



# Master Instructor Core Assessment

## Instructional Technique Suggestions

### 2024 PDS – CORE II: “Pivotal Locations”

**Master Instructor:** In your MI Meeting sessions, you will be asked to assess the cores and make suggestions for alternative teaching techniques that could potentially enhance the effectiveness of the SBDI’s delivery of the core curriculum.

Please record your suggestions below.

#### Core II: Pivotal Locations

Teaching Challenges

- Teaching New + Veteran drivers together

Suggestion - Use Veteran + New Drivers to explain Procedures - indicating beforehand some procedures have changed

- SBDI MUST look at instructor notes to know what slides are trying to convey

- Pg 108 look up accident NTSB or google

- Pg 110 know your audience

- Pg 119 - check door - Pictures + Date don't seem to match  
Suggestion - make new ~~has~~ slides with pictures



# Master Instructor Core Assessment Instructional Technique Suggestions 2024 PDS – CORE I: “Safe Start Up”

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## Core I: Safe Start Up

Study material, slides and instructor notes carefully to decide what you will highlight when showing each slide or you may find yourself being repetitive - for example see slide instructor notes pp. ~~300, 301, 302, 303~~ 54, 55 + 56.

The topics and sub topics change terminology which may be confusing ie contact info vs. cell notification.

Be careful not to get bogged down with pretrip inspections - different operations may do things in a different order.

## Introductions

Break class into twos as they come in so they don't have to take time to move and count off.

On slide add "OR" so that it is clear when you have the slide up that they don't have to answer all three.

Display or post ~~the~~ the slide as people come in so they can think about it.

~~When~~

When explaining the activity, don't show the slide at the same time because it will distract from the explanation.

## Manual

Ask questions - do you know the answer? No - But if you look at page x in the manual you can find it.

Child Trafficking - A piece through all 3 scores

Be sensitive to someone in the class may be a victim or know someone that is or was.

Reporting:

Factual Information - is key.

Opinion - needs to be left out.

\* Can be happening anywhere - not just high population area/districts (# wealthy area/districts)  
can be/is happening in lower population area  
poor/poverty districts.

\* Anywhere

Call to Action - keeping kids  
safe

- 1) When they sign in - have them (instruct them) to start working on their introduction process. - have the slide up, while (before) class starts.
- limit the 5 minute time w/ the 2 interviewing each other, to say 2 minutes.
  - out of the 3 questions, use the shortest one, for example the Olympic questions
  - use the name cards to pre set up pairing people up, before hand, so they already have assigned seats together.
- 

## Core 1 - instructional Challenges.

\* Too Much content for 1 hr.

39 slides (1.5 per slide)

Note: Some content is covered twice/3 times on other slides.

(combine in away to only cover once.)

Note - 10 slides have no discussion points/400 still have to cover the slide content.

A) Some of the content jumps around.

B) Know the whole presentation well as so you can adjust to this to save time and duplication of information.

\* Terminology - is not always the same from a (Topic-slide) to a content slide - can be confusing adjust as an instructor to get the message across.



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- Core II: Pivotal Locations *Distractions*
- Bus stops: / Loading-unloading / Crossing students / Railroad*
- Remind drivers to do personal pre-trip inspections
  - Don't carry over ~~work~~ issues or encounter with parents to next stop
  - Stress "Rock-n-roll" before opening stop sign
  - Be aware of bike lane and SED 15" recommendation
  - Remind students constantly about crossing procedures
  - Distraction to avoid: use of cell, text music, personal thinking either sad or happy
  - Instruct students to wait until traffic stop before crossing
  - Mirror adjustment before each trip
  - Usage of loading lights when student is not present  
driver needs to turn off master switch then activate hazard lights until student is present then initiate again loading procedures
  - Railroad crossing to be aware of local train crossing

Paul Mori  
Willie Gibbs  
Susan Sondant - DeLorain



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flow - Pre-trip, safety equipment, customer services, <sup>Stream,</sup> communication

### Core I: Safe Start Up

- teams - bus attendant/driver video doing inspection slides 9+10
- show pictures of different styles of buses in fleet slides 9+10
- emergency equipment - demonstrate or show slide 11
- special needs Slide 12
- proper use of seat belt slide 13
- pictures of different styles of menus - slide 14
- questions slide 24 - time must watch
- triangles show how to setup - handout / in CD manual slide 27
- tell the law VTL - amendment using cell phone for emergency situations - slide 28
- issue leaving keep in accessory mode slide 29
- demonstrate some communication skills slide 33, 34
- written reports - importance of facts only slide 36



# Master Instructor Core Assessment Instructional Technique Suggestions 2024 PDS – CORE III: “Communicating for Success”

**Master Instructor:** In your MI Meeting sessions, you will be asked to assess the cores and make suggestions for alternative teaching techniques that could potentially enhance the effectiveness of the SBDI’s delivery of the core curriculum.

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## Core III: Communicating for Success

STRATEGY	CHALLENGE
RELATE OUTCOME TO "WHAT WILL I NEED THIS AFTERNOON ON MY BUS?"	VERY TECHNICAL NO ACTIVITIES.
SHOW EARLY QUOTE 1ST - STRESS WHY COMMUNICATION IS CRITICAL.	DON'T TEACH FROM INTRO SLIDES.
BRANSTORM STRATEGIES: SMALL - GROUPS. LARGE - WHOLE GROUP.	





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## Core III: Communicating for Success

STRATEGY -

RELATE EACH PIECE OF INFO BACK TO HOW IT CAN BE USED ON THE BUS

SMALL GROUPS - HAVE D/A WORK IN GROUPS FOR CHARACTERISTICS OR STRATEGIES

LARGE GROUP - GROUP BRAINSTORM CHARACTERISTICS / STRATEGIES -

CHALLENGE - TIME CONSIDERATION - 8 min 02 sec OF VIDEO



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## Core III: Communicating for Success

- Enlisting guest speakers for certain topics  
eg: B.I.P., emergency evacuation
- Consider adding activities - role plays on screen scenarios.  
depending on group size
- Reinforcing pertinent info on white boards, charts
- Consider teaching for longer than one hour.  
or consider your time frame so you don't  
“go down a rabbit hole”

Hook / Set the tone w/ quote on 211 → show quote in beginning

\* Refocus the topic of communication throughout the Core.

Encourage Driver/MONITOR TEAMWORK ;)



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## Core III: Communicating for Success

Use a quiet speaker.

Small groups - Show examples  
large groups - video examples

What are we teaching - direct - what - how - why - when  
in the help me.



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## Core III: Communicating for Success

- ① Make the program relevant for all school bus personnel
- ② Who knows about the IEP?
- ③ How to get bus staff excited about the subject  
- Maybe don't make this program last
- ④ Human Trafficking is jammed in the section
- ⑤ Guest speaker for 504 vs. IEP presentation
- ⑥ Consider an activity to break up the presentation
- ⑦ Short videos - showing examples of what to / what not to do
- ⑧ Start + end w/ quote
- ⑨ Dive technical approach to "why this matters on my bus"





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## Challenges with Instructor Notes

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### Core I: Safe Start Up

- 1) Find ways to engage attendants/monitors to make all topics relevant to them.
- 2) SBDIs must review the discussion points to formulate summaries in their own words and:  
small groups - ask questions to foster engagement  
large groups - share examples or create handouts
- 3) Know your audience and operational rules - several slides mention following company + district policies.
- 4) Make additional resource links QR codes for ease of viewing if the SBDI is not near a laptop.
- 5) Make videos easier to view when not near laptop. The easier it is to view, the more likely SBDIs are to view.
- 6) Find the best way to become an expert on the topics, consider having more than one instructor.

Group! Suzanne Fynn, Laura Greene-Haley, Paul Overbaugh and Calvin Bent



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## Core II: Pivotal Locations

SLIDE # 9 - 4<sup>-AT LEAST</sup> SECONDS OF AMBER - DO A COUNTING EXERCISE -

SLIDE # 10  
DISTRACTIONS - HAVE SOMEONE'S PHONE GO OFF WHILE DOING LOADING INFO BETWEEN #6, #7 DO PHONE DISTRACTION FOR SLIDE #17 AGAIN THEN ASK THE GROUP - HOW MANY FOLKS HAVE HAD THIS HAPPEN TO THEM?

- SLIDE 22 HAVE GROUP DO THE CROSSING HAND SIGNAL

- AFTER SLIDE #27 BEFORE #28 BRAINSTORM WITH GROUP REVISING PROCEDURES PUT ANS ON FLIP CHART THEN GO OVER WITH GROUP WHILE DOING REVISING ON SLIDES