



Commercial Transport Truck Instructor
CURRICULUM FRAMEWORK



APRIL 2024

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BACKGROUND

Trucking HR Canada (THRC) publishes a National Occupational Standard for Commercial Transport Truck Instructor (NOS-I). The NOS-I defines the knowledge, skills, and abilities ("competencies") required for the various occupations that instruct, train, coach, and mentor transport truck operators.

This document is a supplemental resource to the NOS-I.

THRC has a suite of supplemental resources pertaining to commercial transport truck operators and instructors. Visit truckinghr.com to access them all.

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PURPOSE OF THIS GUIDE

This document is a supplement to the National Occupational Standard for Commercial Transport Truck Operator - Driving Instructor (NOS-I). It provides a framework for developing curriculum for classroom and practical instructors, as well as mentors and coaches.

WHO CAN USE THIS GUIDE

This guide is designed to be used by training and curriculum developers, and by administrators and managers of commercial transport truck instructors.

HOW TO USE THIS GUIDE

Review the Learning Outcomes for a list of what participants should be able to do upon completion of the program.

The guide contains 12 modules that make up the framework of the curriculum. Each module includes a description, learning objectives, learning topics, learning activities, and learning indicators.

Note that each module can apply differently to participants depending on whether they are becoming an instructor, trainer, mentor, or coach, and whether they will be delivering classroom learning, practical learning, or both.

If you have questions or are interested in more information, contact THRC info@truckinghr.com



APPROACH

In this document, individuals learning to become instructors, trainers, mentors, or coaches are called “participants.”

Learning Outcomes

Select the methods that will work for your training programs:

1. Explain the provincial requirements and qualifications for instructing truck driving (where applicable).

2. Describe the roles, traits, and characteristics of effective commercial transport truck instructors.

3. Describe adult learner needs, their motivations for learning, and describe ways to engage with them.

4. Describe personality characteristics and the ways personalities interact in a learning setting.

5. Explain general truck driving instructional techniques, the requirements for effective learning, and the differences between visual, auditory, and tactile learning.

6. Deliver oral presentations in a classroom setting using a logical sequence, supporting visual and audio resources, props, and delivery techniques that correspond to the truck driving occupation and provincial requirements.*

7. Deliver practical instruction in in-yard settings using a logical sequence, demonstration, supervision, and guidance on the daily vehicle inspection activities required to be performed by truck drivers that correspond to provincial or federal requirements.*

8. Deliver practical instruction using a logical sequence, supervision, and guidance on the ways truck drivers must comply with hours-of-service regulations that correspond to provincial or federal requirements.*

9. Deliver practical instruction in in-yard settings using a logical sequence, demonstration, supervision, and guidance on how to perform coupling and uncoupling of tractor-trailer units that correspond to provincial requirements.*



10. Deliver practical instruction in in-yard settings using a logical sequence, demonstration, supervision, and guidance on how to perform backing maneuvers with tractor-trailer units that corresponds to provincial requirements.*

11. Deliver practical instruction in on-road settings using a logical sequence, demonstration, supervision, and guidance on tractor-trailer basic driving techniques and professional driving habits that corresponds to provincial requirements.*

12. Deliver lesson plans, learner evaluations, and assessments.

**These items may not apply to every participant; participants may specialize in certain areas of instruction.*

Program Modules

This framework consists of 12 program modules, each with the following sections:

- **Description of the Module:** What information participants will cover.

- **Learning Objectives:** What the participants will understand upon completion.

- **Learning Topics:** The topics that will be covered.

- **Learning Activities:** How the participants can learn the material.

- **Learning Indicators:** Measures to ensure the learning has taken place.

The portions of the modules marked with an asterisk are the methods and resources that are specific to training facility procedures, policies, and practices.

The modules will also apply differently to participants depending on whether they are becoming an instructor, trainer, mentor, or coach, and whether they will be delivering classroom learning, practical learning, or both.



MODULES

MODULE 1: Administrative Requirements

DESCRIPTION	In this module participants will study the provincial requirements and qualifications for instructing truck driving.
<p>Learning Objectives (Knowledge)</p>	<p>Upon completion of this module a participant will understand:</p> <ol style="list-style-type: none"> 1. Instructor qualification includes the following requirements: <ol style="list-style-type: none"> a. Have a valid commercial driver licence in the appropriate class. b. Have at least five consecutive years documented experience. c. Submit driver abstract on a yearly basis. d. Accumulate no more than four demerit points. 2. Topics covered in the provincial requirements and the minimum delivery hours for each topic. 3. Daily training hour limitations. 4. The need to provide learners with appropriate breaks.
<p>Learning Topics</p>	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Roles and responsibilities of instructors. 2. Requirements of the provincial requirements including: <ol style="list-style-type: none"> a. Instructor qualification b. Course structure c. Facility requirements d. Course hours e. Vehicle configuration f. Instructional methods g. Three learning environments h. In-vehicle/in-cab/behind the wheel i. In-yard/around the vehicle j. Observation (in-yard) k. Student to instructor ratio l. Payload training 3. Learning indicators and performance elements of the provincial requirements. 4. Mandatory and optional learning indicators and performance elements.



	<ol style="list-style-type: none"> 5. Hours. 6. Required breaks. 7. Provincial road safety acts and regulations. 8. References and resources.
<p>Learning Activities</p>	<p>In this module participants will:</p> <ol style="list-style-type: none"> 1. Study the relevant sections of the provincial requirements.* 2. Study the relevant sections of provincial driving manuals.* 3. Review the requirements of provincial road safety acts and regulations.* 4. Review driver training textbook and resources.* 5. Review and discuss application of administrative requirements in a truck driver training setting.** 6. Complete a post-module knowledge assessment.* 7. Complete a driver-level assessment of the knowledge competencies of the provincial requirements.* <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the following instructor qualifications required for application and maintaining instructor status: <ol style="list-style-type: none"> a. Have a valid commercial driver’s licence in the appropriate class. b. Have at least five consecutive years documented experience. c. Submit driver’s abstract annually. d. Accumulate no more than four demerit points. 2. Identify the following minimum training hours: <ol style="list-style-type: none"> a. Classroom training of at least 36.5 hours. b. In-yard (around the vehicle) training of at least 17 hours. c. In-cab (behind the wheel) training of at least 50 hours (32 hrs on road and 18 hrs off road). 3. Identify the following maximum student to instructor ratios: <ol style="list-style-type: none"> a. 15 students per instructor for in-class training. b. 4 students per instructor for in-yard training. c. 1 student per instructor for on-road training 4. Select the topics included in the provincial requirements.



- 5.** Match the minimum teaching hours and student ratios to each topic in the provincial requirements.
- 6.** Identify the learning outcomes, knowledge indicators, and performance elements of the provincial requirements.
- 7.** Identify the daily training hour limits.
- 8.** Match provincial road safety acts and regulations with general descriptions of their content.
- 9.** Identify the topics and general content of relevant provincial driver handbook.
- 10.** Achieve a passing score on an assessment of the knowledge competencies of the provincial driver standard.
- 11.** Achieve a passing score on the post-module knowledge assessment.



MODULE 2: Instructor Role

DESCRIPTION	In this module, participants will study the roles, traits, and characteristics of instructors.
Learning Objectives (Knowledge)	Upon completion of this module, participants will understand: <ol style="list-style-type: none">1. The role of an instructor.2. Traits of effective instructors.3. The importance of purpose and motivation for instructors and learners.4. Differences between classroom and practical instruction roles.5. Characteristics or traits that instructors may need to overcome to be effective.6. How past learning experiences shape a participant's views of learning and instructing.7. Their own suitability for being an instructor.8. Instructional demands and techniques for teaching in a classroom.9. Instructional demands and techniques for teaching in-yard tasks.10. Instructional demands and techniques for teaching in-cab learning.11. How their characteristics and strengths align with the needs of various delivery settings.
Learning Topics	Topics covered in this module include: <ol style="list-style-type: none">1. The instructor role.2. Traits of successful commercial vehicle driving instructors.3. Factors that can limit instructor success.4. Prior learning experiences.5. Finding the best delivery environment for an instructor.6. Effective Instruction.7. Skills needed for classroom training.8. Skills needed for practical training.9. Instructor professional improvement.
Learning Activities	In this module participants will: <ol style="list-style-type: none">1. Study theory on instructor roles.*2. Analyze personal strengths and weaknesses through use of facilitated resources.*3. Share personal and professional occupational experiences.**



	<ol style="list-style-type: none"> 4. Explore, analyze, and understand their own strengths and weaknesses for instructing through resources and discussions with a facilitator and fellow participants.** 5. Share best/worst public speaking experiences.** 6. Share best/worst classroom learning experiences.** 7. Share best/worst practical learning experiences.** 8. Review and discuss interaction and engagement in truck driving instructional settings.** 9. Complete a post-module knowledge assessment.* <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define the role of an instructor in facilitating learning. 2. Compare the traits of effective instructors. 3. Describe their strengths and suitability for the role of an instructor. 4. Define their preferred delivery setting(s). 5. List characteristics that restrict instructor effectiveness. 6. Describe how instructor motivation impacts effectiveness. 7. Explain the use and value of learner feedback. 8. Achieve a passing score on the post-module knowledge assessment.



MODULE 3: Understand Learners

DESCRIPTION	In this module, participants will study learners, their needs, and motivations for learning, and how to engage with learners.
Learning Objectives (Knowledge)	Upon completion of this module, participants will understand: <ol style="list-style-type: none">1. The connections between learner motivation and success.2. That learners will have significant differences in pre-existing knowledge and skill.3. How to practice empathy toward learners.4. Habits and techniques that ensure effective delivery.5. Ways to gauge learner engagement and learning progress.6. Ways to deal with difficult learners, disruptors, and related challenges.
Learning Topics	Topics covered in this module include: <ol style="list-style-type: none">1. Learners and Learning<ol style="list-style-type: none">a. Material.b. Motivation.c. Attitude.d. Ability.2. Learner engagement.3. Learner progression.4. Learner differences<ol style="list-style-type: none">a. Personality.b. Attitude.c. Emotion.5. Learner challenges<ol style="list-style-type: none">a. Disengagement.b. Disruption.
Learning Activities	In this module, participants will: <ol style="list-style-type: none">1. Study theory about learners, needs, and motivation.*2. Analyze the impact of instructor and learner motivation through interactive discussion with a facilitator and fellow participants.**3. Review and discuss instructor/learner interactions in truck driver training scenarios.**

	<p>4. Complete a post-module knowledge assessment.*</p> <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe connections between learner motivation and their success. 2. Predict ways that differences in pre-existing knowledge and skill will impact learner development. 3. Explain the need to project empathy toward learners. 4. List instructor habits and techniques that ensure effective delivery. 5. Give examples of ways to judge learner engagement. 6. Describe ways that instructors can deal with a difficult learner. 7. Achieve a passing grade on the post-module knowledge assessment.



MODULE 4: Instructor/Learner Interaction

DESCRIPTION

In this module, participants will study personality characteristics and how personalities interact.

Learning Objectives (Knowledge)

Upon completion of this module, participants will understand:

1. Personality characteristics.
2. Ways personalities interact in a learning setting.
3. Ways to identify and empathize with the personality types of others.
4. Ways instructors can interact effectively with learners in group (classroom and in-yard) and individual (in-cab and in-yard) settings.
5. How to deliver learning in ways that are most effective for various personality types.
6. The importance of ensuring learners act respectfully toward each other.
7. The importance of being the trainer rather than a peer or friend of learners.
8. The value of using professional vocabulary in a training setting.
9. How to guide learner occupational objectives.
10. How to be approachable to learners.
11. The value of sharing information with learners.
12. The importance of demonstrating honesty, respect, and integrity.
13. The importance of avoiding profane language.
14. The need to discourage learners from using profanity and language likely to make another person uncomfortable.
15. The need to respect cultural background and potential cultural sensitivity of each learner.
16. The importance of using inclusive language.
17. The value of displaying empathy toward each learner's occupational objectives.
18. The need to behave in a way that is free of anything that could be interpreted as harassing, discriminatory, or insensitive.
19. The need to promote discussion and sharing of relevant experience when time permits.
20. The need to monitor learners and respond to any incident of learners acting disrespectfully toward each other.
21. The need to avoid acting rudely, emotionally, or aggressively toward a learner.
22. The need to interact with learners in a fair and balanced manner.
23. Ways to practice sensitivity to cultural, orientation, and gender sensitivities.
24. The importance of following a training facility dress code.
25. The importance of using PPE whenever it is required or appropriate.

	<p>26. The importance of maintaining a suitable level of personal hygiene.</p> <p>27. Differences between “I” messages and “you” messages and ways to articulate responses.</p>
<p>Learning Topics</p>	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Personality types. 2. Past learning experiences. 3. Discussion and sharing during learning. 4. Sharing experiences with learners. 5. Instructor-learner relationships. 6. Learner occupational objectives. 7. Respect honesty, integrity, fairness, and balance. 8. Profanity and professional vocabulary. 9. Harassment, discrimination, insensitivity, rudeness, and aggression. 10. Culture and ethnicity. 11. Dress code. 12. Personal hygiene. 13. Personal protective equipment (PPE). 14. “I” messages and “you” messages.
<p>Learning Activities</p>	<p>In this module, participants will:</p> <ol style="list-style-type: none"> 1. Complete personality profile exercises.* 2. Conduct personality profile self-assessments.* 3. Identify personality attributes.* 4. Role-play to experience positive and negative interactions.** 5. Share previous learning experiences. 6. Review and discuss respect, honesty, and integrity in a training setting. 7. Review and discuss learner occupational goals. 8. Review and discuss cultural and ethnic sensitivities. 9. Review and discuss harassing, discriminatory, insensitive, rude, and aggressive behaviour and language. 10. Review and discuss personal interactions in transport truck operator training scenarios.** 11. Participate in exercises to learn the differences between “I” messages and “you” messages.**



	<p>12. Practice changing “you” messages into “I” messages.**</p> <p>13. Complete a post-module knowledge assessment.*</p> <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain basic personality types. 2. Describe the characteristics of their own personality type. 3. Identify that an instructor’s natural way of interacting may not be suitable for all learner personality types. 4. Describe ways that instructors use activities to identify learner motivation, personalities, and learning preferences. 5. Describe ways their personality harmonizes or potentially clashes with the personality of each type of learner. 6. Describe ways that instructors can adjust their teaching or delivery methods to match a learner’s personality and provide greater benefit from the instruction. 7. Explain the ways that instructors can interact effectively with learners in group (classroom and in-yard) settings. 8. Explain the ways that instructors can interact effectively with learners in individual (in-cab or in-yard) settings. 9. Explain the importance of practicing sensitivity to cultural, orientation, and gender sensitivities. 10. Achieve a passing grade on the post-module knowledge assessment.



MODULE 5: Instruction/Learning Processes

DESCRIPTION

In this module, participants will study delivery techniques for general instruction and visual, auditory, and tactile learning methods.

Learning Objectives (Knowledge)

Upon completion of this module, participants will understand:

1. The importance of a training facility dress code.
2. The importance of maintaining suitable personal hygiene.
3. The importance of demonstrating honesty, respect, and integrity.
4. Their own learning method strengths.
5. Effective instructional techniques including:
 - a. The need to review and prepare lessons before delivery.
 - b. The value of introducing what will be taught in each lesson.
 - c. The importance of starting and ending lessons on time.
 - d. How to use time markers to pace delivery.
 - e. The importance of achieving each lesson's learning outcomes.
 - f. Ways to meet lesson objectives and achieve learning outcomes.
 - g. The importance of repeating important principles and information in a lesson.
 - h. The importance of maintaining a calm and positive atmosphere for learning.
 - i. The value of developing personal engagement and rapport with learners.
 - j. The importance of ensuring learners act respectfully toward each other.
 - k. The value of addressing learners by name.
 - l. The importance of listening to learners when asked a question or receiving a comment.
 - m. The importance of being attentive to learner reaction.
 - n. The value of knowing about learner occupational objectives.
 - o. The importance of respecting cultural sensitivities.
 - p. The importance of ensuring there is no discrimination, harassment, or insensitivity in any learning setting.
 - q. The value of promoting sharing of experiences.
 - r. The need to discourage profanity.
 - s. The ways people learn through visual, auditory, and tactile inputs and experiences.
 - t. Ways to effectively teach to all learning styles.
 - u. Methods for supporting visual learning.
 - v. Methods for supporting auditory learning.

	<ul style="list-style-type: none"> w. Methods for supporting tactile learning. x. The importance of contextual learning. y. Techniques to engage learners while demonstrating tasks. z. Ways to deal with disruptors. <p>6. Basic learning disabilities, and how to identify and deal with learners who experience such disabilities.</p>
<p>Learning Topics</p>	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Lesson plans, learning objectives and outcomes. 2. Learner engagement, involvement, and decorum. 3. Delivery technique. 4. Learning methods. 5. Visual learning (seeing). 6. Auditory learning (hearing). 7. Tactile learning (doing). 8. Learning challenges.
<p>Learning Activities</p>	<p>In this module, participants will:</p> <ol style="list-style-type: none"> 1. Study lesson plans, learning objectives and outcomes. 2. Study learner engagement, involvement, and decorum. 3. Study effective learning technique and dynamics for individual and group settings. 4. Review and discuss delivery settings and techniques. 5. Explore learning methods and preferences.* 6. Role-play to experience live instructor/learner interactions in a group setting.** 7. Explore their own learning preferences through in-person experiences.** 8. Role-play to experience learning exercises that deliver to visual learning through in-person learning.** 9. Role-play to deliver learning designed to emphasize visual learning.** 10. Role-play to experience learning exercises that deliver to auditory learning.** 11. Role-play to deliver learning designed to emphasize auditory learning.** 12. Role-play to deliver learning designed to emphasize tactile learning.** 13. Role-play to experience learning exercises that deliver to tactile learning.** 14. Review and discuss successful delivery techniques for each learning method in a truck operator training setting.** 15. Review and discuss learning disabilities, and how to identify and deal with learners who experience such disabilities.



	<p>16. Review and discuss ways to deal with disruptors.</p> <p>17. Complete a post-module knowledge assessment.*</p> <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Follow the training facility dress code. 2. Maintain suitable personal hygiene. 3. Demonstrate honesty, respect, and integrity. 4. Review and prepare lessons before delivery. 5. Keep discussion and questions on topic. 6. Start and end lessons on time. 7. Use time markers to pace delivery. 8. Achieve each lesson’s learning outcomes. 9. Repeat important principles and information in a lesson. 10. Ensure learners act respectfully toward each other. 11. Address learners by name. 12. Maintain a calm and positive atmosphere for learning. 13. Develop personal engagement and rapport with learners. 14. Monitor learner reaction. 15. Relate content to learner occupational objectives. 16. Respect cultural sensitivities. 17. Ensure there is no discrimination, harassment, or insensitivity in any learning setting. 18. Share experiences and encourage learners to do the same. 19. Discourage profanity. 20. Explain the ways people learn through visual, auditory, and tactile inputs and experiences. 21. Explain that learning derives from the primary sensory inputs of sight, sound, and touch. 22. Explain that people learn through all senses and most people learn more effectively through one or two methods than the other(s). 23. Describe ways that visual learning is supported by using delivery methods including demonstrations, pictures, and visual displays. 24. Describe ways that auditory learning is supported by using delivery methods including lectures and discussions, emphasizing variances in voice tone, pitch, and speed.



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| | <ul style="list-style-type: none">25. Describe ways that tactile learning is supported by using hands-on learning, active exploration, and physical exposure.26. Describe ways that learning is affected by attitude, emotion, and motivation.27. Match learner behaviour with learning methods.28. Match delivery methods to suit learning needs.29. Achieve a passing grade on the post-module knowledge assessment. |
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MODULE 6: Delivery Techniques for Classroom Learning

DESCRIPTION

In this module, participants will study delivery techniques for classroom instruction.

Learning Objectives (Knowledge)

- 1. Upon completion of this module, participants will understand effective classroom preparation including:**
 - a. The importance of setting up and managing the learning environment.
 - b. The importance of properly using delivery materials including lesson plans, audio, and visual resources.
 - c. The importance of managing time and learning resources.
 - d. The value of sharing agendas and schedules with learners.
- 2. Upon completion of this module, participants will understand effective verbal delivery methods including:**
 - a. The importance of organizing thoughts before speaking.
 - b. The importance of speaking clearly, enunciating words, and projecting to all learners in a classroom.
 - c. The importance of using proper vocabulary, grammar, and professional language.
 - d. How to speak with enthusiasm, at a reasonable pace, and with occasional pauses.
 - e. The value of explaining the importance of material.
 - f. The importance of repeating information when necessary.
 - g. How to use ethnically, culturally, and gender inclusive language.
 - h. How to use visual imagery and anecdotes to enhance lesson content.
 - i. How to relate appropriate personal experiences to enhance lesson content.
 - j. How to use alternate explanations for difficult topics.
 - k. The importance of avoiding sounding angry or bored.
 - l. The need to avoid profanity, and excessive and redundant words and phrases.
- 3. Upon completion of this module, participants will understand effective non-verbal techniques including:**
 - a. The importance of facing learners, presenting directly to learners, and making regular eye contact with learners.
 - b. The value of moving around to keep learners engaged.
 - c. The importance of changing the learning activity at regular intervals.
 - d. The value of displaying active interest in learners.
 - e. The importance of avoiding negative body language and gestures.

	<p>4. Upon completion of this module, participants will understand effective methods to enhance content including:</p> <ul style="list-style-type: none"> a. How to use alternate explanations for difficult topics. b. How to relate appropriate and relevant personal experiences. c. The value of explaining the importance of material in an occupational setting. <p>5. Upon completion of this module, participants will understand effective methods to engage learners including:</p> <ul style="list-style-type: none"> a. The importance of encouraging learner involvement and providing opportunities for learners to contribute to discussions. b. How to interact with learners to verify learning progress. c. Ways to respond to learner questions and other learner cues. d. The need to allow learners to speak freely within time limit. e. The need to actively listen when learners speak. f. The importance of keeping discussions and questions on topic. g. The importance of avoiding interruptions and distractions during learning. h. How to use techniques to deal with an enthusiastic disruptor. i. How to use techniques to deal with a challenging disruptor. j. How to use techniques to deal with a detached disruptor. <p>6. Upon completion of this module, participants will understand the training facility's schedule, administrative requirements, and standard delivery processes.</p>
<p>Learning Objectives (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> 1. Deliver classroom training in a manner that supports effective learning. 2. Adhere to training facility's schedule, administrative requirements, and standard delivery processes.
<p>Learning Topics</p>	<p>Topics covered in this module include:</p> <ul style="list-style-type: none"> 1. Public speaking. 2. Lesson plans. 3. Learning outcomes and objectives. 4. Classroom management and verbal delivery techniques. 5. Learner engagement and sharing. 6. Employment in the commercial vehicle industry <ul style="list-style-type: none"> a. Understand the workplace. b. Relate and interact in the workplace. c. Maintain health, wellness, and relationships.



- d. Understand basic regulatory requirements.
- e. Communicate in the workplace.
- 7.** Operate vehicle components, systems and features.
- 8.** Basic driving techniques
 - a. Prepare and start to drive.
 - b. Adhere to requirements that are specific to commercial vehicles.
 - c. Control vehicle motion and speed.
 - d. Control vehicle direction and position.
 - e. Turn tractor-trailers.
- 9.** Professional driving habits
 - a. Maximize fuel efficiency.
 - b. Apply defensive driving techniques.
- 10.** Tractor-trailer off-road tasks and maneuvers
 - a. Couple trailers.
 - b. Uncouple trailers.
 - c. Back, dock, and park tractor-trailers.
- 11.** Documents, paperwork, and regulatory requirements
 - a. Use workplace documents.
 - b. Complete numeracy tasks.
 - c. Operate computers and electronic devices.
 - d. Plan work, plan trips, and solve problems.
- 12.** Vehicle inspection activities
 - a. Support inspection and maintenance program.
 - b. Conduct daily vehicle inspections.
- 13.** Hours of service regulations and compliance.
- 14.** Cargo securement and loss prevention
 - a. Secure cargo for transport.
 - b. Prevent loss and maintain secure facilities.
- 15.** Handling emergencies
 - a. Maintain situational awareness.
 - b. Handle emergency incidents.
- 16.** Classroom preparation.
- 17.** Learning materials and resources.



	<p>18. Timing.</p> <p>19. Verbal and non-verbal messages.</p> <p>20. Learner engagement.</p> <p>21. Vocabulary.</p> <p>22. Instructional tools for classroom learning, including ways to:</p> <ul style="list-style-type: none"> a. Probe. b. Paraphrase. c. Redirect. d. Bridge. e. Shift. f. Reinforce. g. Include. h. Summarize. <p>23. Learning disabilities.</p> <p>24. Disruptors.</p>
<p>Learning Activities</p>	<p>In this module, participants will:</p> <ol style="list-style-type: none"> 1. Study theory and application of techniques for classroom instruction. * 2. Review the topics of the Commercial Truck Operator Training Standard (Class A).* 3. Observe facilitator demonstration of classroom delivery techniques. ** 4. Deliver truck driving theory for 30 minutes while being assessed by a facilitator. ** 5. Role-play to practice effective ways to deal with an enthusiastic disruptor.** 6. Role-play to practice effective ways to deal with a challenging disruptor. ** 7. Role-play to practice effective ways to deal with a detached disruptor.** 8. Observe facilitator demonstration of probing, paraphrasing, redirecting, bridging, shifting, reinforcing, including, and summarizing during verbal delivery.** 9. Role-play to practice probing, paraphrasing, redirecting, bridging, shifting, and summarizing during verbal delivery.** 10. Review and discuss strategies for classroom delivery.** 11. Complete a post-module knowledge assessment.* <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>



<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe effective classroom preparation. 2. Describe effective verbal delivery technique. 3. Describe non-verbal techniques. 4. Describe methods to enhance content. 5. Describe effective methods to engage learners. 6. Describe training facility’s schedule, administrative requirements, and standard delivery processes. 7. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<ol style="list-style-type: none"> 1. Upon completion of this module, participants will be able to set up an effective classroom: <ol style="list-style-type: none"> a. Prepare classroom, set up resources, and distribute materials. b. Follow lesson plans, use instructional support materials and audio/visual resources. c. Manage delivery to fit schedule and lesson plan. d. Share lesson agenda and schedule with learners. 2. Upon completion of this module, participants will be able to deliver effective verbal instruction: <ol style="list-style-type: none"> a. Organize thoughts before speaking to class. b. Speak clearly, enunciate words, and project to all learners in the classroom. c. Use proper vocabulary, grammar, and professional language. d. Speak with enthusiasm, at a reasonable pace, and with occasional pauses. e. Explain the importance of material. f. Repeat information when necessary. g. Use ethnically, culturally, and gender inclusive language. h. Use visual imagery and anecdotes to enhance lesson content. i. Relate appropriate personal experiences to enhance lesson content. j. Use alternate explanations for difficult topics. k. Avoid sounding angry or bored while speaking. l. Avoid profanity, and excessive and redundant words or phrases. 3. Upon completion of this module, participants will be able to effectively use non-verbal techniques: <ol style="list-style-type: none"> a. Face learners, present directly to learners, and make regular eye contact with learners. b. Move around to keep learners engaged. c. Change the learning activity at regular intervals.



- d. Display active interest in learners.
- e. Avoid negative body language and gestures.

4. Upon completion of this module, participants will be able to enhance lesson content:

- a. Use alternate explanations for difficult topics.
- b. Relate appropriate and relevant personal experiences.
- c. Explain the importance of material in an occupational setting.

5. Upon completion of this module, participants will be able to engage learners:

- a. Encourage learner involvement and provide opportunities for learners to contribute to discussions.
- b. Interact with learners to verify learning progress.
- c. Respond to learner questions and other learner cues.
- d. Allow learners to speak freely within time limit.
- e. Actively listen when learners speak.
- f. Keep discussion and questions on topic.
- g. Avoid interruptions and distractions during learning.
- h. Use techniques to deal with an enthusiastic disruptor.
- i. Use techniques to deal with a challenging disruptor.
- j. Use techniques to deal with a detached disruptor.

6. Follow training facility's schedule, administrative requirements, and standard delivery processes.

7. Achieve a passing grade on the post-module practical assessment.



MODULE 7: Delivery Techniques for Daily Vehicle Inspection Learning
(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study delivery techniques for instructing daily vehicle inspection methods.
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. The road test scoresheet and scoring of vehicle inspection items. 2. Differences between trucking workplace requirements for vehicle inspection, the use of Schedule 1, and road test procedures. 3. Ways to demonstrate required steps for complying with the daily inspection documentation requirements. 4. Ways to demonstrate vehicle inspection procedures as outlined in daily inspection regulations and Schedule 1. 5. Ways to demonstrate vehicle inspection procedures as required in typical trucking workplaces. 6. How to supervise and guide learner practice of vehicle inspection activities and reports for workplace and road test settings. 7. Ways to demonstrate inspection of exterior, interior, and in-cab items for the road test. 8. How to supervise and guide learner practice of inspection of exterior, in-cab, and interior items for the road test. 9. The training facility’s schedule, administrative requirements, and standard delivery processes.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. Deliver vehicle inspection training in a manner that supports effective learning. 2. Identify learner vehicle inspection errors and guide learners to compliance. 3. Adhere to training facility’s schedule, administrative requirements, and standard delivery processes.
Learning Topics	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Workplace requirements for vehicle inspection. 2. Schedule 1 requirements for vehicle inspection. 3. Road test vehicle inspection practices. 4. Exterior, interior, and in-cab inspection procedures.
Learning Activities	<p>In this module, participants will:</p> <ol style="list-style-type: none"> 1. Study the road test scoresheet and scoring of items.* 2. Review vehicle inspection requirements.*



	<ol style="list-style-type: none"> 3. Study differences between trucking workplace requirements for vehicle inspection, the use of Schedule 1, and road test procedures and ways to deliver learning.* 4. Study vehicle inspection item selection for road tests and ways to deliver learning.* 5. Observe facilitator demonstration of a “driver-level” workplace vehicle inspection.* 6. Observe facilitator demonstration of vehicle inspection exterior, interior, and in-cab procedures.* 7. Review and discuss strategies for demonstrating vehicle inspection procedures as outlined in daily inspection regulations, Schedule 1 for workplace settings, and road tests.** 8. Review and discuss strategies for demonstrating vehicle inspection exterior, interior, and in-cab procedures as required for the road test.** 9. Perform a “driver-level” workplace vehicle inspection while being assessed by a facilitator.** 10. Perform exterior, interior, and in-cab vehicle inspection as required for the road test, while being assessed by a facilitator.** 11. Complete a post-module knowledge assessment.* <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the road test scoresheet and scoring of vehicle inspection items. 2. Describe training facility’s schedule, administrative requirements, and standard delivery processes. 3. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate required steps for complying with daily inspection report documentation requirements. 2. Demonstrate vehicle inspection procedures as outlined in daily inspection regulations and Schedule 1. 3. Demonstrate vehicle inspection procedures as required in typical trucking workplaces. 4. Demonstrate inspection of exterior, interior, and in-cab items for the road test. 5. Deliver vehicle inspection training in a manner that supports effective learning. 6. Supervise and guide learner practice of inspection of exterior, in-cab, and interior items for the road test. 7. Identify learner vehicle inspection errors and guide learners to compliance. 8. Follow training facility’s schedule, administrative requirements, and standard delivery processes. 9. Achieve a passing grade on the post-module practical assessment.



MODULE 8: Delivery Techniques for Hours-of-Service Compliance Learning
(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study delivery techniques for instructing hours-of-service compliance.
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. Ways to demonstrate completion of logbooks and electronic or paper records required by hours-of-service regulations. 2. How to supervise and guide learner completion of hours-of-service documents or devices, recording of duty status, and tracking compliance. 3. How to identify errors on hours-of-service documents. 4. The training facility's schedule, administrative requirements, and standard delivery processes.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Maintain duty status and documents that comply with hours-of-service requirements. 2. Identify learner hours-of-service document or compliance errors and guide learners to compliance. 3. Adhere to training facility's schedule, administrative requirements, and standard delivery processes.
Learning Topics	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Hours-of-service regulations. 2. Hours-of-service documents and records. 3. Hours-of-service compliance.
Learning Activities	<p>In this module participants will:</p> <ol style="list-style-type: none"> 1. Review hours-of-service compliance requirements.* 2. Review hours-of-service compliance documenting requirements for driver's daily logbooks.* 3. Review hours-of-service compliance documenting requirements for record-of-duty status.* 4. Review hours-of-service documents for compliance and errors.* 5. Demonstrate correct completion of document and/or electronic logging devices.** 6. Identify areas of non-compliance on hours-of-service documents.** 7. Review and discuss hours-of-service compliance requirements in a truck driving school environment.**



	<p>8. Complete a post-module knowledge assessment.*</p> <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>In this module participants will:</p> <ol style="list-style-type: none"> 1. Identify compliant and non-compliant completion of hours-of-service documents or devices for recording duty status. 2. Describe training facility’s schedule, administrative requirements, and standard delivery processes. 3. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Deliver hours-of-service training in a manner that supports effective learning. 2. Identify non-compliant hours-of-service documents and practices and guide learners to compliance. 3. Follow training facility’s schedule, administrative requirements, and standard delivery processes. 4. Achieve a passing grade on the post-module practical assessment.



MODULE 9: Delivery Techniques for Coupling and Uncoupling Task Learning
(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study delivery techniques for instructing coupling and uncoupling of tractor-trailer units.
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. The road test scoresheet and scoring of coupling and uncoupling. 2. Ways to demonstrate safe tractor-trailer coupling procedures. 3. How to supervise and guide learner practice of safe tractor-trailer coupling procedures. 4. Ways to demonstrate safe tractor-trailer uncoupling procedures. 5. How to supervise and guide learner practice of safe tractor-trailer uncoupling procedures. 6. The training facility's schedule, administrative requirements, and standard delivery processes.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Practice safe tractor-trailer coupling. 2. Practice safe tractor-trailer uncoupling. 3. Identify errors made by learners during tractor-trailer coupling and uncoupling. 4. Adhere to training facility's schedule, administrative requirements, and standard delivery processes.
Learning Topics	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Safe tractor-trailer coupling procedures. 2. Safe tractor-trailer uncoupling procedures.
Learning Activities	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. Study the road test scoresheet and scoring of items.* 2. Review step-by-step procedures for coupling tractor-trailer units.* 3. Review step-by-step procedures for uncoupling tractor-trailer units.* 4. Demonstrate technique for coupling.* 5. Demonstrate technique for uncoupling.* 6. Observe coupling procedures and identify errors.* 7. Observe uncoupling procedures and identify errors.* 8. Review and discuss learning/delivery methods for coupling and uncoupling in a truck driving school environment.**



	<p>9. Complete a post-module knowledge assessment.*</p> <p>* <i>Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</i></p> <p>** <i>In a in-person learning setting.</i></p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the road test scoresheet and scoring of coupling and uncoupling. 2. Describe training facility’s schedule, administrative requirements, and standard delivery processes. 3. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced-level skill in coupling a tractor-trailer unit. 2. Demonstrate advanced-level skill in uncoupling a tractor-trailer unit. 3. Deliver tractor-trailer coupling and uncoupling training in a manner that supports effective learning. 4. Identify errors made by learners during tractor-trailer coupling and uncoupling. 5. Follow training facility’s schedule, administrative requirements, and standard delivery processes. 6. Achieve a passing grade on the post-module practical assessment.



MODULE 10: Delivery Techniques for Backing Learning
(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study delivery techniques for instructing backing of tractor-trailer units.
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. The road test scoresheet and scoring of backing. 2. Ways to demonstrate rules and conduct for general backing tasks. 3. How to demonstrate, supervise, and guide learner practice of straight backing. 4. How to demonstrate, supervise, and guide learner practice of workplace backing maneuvers. 5. How to demonstrate, supervise, and guide learner practice of offset backing maneuvers. 6. How to demonstrate, supervise, and guide learner practice of alley-dock backing maneuvers. 7. How to demonstrate, supervise, and guide learner practice of parallel parking maneuvers. 8. The training facility’s schedule, administrative requirements, and standard delivery processes.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will be able to adhere to training facility’s schedule, administrative requirements, and standard delivery processes.</p>
Learning Topics	<p>Topics covered in this module include:</p> <ol style="list-style-type: none"> 1. General backing procedures. 2. Backing in parking lots and loading docks. 3. Straight backing technique. 4. Parallel parking technique. 5. Backing layout and procedures for road test. 6. Offset backing technique for road test. 7. Alley-dock backing technique for road test. 8. Teaching backing to learners.
Learning Activities	<p>In this module, participants will:</p> <ol style="list-style-type: none"> 1. Study the road test scoresheet and scoring of items.* 2. Review step-by-step procedures for backing.* 3. Review backing procedures for parking lot and loading dock settings.*



	<ol style="list-style-type: none"> 4. Study backing layout and procedures for road test requirements.* 5. Review and discuss methods for teaching backing to learners in a truck driver training setting.** 6. Demonstrate correct straight backing technique.** 7. Demonstrate parking lot and loading dock backing technique.** 8. Demonstrate correct parallel parking technique.** 9. Demonstrate correct offset road test backing technique on the prescribed layout.** 10. Demonstrate correct alley-dock road test backing technique on the prescribed layout.** 11. Complete a post-module knowledge assessment.* <p>* Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.</p> <p>** In a in-person learning setting.</p>
<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the road test scoresheet and scoring of backing. 2. Describe training facility’s schedule, administrative requirements, and standard delivery processes. 3. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced-level skill in straight backing. 2. Demonstrate advanced-level skill in parallel parking. 3. Demonstrate advanced-level skill in offset backing. 4. Demonstrate advanced-level skill in alley-dock backing. 5. Deliver tractor-trailer backing training in a manner that supports effective learning. 6. Identify errors made by learners during tractor-trailer backing and guide learners to become competent. 7. Follow training facility’s schedule, administrative requirements, and standard delivery processes. 8. Achieve a passing grade on the post-module practical assessment.



MODULE 11: Delivery Techniques for Basic Driving Techniques and Professional Driving Habits Learning

(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study delivery techniques for instructing basic driving techniques and professional driving habits
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand:</p> <ol style="list-style-type: none"> 1. The road test scoresheet and scoring of on-road driving items. 2. How to teach driving along, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 3. How to use and teach commentary driving, including demonstration, evaluation, supervising, and guiding learner practice. 4. How to teach lane changes and curves, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 5. How to teach intersection turns, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 6. How to teach driving through and stopping at intersections, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 7. How to teach expressway entry and exit, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 8. How to teach expressway driving, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 9. How to teach roadside stops, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 10. How to complete skill evaluation and assessment checklists. 11. Ways to demonstrate, supervise, and guide learner practice of transmission control and gear selection of an automated-manual transmission. 12. Ways to demonstrate, supervise, and guide learner practice of clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission. 13. The training facility's schedule, administrative requirements, and standard delivery processes.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Assess and evaluate learner driving skills. 2. Score driving skills in a manner like that used on the MTO road test. 3. Demonstrate advanced-level skill. 4. Demonstrate transmission control and gear selection of an automated-manual transmission. 5. Demonstrate clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission.



	<p>6. Demonstrate the ability to instruct learners in basic driving techniques and professional driving habits, including:</p> <ul style="list-style-type: none"> a. Driving along. b. Commentary driving. c. Lane changes and curves. d. Intersection turns. e. Driving through and stopping at intersections. f. Expressway entry and exit. g. Expressway driving. h. Roadside stops.
<p>Learning Topics</p>	<p>Topics covered in this module include:</p> <ul style="list-style-type: none"> 1. Assessing and evaluating learner driving skills. 2. Commercial vehicle systems and controls. 3. Scoring driving skills on a road test: <ul style="list-style-type: none"> a. Driving along errors. b. Lane changes and curve errors. c. Intersection turning errors. d. Driving through and stopping at intersection errors. e. Expressway entry and exit errors. f. Expressway driving errors. g. Roadside stop errors. 4. Demonstrating transmission control and gear selection of an automated-manual transmission. 5. Automated-manual transmission control errors. 6. Demonstrating clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission. 7. Manual transmission clutch and shifting errors.
<p>Learning Activities</p>	<p>In this module participants will:</p> <ul style="list-style-type: none"> 1. Study the road test scoresheet and scoring of items.* 2. Study methods and resources for assessing learners during training.* 3. Review and discuss methods for instructing basic techniques and professional habits while driving along, including demonstration, evaluation and scoring, supervising, and guiding learner practice. 4. Review and discuss methods for using commentary driving, including demonstration, evaluation, supervising, and guiding learner practice.



- 5.** Review and discuss methods for instructing basic techniques and professional habits for lane changes and curves, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 6.** Review and discuss methods for instructing basic techniques and professional habits for intersection turns, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 7.** Review and discuss methods for instructing basic techniques and professional habits for driving through and stopping at intersections, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 8.** Review and discuss methods for instructing basic techniques and professional habits for expressway entry and exit, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 9.** Review and discuss methods for instructing basic techniques and professional habits for expressway driving, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 10.** Review and discuss methods for instructing basic techniques and professional habits for conducting a roadside stop, including demonstration, evaluation and scoring, supervising, and guiding learner practice.
 - 11.** Perform a driving evaluation road test while being assessed by a facilitator, including the following:**
 - a. Driving along.
 - b. Commentary driving.
 - c. Lane changes and curves.
 - d. Intersection turns.
 - e. Intersection drive-through and stops.
 - f. Expressway entry and exit.
 - g. Expressway driving.
 - h. Roadside stop.
 - 12.** Use road test evaluation and assessment checklists while observing fellow participants.**
 - 13.** Complete a post-module knowledge assessment.*
 - 14.** Demonstrate transmission control and gear selection of an automated-manual transmission.**
 - 15.** Demonstrate clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission.**
 - 16.** Review and discuss methods to demonstrate, supervise, and guide learner practice of transmission control and gear selection of an automated-manual transmission.**
 - 17.** Review and discuss methods to demonstrate, supervise, and guide learner practice, clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission.**
 - 18.** Complete a post-module knowledge assessment.*
- * *Through asynchronous remote engagement, synchronous remote group engagement, or in-person engagement.*
- ** *In a in-person learning setting.*

<p>Learning Indicators (Knowledge)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify basic techniques and professional habit errors made by learners and guide them to become competent. 2. Explain error scoring of driving skills for a road test. 3. Achieve a passing grade on the post-module knowledge assessment.
<p>Learning Indicators (Applied)</p>	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none"> 1. Assess and evaluate learner driving skills. 2. Score driving skills for a road test. 3. Demonstrate advanced-level skill at: <ol style="list-style-type: none"> a. Driving along. b. Commentary driving. c. Lane changes and curves. d. Intersection turns. e. Driving through and stopping at intersections. f. Expressway entry and exit. g. Expressway driving. h. Conducting a roadside stop. 4. Demonstrate advanced-level skill in shifting automated-manual transmissions. 5. Demonstrate advanced-level skill in clutch operation, transmission control, gear selection, and progressive shifting of a manual transmission. 6. Deliver basic techniques and professional habits training in a manner that supports effective learning. 7. Instruct learners how to shift automated-manual transmissions and guide them to become competent. 8. Instruct learners how to operate a clutch, control transmission, select gears, and progressively shift a manual transmission and guide them to become competent. 9. Follow training facility's schedule, administrative requirements, and standard delivery processes. 10. Achieve a passing grade on the post-module practical assessment.



MODULE 12: Administration, Assessment, and Evaluation

(Portions are specific to training facility procedures, policies, and practices.)

DESCRIPTION	In this module, participants will study the methods and resources used for evaluation and assessment of learners.
Learning Objectives (Knowledge)	<p>Upon completion of this module, participants will understand the training facility's procedure for:</p> <ol style="list-style-type: none">1. Communication and scheduling lessons.2. Day-to-day operations.3. Preparing vehicles, vehicle condition, and cleanliness.4. Handling a learner who arrives late or leaves early.5. Administering quizzes.6. Using review exercises.7. Assessments, evaluations, and practice road tests.
Learning Objectives (Applied)	<p>Upon completion of this module, participants will be able to:</p> <ol style="list-style-type: none">1. Adhere to training facility's procedures.





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