

SAMPLE 1

Airbags Driving School Peer Coaching: Getting Ready to Drive

Location: Airbags Driving School parking lot

Time: February 30, 2030 9-11am

Expected Participants: All 9 Airbags Driving School Instructors

Purpose: To make sure all instructors are covering all required concepts at the beginning of drive 1, and to share the methods we use with the goal of expanding and improving how we teach them.

Objectives:

- Instructors will be able to state all of the required concepts that students are taught at the beginning of drive 1
- Instructors will demonstrate their ability to teach each of those required concepts
- Instructors will gain new/alternate ways to teach those concepts to better reach every student

Methods:

Part 1 - 30min: Discussion of what all of the required concepts are.

Part 2 - 60 minutes: In car application – Split into 2 groups, each with a drive car. Instructors take turns teaching through the different concepts, one section at a time (listed below) comparing wording and methods used. Once all instructors have taught the first section, then move on to the next section, until all instructors have taught all chunks.

Section 1 – Outside the vehicle inspection/walkaround

Section 2 – In the vehicle pre-drive preparation

Section 3 – Blind area around the car

Section 4 - Blind spot exploration

Part 3 - 30min: Debrief and next steps. Whole group discussion of what we saw/experienced in the car and what changes we expect to make in our teaching going forward.

SAMPLE 2

Southern Oregon Driving Academy Peer Coaching: Classroom/BTW Alignment about Precision Turns

Location: SODA office

Time: February 30, 2030 9-11:00am

Expected Participants: All 5 SODA Instructors

Purpose: To make sure what is being taught about precision turns in the classroom matches what is being taught in BTW, and to make what is taught in the car more consistent between instructors.

Objectives:

- To refresh how precision turns are taught in the classroom for BTW instructors
- To refresh how precision turns are taught in BTW for classroom instructors
- To discuss how to better match those two things for more consistency across instructors and faster learning for students

Methods:

Part 1 – 10-15minutes: Discussion – BTW instructors are reporting frustration from kids who act like they have never heard any of what is being taught about precision turns in the car. BTW instructors will report out what they have been experiencing to give context for the rest of the morning.

Part 2 – 45-60 minutes: Classroom instructor will teach Playbook lesson 2.5: Precision turns as if BTW instructors were students to demonstrate how it is currently being taught in class. This is followed by questions/observations of BTW instructors of differences between what they expected to see and what they saw.

Part 3 – 30-40 minutes: One or two BTW instructors will demonstrate how they teach the same concepts, using chairs in the classroom to simulate in the car and other instructors to be the students. This is followed by discussion of differences between what they saw and how other BTW instructors teach it.

Part 4 – 20-30 minutes: Constructive Changes and Debrief. Discussion of what changes/improvements can be made in how both classroom and BTW instruction happen. Keep focused on positive changes with two key goals: better alignment between all instructors, and better student learning

SAMPLE 3

Provider Peer Coaching: Instructor recruitment and retention

Location: ZOOM (John to set up)

Time: February 30, 2030 9-11:00am

Expected Participants:

- John Elton – Owner, Drive Me Safely Tiny Dancer, Inc.
- Miles Perhour – Owner, Southern Oregon Driving Academy
- Lee Galstop – Operation manager, Airbags Driving School
- Ty R. Pressure – Owner, License to Skill

Purpose: To share and brainstorm way to address the instructor shortage

Objectives:

- To discuss what we are currently trying
- To brainstorm other ways to address the instructor shortage

Methods:

Roundtable discussion of the following topics:

1. Instructor recruitment:
 - a. Target demographics for instructors
 - b. Advertising/getting the word out
 - c. Hiring Incentives
2. Hiring Practices
 - a. Training methods (what training happens after WOU class)
 - b. Pay during training
3. Retention
 - a. Ongoing training opportunities
 - b. Other ways to make instructors feel supported/valued
 - c. Longevity incentives

Last 10-15 minutes reserved for debrief of biggest takeaway ideas from discussion

SAMPLE 4 – ACTUAL APPROVED PROPOSAL

SODE Training Meeting: Behind-the-Wheel Instructional Strategies

Location: North Medford High School, Medford

Time: December 22nd 2022, 9:30AM-12

Expected Participants: Doug Reed, Tim Rupp, Lindsey Blesse, Amber Martinez

Purpose: To put into action instructional strategies best practices during behind-the-wheel lessons to maximize student learning.

Objectives: By the end of the session, participants will be able to:

- assess what instructional strategies they are currently using with students
- compare the instructional strategies they are using with those used by other veteran instructors
- expand their personal repertoire of instructional strategies and target specific strategies to specific locations on SODE drive routes to maximize student learning

Methods:

Part 1 - 120 minutes: In car application - 4 employees per drive car using a 20-25 minute section of an SODE company route. One employee is the instructor demonstrating the instructional strategies they currently use while another is "the student", rotating roles in the car until everyone has a turn instructing.

Part 2 - 30min: Debrief and next steps. Whole group discussion of what we saw/experienced in the car and what changes we expect to make in our teaching going forward.