the three attempts and will need to re-apply

INVOLVED IN AN ACCIDENT

- No matter who was determined to be at fault

DANGEROUS ACTION

- Such as turning into oncoming traffic

SERIOUS VIOLATION

- Of any traffic law that jeopardizes the safety of the TRAINER, the student or the general public
- Running a red-light
- Making a left turn on a red-light
- Driving 15 mph over the speed limit posted in a school zone, etc.

REFUSED INSTRUCTIONS

- Disobeys any direction given by the trainer.

ARIZONA THIRD PARTY FINAL EVALUATION SCORE SHEET

Print Applicant Name:	Date of Evaluation:	Vehicle Used (Yr/Make/Type)
License Plate No.	Grader Signature:	Trainer and School No.

EVENT	POINTS	SCORE	REMARKS
FAILS TO MAKE FULL STOP	10 EACH		
CROWDING CENTER LINE	10 EACH		
FOLLOWING DISTANCE	10 EACH		
RIGHT OF WAY TO VEHICLE OR PEDESTRIAN	10 EACH		
OVER SPEED LIMIT (WITHIN 5-10 MPH)	10 EACH		
CHOICE OF PROPER LANE	4 EACH		
SIGNALING	4 EACH		
USE OF BRAKES	4 EACH		
OBSERVATION AND PLANNING	4 EACH		
OPERATION OF MOTOR VEHICLE	2 EACH		
POSITION AFTER STOPPING	2 EACH		
WAITS TOO LONG	2 EACH		
TOO SLOW	2 EACH		
STEERING	2 EACH		
IMPROPER TURN	2 EACH		
TOTAL POINTS OFF			

PASS **FAIL**

Explanation of Failure:

AUTOMATIC FAILURE

- A. Struck a Pylon
- B. Distance from curb
- C. Jumped curb or took too long
- D. Inability after three attempts
- E. Vehicle failed inspection
- F. Involved in accident
- G. Dangerous action
- H. Serious violation
- I. Refused instructions

THIRD PARTY PARTNERING DRIVER CHECKLIST

The Driver Education class is a good first step, but support during the duration of the class is crucial. Below is a checklist, experienced license drivers can use to help students learn safe driving skills.

THE STUDENT DRIVER:	NEVER	SOMETIMES	ALWAYS
Knows location of instruments, gauges and safety devices and checks them before driving.			
Adjusts mirrors and seat properly			
Wears safety belts without being reminded			
Works to maintain safe following distance			
Demonstrates correct hand position on the steering wheel			
Demonstrates the "2-second" rule-you can count "1000-1, 1000-2" between the time the back of a car in front of you passes a fixed object and the time the front of your car reaches the same spot.			
Is aware of other driver's blind spots			
Is aware of tailgaters and knows how to deal with them			
Anticipates changing traffic lights			
Checks mirrors frequently			
Signals before turns and lane changes			
Uses horn appropriately			
Anticipates possible braking situations			
Appears relaxed and comfortable while driving			
Is comfortable driving at night			
Uses high and low beams appropriately			
Adjusts speed to road, traffic and weather conditions			
Works to maintain a space cushion or buffer zone on all four sides of the vehicle			
Checks intersections carefully and pauses before entering			
Sets emergency brake or parking brake before leaving vehicle			
Demonstrates good, smooth movements and coordination during and after turns			
Demonstrates good scanning habits at all times			
Obeys traffic laws – including speed limits			

Note: The consequences of abiding by or breaking the established conditions should be discussed and exercised. It is as important to recognize and reward drivers for adhering to the conditions as it is to correct a driver for not following the conditions. In administering consequences, positive or negative, it is important to clearly communicate exactly what has been done right or wrong. Both the experienced licensed driver and student must clearly understand the reasons for the consequences.

DRIVER EDUCATION STUDENT TRAINING RECORD (SAMPLE)

NAME:	PHONE:	PERMIT NO.
ADDRESS:	EXPIRATION DATE:	RESTRICTIONS:

DRIVING SKILLS CHECKLIST

(Check items as they are satisfactorily covered)

TIME RECORD

Time / Month / Day / Amount of Time

1. Parts of car outside

- Radiator
 Tires
 Battery

	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/

2. Before starting, check

- Seat
 Doors
 Mirror
 Brake
 Gear Selector
 Ignition
 Gauges & Devices

	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/
	/	/	/	/	/	/	/	/	/

3. Starting Engine

- Starter Release
 Accelerator

7. Driving on Grades

- Stopping on Hill
 Starting on Hill
 Parking on Hill

4. Starting & Stopping

- Gear Selector Positions
 Shifting D to L
 Shifting L to D
 Stopping Engine
 Securing Car

8. Open Highway Driving

- Entering Traffic
 Road Position
 Road signs
 Speed
 Changing Lanes
 Overtaking/Passing

5. Backing

- Brakes & Gas Control
 Steering Backward
 Stopping

9. City Driving

- Entering Street
 Correct Lanes
 Pedestrians
 Proper Speeds
 Road Signs

COMPLETION: Satisfactory Unsatisfactory

6. Turns

- Right Turns
 Left Turns
 "U" Turns
 Hand Signals

10. Parking

- Parallel
 3-Point Turn

(Trainer Signature)_____
(Student Signature)



www.azdot.gov

Mail Drop 515M
Professional Driver Services
Motor Vehicle Division
PO Box 2100
Phoenix AZ 85001-2100

APPENDIX D

**Authorized Third Party
Driver License Training Provider
Training Completion Certificate**

SAMPLE COPY

The individual named below has successfully completed a driver training program approved by the Motor Vehicle Division. This completion certificate may be used to waive the required written and/or road/skill tests if submitted with an application. This completion certificate should be presented with an application for an Arizona driver license within 12 months of the completion date.

Provider Name: PDS and TSS School

Trainer Name: John A Doe

- I certify that the student listed below has successfully completed the required minimum professional curriculum standards for classroom training hours and has passed the written evaluation.
- I certify that the student listed below has completed the required minimum professional curriculum standards for behind the wheel training and has passed the road skills evaluation

Completion Date: 6/18/2014

Trainer Signature

Student Name: Jane Doe

Student DOB: 05/05/1998

Student Mailing Address: 1801 W JEFFERSON ST PHOENIX AZ 85007

Student Signature

Completion Certificate: 193400008

APPENDIX E

**TRAINER GUIDE FOR CLASS D/G DRIVING ROUTE (ROUTE A)
(SAMPLE)**

MANEUVER LOCATION	EVALUATION POINTS	DIRECTIONS TO DRIVER
123 South First Street (SKILL TEST TRACK)	MERGING INTO TRAFFIC A. Use of turn signal B. Use of mirrors C. Head Check D. Entered proper lane	Exit the Parking lot and turn right
First St. & Pineview Rd	RIGHT TURN A. Use of turn signal B. Use of mirrors C. Head Check- Left/Right/Left D. Use of Brake E. In proper lane	Turn Right at the next stop sign.
Pineview Rd & Second St	THRU INTERSECTION A. Head check- Left/Right/Left B. Slowed a little	Go straight thru the intersection while obeying the traffic signal
Second St & Woodcrest Dr	LEFT TURN A. In proper Lane B. Use of turn signal C. Use of mirrors D. Use of head check (left/right/Left) E. Yield to oncoming traffic F. In proper lane	Turn left at the next intersection
600 West Woodcrest Dr	SCHOOL ZONE A. Slowed to 15 mph B. Head Check for children	(No instructions to driver)
700 West Woodcrest Dr	RAILROAD CROSSING A. Use of head check B. Prepared to stop, if needed C. Changing lanes while crossing railroad tracks	(No instructions to driver)
900 West Woodcrest Dr	CURVE A. Adjust speed appropriately B. Stayed in proper lane	(No Instructions to driver)
West Woodcrest Dr & 9 th St	TRAFFIC SIGNAL A. Use of turn signal B. Use of mirrors C. Head Check – Left /Right/Left D. Use of brake E. In proper lane F. If red light, stopped properly	Turn right at the next traffic signal
250 North 9 th Street	LANE CHANGE A. Use of Mirrors B. Use of head Check C. Use of turn Signals	When it id safe to do so, move one lane to the left
500 North 9 th Street	STOP SIGN A. Proper use of brakes B. Use of mirrors C. Yield right-of-way	(No instructions to driver)