School Bus Driver
Instructor

Master Instructor
Instructional Materials
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This document is a compilation of most of the materials necessary to teach this course. All of the documents have been provided electronically as well for printing, presentation and use. Documents NOT included within this .pdf document include:

- SBDI Workbook (for printing)
- Workbook Cover (for Printing)
- Workbook Spine (For printing)
- NTSB Pumpkin Patch Report (Separate document)
- Kansas DOE Loading and Unloading Survey (Separate document – go online for current year’s report)
- SBSIOBSAAT (Get most recent copy from PDS Disk)
- Presentation Planning Checklist (for electronic use)
- Name Tent to Type (Use this one if you want to print them from the computer)
- Power Point files (Notes pages ARE included)
- Video clip – Carseat Presentation
- Video clip – Fight on Bus

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SBDI COURSE

MASTER INSTRUCTORS’ LESSON PLAN

The SBDI Course Curriculum is designed to be taught in 9 Units. These Units can be taught as eight separate four-hour classes (for example, one class a week in the evening) with one full 8-hour day for 20-minute presentation, or two four-hour units can be taught a day for five days. Any combination of half and whole days can be used as long as the first eight units each receive 4 hours and there is a day devoted to the 20-minute presentations. It is possible to split the 20-minute presentation day into two 4-hour days, but the day loses some of its excitement when it is split. MIs can team teach or teach alone. If you team teach, it is a good idea for each MI to take responsibility for specific candidates so it will be clear to each candidate that there is someone there for him or her.

- **PowerPoint slides.** Slides are generally color-coded - yellow to introduce each day; red for quizzes and tests; green for review; purple to introduce sections; blue for instructional content; black for dramatic impact. There are slides for every activity and exercise in the course.

- **“Notes” for each slide,** which provide detailed instructional tips for each section and activity of the course. When teaching the course, the Master Instructor should have a printed hard copy of the slides in “Notes” format so he or she can simultaneously see the next slide in the sequence and review the instructional tips.

- The slides include “**Key Words**” and “**Key Phrases.**” Use these as a platform to discuss the ideas further in your own words; don’t just shuffle through the slides reading without expanding on the ideas. The slides follow the Workbook content, be sure to cover the information from the Workbook on each topic. Encourage candidates to keep their Workbooks open as the course progresses (Except for the tests and quizzes!)

- **MI Activities** are listed for almost every slide in the course. Be sure to refer to these suggestions for activities and discussion questions.

- **Review.** Each workbook Section has a review questions at the end. Use these questions as opportunities to monitor your students’ progress and clear up any misconceptions before candidates start to fall behind.

- **Quizzes and Tests.** Take the time to review the quizzes and tests briefly at their conclusion so that students do not continue through the course with bad information. Do not let students take quizzes or tests home with them.

- **Course Workbook.** A Workbook should be provided to each candidate before the course. The workbook sequence parallels the course agenda and the PowerPoint slides. The workbook includes interactive exercises.

- **Course CD/DVD.** All the materials to teach the SBDI Course are included on the CD/DVD provided to all active MIs. There are five folders on the disk: Course Logistics, Handouts, Manual and Lesson Plans, Quizzes and Tests, and Unit PowerPoints. The following materials are in each folder:
  - **Handouts**
SBSOBSAAT is **NOT on the MI disk** because a new copy is provided each year in PDS materials

- NTSB Pumpkin Patch Report
- Kansas DOE Loading and Unloading Survey
- Presentation PowerPoint Template
- 156.3
- Course Agenda
- Candidate Info Sheet
- Instructional Plan Template
- Pre-course Assignments
- Pre-course letter to candidates
- Presentation Observation Form #1
- Presentation Observation Form #2
- Presentation Planning Checklist
- Candidate Documentation
- SBDI PIRP Application (Distribute at class – it’s too confusing to do before class without help)

- Manual and Lesson Plan
  - MI Lesson Plan
  - SBDI Workbook (for printing)

- Course Logistics
  - Student Contact List (To create a list of student and instructors names and contact information for the class)
  - Candidate Scoresheet (Totals scores for all course activity)
  - Name Tent Blank (Use this one to print out and write names with markers)
  - Name Tent to Type (Use this one if you want to print them from the computer)
  - Snack sign-up
  - A Rose Incomplete
  - Presentation Order (Use to record presentation order)
  - Timing Numbers (To let candidates know how much time is left in their presentation)
  - Workbook Cover (for Printing)
  - Workbook Spine (For printing)
Quizzes and Final
- Quizzes #1-3 and answer keys
- Final Exam and answer key
- School Bus Safety Pre-quiz and answer key
- Post-session assignment “open-book” quiz

Unit PowerPoints
- PowerPoint files for Units 1-9
- PowerPoint Notes pages in .pdf for each unit
- Video clip – Carseat Presentation
- Video clip – Fight on Bus

Equipment and materials needed to teach the course:
- LCD projector, laptop computer, external audio, screen, and back-up for each.
- For Unit 7, there must be Internet access in the classroom for online review of instructor resources.
- An additional computer to assist candidates in preparing their PowerPoint presentations after class time would be helpful.
- Video or digital recorder and tripod. The “Timing Numbers” file can be printed out to assist timekeepers during the presentations.
- Flip chart and/or whiteboard and markers.
- Adequate extension cords.
- Workbooks, blank instructional media with Model PowerPoint Presentation Template, Physical Performance Test videos, and name tents for each candidate.
- Sample SBDI resource manuals and publications (see Section 12).

It is absolutely essential that Master Instructors model effective instructional technique for each activity and exercise! “Example is not the main thing; it is the only thing.” - Albert Schweitzer. Candidates will learn effective teaching by watching and experiencing a truly Master Instructor in action.

Before the class, each candidate should be sent a course agenda, course schedule with times and dates, candidate pre-session letter, directions/map to the classroom, and information about area hotels (when applicable). Candidates should be sent contact information for the teaching MI so they can ask questions prior to the course.

PRE-COURSE MAILING
The pre-course mailing can be provided in hard copy and/or electronically. Each candidate should receive:

1. A hard copy of the SBDI Workbook (must be provided in hard copy one month before the course begins)
2. Presentation PowerPoint Template (must be distributed electronically by Unit 2)
3. 156.3 (or can be distributed at Unit 7)
4. Course Agenda
5. SBSIOBSAAT (or can be distributed at Unit 2)
6. Candidate Info Sheet (mailed or emailed)
7. Instructional Plan Template (mailed or emailed before Unit 4)
8. Pre-course Assignments (mailed or emailed)
9. Pre-course letter to candidates (mailed or emailed)
10. Presentation Observation Form #1 (Distributed during Unit 1 and 3)
11. Presentation Observation Form #2 (Distributed at Unit 5 and 20-minute Presentations)
12. Presentation Planning Checklist (mailed or emailed)
13. Candidate Documentation (mailed or emailed)
14. SBDI PIRP (Distributed at course)

Candidates must acquire and read the SBDI Workbook, as well as the 2010 NYSED Basic, Advanced and Pre-service courses for drivers prior to the course. All “Key Idea” pages at the end of each Workbook section must be completed before the course begins. The NYSED courses can be downloaded from the NYSED web site or borrowed/copied from current SBDIs.

COURSE TIPS

- Use the name tents even if you think everyone knows everyone else’s name.

- Take the time to “step out” of the planned instruction to talk through instructional issues that arise or technological challenges that rear their heads. You want them to understand what it feels like inside an instructor’s head.

- You may find that you are “getting behind” the curriculum at the beginning of the course. There is a lot of content to cover and a lot of questions to answer from the class. There is a little breathing room built into the last few units, so just rearrange the schedule to fit how the class is going.

- Be sure to have all the handouts and evaluation sheets ready for each class. You won’t have time during class to read all of SBSIOBSAAT, the Kansas Loading Report or an NTSB Report, but these documents help the SBDIs to start understand about finding and using resources.

- Use the time cards to keep presentations from going way over time. A few minutes is fine, but occasionally you will get a candidate that won’t stop talking. Don’t let that individual wreck your schedule.
Change seating arrangements each class so that co-workers don’t stay isolated from the class and individuals don’t “pair up.” Try and put strong students next to struggling ones to give them a little help.

Be sure to have technological backup for your computer and projection equipment. It is very comforting.

Try and have one of the students handle the videography so that you don’t have to worry about the camera.

Having students sign up to bring snacks one day is a great way to get them involved on another level with each other and the course. You bring them the first day.

Use different arrangements for group activities, sometimes pairs, sometimes 3’s or 4’s.

When you are critiquing be straightforward and honest. Get into the little details of voice, gesture, mannerisms and dress as well as the design of the instructional structure of the presentations. If you don’t hear, “By the conclusion of this presentation, you will be able to…,” you have to take the time to stress the importance of having a clear objective.

Take breaks when it feels right. The class is putting long hours (as you are) and when they get too tired to concentrate have them let you know. You are modeling being responsive to the group’s needs for them.

Make good use of the opportunities for review and questions built into the course. These are opportunities for you to take the pulse of the class. The sooner you know that questions exist, the sooner you can fix them.

Don’t be a “nice guy” about students who are not getting the planning for their 20-minute underway. These students often are the ones who end up in a last-minute bind and don’t do the job that they could have done.

If you follow the tradition of buying dinner for the class to celebrate at the end of class, feel free to move it around and fit it into your schedule depending on what format of days and hours that you are teaching. Sometimes buying lunch during the 20-minute presentation day works out better than dinner.
UNIT 1 INSTRUCTIONAL PLAN

Topic: *Introductions*

- Master Instructors introduce each other
- Instructor presentation: “Facility logistics”
- Course hook/dramatic reading: “How important are SBDIs?”
- Instructor demonstration: “Course materials”
- Instructor presentation: “Goal of this course”
- Instructor presentation: “Course agenda”
- SBDI candidate introductions

Topic: Characteristics of Great Teachers *(Workbook Section 1)*

- Facilitated brainstorming: “What makes a great teacher?”
- Instructor presentation: “Teaching is more than talking”
- Small group exercise: “Your turn - the most effective SBDI you’ve seen”
- Instructor-led class discussion: “Characteristics of great teachers”
- Instructor presentation: “Principles of adult education and transportation learning styles”

UNIT 2 INSTRUCTIONAL PLAN

Topic: *School Bus Safety - Past, Present, Future* *(Workbook Section 3)*

- School Bus Safety Pre-Quiz: “Are you an expert in school bus safety?”
- Instructor presentation/group discussion: “Critical lessons from school bus accidents and challenges for the future”
- Instructor presentation: “Know your history”

Topic: *The Most Important Visual* *(Workbook Section 4)*

- Facilitated brainstorming: “Your turn - distracting mannerisms to avoid”
- Instructor presentation: “What is platform presence?”
- Group discussion: “SBDI integrity”

Topic: *Planning an Effective Training Session* *(Workbook Section 5)*

- Instructor presentation: “IOCCE”
- Instructor presentation: “Instructional goals”
Instructor demonstration: “Model presentation PowerPoint template”

UNIT 3 INSTRUCTIONAL PLAN

Topic: Constructive observation and feedback
Topic: Day One Quiz
Topic: 3-5 minute presentations: Teaching a simple life skill

Unit 4 INSTRUCTIONAL PLAN

Topic: Planning an Effective Training Session, continued (Workbook Section 5)

- Workbook exercise: “Writing objectives”
- Instructor presentation: “Researching your topic and your audience”
- Instructor presentation: “Organizing your contents”
- Class exercise: “Creating an outline”
- Instructor presentation: “Monitoring your learners”
- Instructor presentation: “Time management”
- Small group activity: “Presentation planning checklist - how am I doing?”

Topic: AV 101 (Workbook Section 6)

- Instructor presentation: “Professional use of media”
- Instructor presentation: “Use of videos and DVDs”
- Instructor demonstration and practice: “PowerPoint use and abuse”
- Instructor demonstration: “Flip charts and props”
- Instructor presentation: “Group activities and handouts”

Topic: Learning to Speak More Clearly (Workbook Section 7)

- Instructor demonstration and practice: “Enunciation and emphasis”
- Instructor presentation: “Projection”

UNIT 5 INSTRUCTIONAL PLAN

Topic: Section 5-7 Quiz
Activity: 8-10 minute Candidate Presentations (“The ‘bad habit’ that worries me most about the drivers I see every day”) and Critiques

UNIT 6 INSTRUCTIONAL PLAN

Topic: Openings (Workbook Section 8)

- Instructor presentation: “First impressions”
- Facilitated brainstorming: “Your turn - most powerful hook you’ve seen”
- Instructor presentation: “Telling them what you’re going to tell them”
Instructor presentation: “Covering logistics and facility safety”
Facilitated brainstorming: “Your turn - most important idea from Section 8”

Topic: Closings (Workbook Section 9)
Facilitated brainstorming: “Your turn - most powerful close you’ve seen”
Instructor presentation: “Telling them what you told them”
Facilitated brainstorming: “Your turn - most important idea from Section 9”

Topic: Involving and Managing Your Audience (Workbook Section 10)
Instructor-led class discussion: “Audience participation”
Instructor presentation: “Fundamentals of Q & A”
Instructor presentation: “Dale’s Cone”
Instructor presentation: “Using physical space effectively”
Instructor presentation: “Training games”
Instructor presentation: “Group dynamics and challenging audiences”
Facilitated brainstorming: “Your turn - most important idea from Section 10”

Topic: Making the Most of a Training Facility (Workbook Section 11)
Instructor presentation: “Facility issues”
Instructor presentation/demonstration: “Seating arrangements”

UNIT 7 INSTRUCTIONAL PLAN

Topic: Section 8-11 Quiz

Topic: SBDI Resources and Requirements (Workbook Section 12)
Instructor presentation: “Utilizing outside resources”
Whole group brainstorming led by candidate: “Your turn - local training resources”
On-line review of state and national resources
Instructor presentation: “Guest speaker guidelines and cautions”
Instructor presentation: “PDS, Physical Performance Tests, Basic and Advanced Courses, Refresher and Pre-Service Training”
Instructor presentation/class discussion: “SBDI ethics”

UNIT 8 INSTRUCTIONAL PLANS

Topic: Final Exam/Review
Group activity: “Course review game show”
Final Exam

Topic: Post-Session Assignment
Instructor presentation: “Guidelines for your Post-Session Assignment”
Facilitated discussion: “Your turn - current plans for my Post-Session Assignment”
  Topic: Course Conclusion

Group Activity: Open-book post-session “quiz”

Candidate evaluations and final comments

Closing the circle: “How important are SBDIs?”

UNIT 9 INSTRUCTIONAL PLANS
  Topic: Candidate 20-minute Presentations and Evaluations

Candidate Presentations and Evaluations

Master Instructors’ thank yous and closing comments
  Candidate “We made it! Dinner”