

DRAFT

STREET LAW

OPEN DRIVE

DRIVE SYSTEM

**Real Coaching. Real Readiness.
Real Growth.**

This scoring system incorporates adaptations of
Competency Matrix developed by Lynn Rogers
and endorsed by DSAA and PDSA-WA (2024).

Used with permission.

Acknowledgment of Inspiration and Adaptation

This document and its coaching framework are the result of years of thoughtful teaching, system refinement, and a shared commitment to student-centered growth in driver education.

We would like to give special recognition and credit to Lynn Rogers for his leadership in the development of the Competency Matrix for driver training, which has been publicly endorsed by DSAA and PDSA-WA (2024). His work provided the foundation and inspiration for much of what has been adapted in this system.

This scoring system incorporates adaptations of the Competency Matrix developed by Lynn Rogers and endorsed by DSAA and PDSA-WA (2024). Used with permission.

While many elements have been revised and rewritten for student-facing clarity, trauma-informed practice, and coaching alignment, the integrity of Lynn's core concepts remains a respected backbone of this work.

This document reflects a shared belief: that driver education is most powerful when it fosters confidence, reflection, and responsibility—not just compliance or test performance.

Thank you, Lynn, for the work you've done—and the way it continues to shape safer, smarter, and more supported young drivers across Washington.

1. Purpose & Philosophy

Growth Environment: Drives

The purpose of Growth Environment: Drives is to support the development of calm, confident, and responsible drivers through a behind-the-wheel learning experience that is reflective, respectful, and rooted in real-world readiness.

This program rejects outdated models that treat driver education like a checklist or a lab experiment. It replaces those systems with a trauma-informed, growth-centered approach built around trust, coaching, and intentional practice.

Driving is not just about mechanical skills. It's about mindset, awareness, and decision-making under pressure. Growth Environment: Drives provides a space where students can learn those skills without fear of failure—because learning doesn't happen in shame. It happens in supported experience.

Our goal is not perfection. Our goal is progress. The instructor is not a gatekeeper—they're a coach. The car is not a test—it's a learning environment.

2. Core Beliefs

Growth Environment: Drives

The Growth Environment: Drives system is built on a foundation of beliefs that shape every aspect of instruction, student interaction, and behind-the-wheel learning. These beliefs form the core of how we teach—and why we teach the way we do.

- Coaching builds confidence—criticism builds fear.
- Growth happens when students feel safe to reflect.
- Calm, respectful feedback outperforms reactive corrections.
- Students are not robots—they're decision-makers in training.
- Instructors are not gatekeepers—they're mentors.
- We don't build perfection—we build responsibility.
- Learning is not about passing—it's about progressing.
- Mistakes are not failures—they're opportunities for awareness.
- Reflection creates change. Encouragement sustains it.

Every coaching moment in this system is guided by these beliefs. They are the heartbeat of the Growth Environment approach and the lens through which every student interaction is filtered.

3. Alignment with RCW/WAC & DOL Expectations

Growth Environment: Drives

Growth Environment: Drives is fully aligned with Washington State driver education requirements and supports schools and instructors in meeting all relevant standards while enhancing the learning experience for students.

This system directly supports and aligns with:

- RCW 46.82.420 (Driver Training School Curriculum)
- WAC 308-108-155 (Required Curriculum Topics)
- The 2025 Washington Traffic Safety Education Standards
- The revised Competency Matrix developed by Lynn Rogers (2024)

Each of the six coaching drives integrates core legal concepts, decision-making, risk reduction, and real-world readiness. Students are not only taught the rules of the road—they are coached on how to apply them with judgment, calm, and awareness.

By connecting classroom topics to behind-the-wheel reflection, this system ensures that each student builds the habits and instincts required by Washington law—and reinforced by best practices in safe driving instruction.

4. Structure – Six Coaching Drives

Growth Environment: Drives

The Growth Environment: Drives system is structured around six progressive behind-the-wheel coaching drives. Each session is intentionally aligned with classroom instruction, Washington State RCWs, and key real-world driving competencies. Each drive builds on the one before it—creating space for student growth, skill integration, and personal reflection.

Drive 1 – Vehicle Basics & Comfort

- Smooth starts and stops
- Mirror checks and lane position
- Nervousness and building trust

Drive 2 – Turns & Traffic Flow

- Turn timing, signals, and lane changes
- Gap judgment
- Urban traffic flow awareness

Drive 3 – Control & Space Management

- Speed adjustment and steering control
- Following distance and lane discipline
- Risk scanning and space awareness

Drive 4 – Intersections & Decision Making

- Yielding and right-of-way judgment
- Roundabouts and complex intersections
- Legal vs. safe vs. smart decisions

Drive 5 – Freeway Entry & Lane Control

- Merging, passing, and speed control
- Lane discipline and spacing at speed
- Navigating multi-lane environments

Drive 6 – Final Drive & Reflection

- Combining all skills in a full traffic environment
- Navigational readiness and independent thinking
- Self-reflection and final Responsibility Agreement

This structure ensures a well-rounded, supportive, and legally compliant behind-the-wheel experience—without reducing the process to checkboxes or rigid pass/fail scoring.

5. Scoring Philosophy & Growth Scale

Growth Environment: Drives

In the Growth Environment: Drives system, scoring is not about grades or performance—it's about growth.

Each student is evaluated across three key competencies per drive using a 1–4 growth-centered scale. This scale is designed to encourage reflection, track progress, and promote trust—not fear.

Growth Scale Explained

1 – Starting: Needs step-by-step guidance, high anxiety, not yet ready to drive alone.

2 – Building: Understands concepts but still needs prompts or occasional corrections.

3 – Practicing: Makes mostly safe choices, self-corrects, and gaining independence.

4 – Demonstrating: Performs calmly and confidently with full legal awareness.

There are no failing scores in this system—just growth points. Every drive is a coaching opportunity, not a test. The scale is shared transparently with students, so they can engage in meaningful reflection and recognize their own development.

What Makes This Scale Different?

- It focuses on behaviors, not just outcomes.
- It supports coaching conversations over scorekeeping.
- It reduces anxiety and increases engagement.
- It encourages students to own their progress with clarity and confidence.

6. Toolkit Contents

Growth Environment: Drives

The Growth Environment: Drives toolkit is designed to help instructors and students work together through a structured, supportive, and student-centered process. These tools bring clarity, documentation, and consistency to each phase of the coaching experience.

Included Documents & Tools

- Six Drive Reflection Sheets (Drives 1–6)
 - Completed by students at the end of each drive
 - Aligned with drive-specific competencies
 - Includes space for reflection, goal-setting, and instructor feedback
- Instructor Summary Growth Tracking Sheet
 - One-page overview to track all 6 drives
 - Includes competency scores, notes, and readiness review
 - Helps identify patterns, build feedback, and support communication
- Final Drive Responsibility Agreement
 - Signed reflection and commitment at the conclusion of Drive 6
 - Includes student statement, instructor affirmation, and core commitments to safe driving
- Coaching Framework & Scoring Guide
 - Growth scale rubric (1–4) with reflection-based descriptors
 - Aligned with Lynn Rogers' 2024 Competency Matrix (with adaptations)
 - Used to support instructor training and evaluation consistency

Each tool reinforces the system's values of calm instruction, student empowerment, and steady progression. Together, they form a complete and adaptable coaching package.

7. Trauma-Informed & Student-Centered

Growth Environment: Drives

The Growth Environment: Drives system was built with one essential truth in mind:
We don't know what our students are carrying when they step into the car.

Whether it's fear, anxiety, trauma, or past failures, students bring more than just skills to the driver's seat—they bring their whole selves. This system is intentionally designed to be trauma-informed, emotionally safe, and centered around each student's growth journey.

Key Trauma-Informed Teaching Principles

- Safety – Emotional and physical safety come first.
- Trust – Students perform better when they feel supported, not judged.
- Empowerment – Students are guided to reflect and own their learning.
- Collaboration – Learning is a partnership between coach and student.
- Predictability – Reflection sheets and structure help students feel prepared.

Instructors are trained to model calm under pressure, respond to fear with empathy, and guide with clarity—not criticism.

The use of a 1–4 growth scale gives students space to improve without the shame of a failing grade. Reflection forms invite students to share their perspective and process progress through their own lens.

By focusing on relationships, awareness, and communication, this system does more than create safe drivers—it helps create supported, self-aware human beings.

8. Submission Intent

Growth Environment: Drives

The Growth Environment: Drives system is submitted for consideration as an instructor resource, coaching framework, and integrated behind-the-wheel curriculum component for Washington State driver education programs.

This submission reflects a comprehensive and student-centered approach to behind-the-wheel training. It supports RCW/WAC alignment, classroom integration, and real-world skill development while embracing trauma-informed, competency-based, and coaching-driven methodology.

The framework is designed for flexible use:

- As an enhancement to existing curriculum
- As a complete coaching toolkit for behind-the-wheel training
- As an optional resource under the Street Law Open Drive Limited-Use License

It is our goal to provide this system as an open, accessible tool that elevates the coaching abilities of instructors, meets compliance standards, and most importantly—empowers students to drive with calm, confidence, and responsibility.

This submission is offered in alignment with Washington State’s vision for traffic safety and respectful, effective driver education.

Submitted by:

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Drive 1 Reflection Sheet

Growth Environment: Drives

Drive Focus: Vehicle Basics & Comfort

(Smooth starts and stops, mirrors and lane position, nerves and trust-building)

Reflection Instructions

This is not a test. This is a space to think about your growth as a driver. Use this reflection to consider what went well, what felt hard, and what you want to keep working on.

Core Skills Reflected On Today:

1. Smooth Vehicle Operation

How well did I use the pedals and steering to stay calm, safe, and steady?

- ☐ 1 – I was jerky, hesitant, or unsure when using controls.
- ☐ 2 – I started to get more comfortable but still needed reminders.
- ☐ 3 – I used smooth control most of the time and self-corrected.
- ☐ 4 – I drove with smooth, confident control.

2. Risk Awareness & Visual Scanning

Did I look ahead and around the vehicle to stay aware of my surroundings?

- ☐ 1 – I was focused mostly in front or didn't scan often.
- ☐ 2 – I started to look around but missed key areas or reminders.
- ☐ 3 – I scanned ahead and checked mirrors often without prompts.
- ☐ 4 – I scanned naturally and adjusted my driving based on what I saw.

3. Emotional Regulation & Calmness

How did I manage nerves, frustration, or stress while driving?

- ☐ 1 – I felt overwhelmed and needed support often.
- ☐ 2 – I got flustered but was able to stay on track with help.
- ☐ 3 – I kept my cool and stayed focused most of the time.
- ☐ 4 – I stayed calm and steady, even when things got tricky.

Student Reflection

What felt easiest for me today?

What challenged me or made me feel unsure?

What's one thing I want to work on for my next drive?

Instructor Comments

Encouragement, observations, and suggested next steps:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Drive 2 Reflection Sheet

Growth Environment: Drives

Drive Focus: Turns & Traffic Flow

(Lane changes, signals, turn timing, gap judgment, urban driving intro)

Reflection Instructions

This is not a test. This is a space to think about your growth as a driver. Use this reflection to consider what went well, what felt hard, and what you want to keep working on.

Core Skills Reflected On Today:

1. Lane Changes & Turn Execution

How smoothly and safely did I handle turns and lane changes?

- ☐ 1 – I was unsure or made unsafe movements without checking.
- ☐ 2 – I understood the basics but needed coaching to stay safe.
- ☐ 3 – I used clear signals, checked mirrors/blind spots, and moved smoothly.
- ☐ 4 – I was confident and calm while changing lanes and turning safely.

2. Gap Judgment & Timing

Did I make good choices about when to go or wait?

- ☐ 1 – I hesitated or moved too quickly, risking safety.
- ☐ 2 – I needed support choosing the right time to go.
- ☐ 3 – I judged gaps well and made mostly safe decisions.
- ☐ 4 – I was accurate and timely in my judgments consistently.

3. Urban Awareness & Flow

How well did I read the flow of traffic and adjust to busy environments?

- ☐ 1 – I was overwhelmed or unsure in traffic.
- ☐ 2 – I followed traffic but needed reminders about spacing or signals.
- ☐ 3 – I stayed aware of surroundings and adjusted my driving.
- ☐ 4 – I handled urban flow with calm confidence and full awareness.

Student Reflection

What felt easiest for me today?

What challenged me or made me feel unsure?

What's one thing I want to work on for my next drive?

Instructor Comments

Encouragement, observations, and suggested next steps:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Drive 3 Reflection Sheet

Growth Environment: Drives

Drive Focus: Control & Space Management
(Speed adjustment, steering finesse, risk scanning and slowing with purpose)

Reflection Instructions

This is not a test. This is a space to think about your growth as a driver. Use this reflection to consider what went well, what felt hard, and what you want to keep working on.

Core Skills Reflected On Today:

1. Speed Management

Did I manage my speed smoothly and appropriately for conditions?

- ☐ 1 – I had trouble maintaining safe speeds or adjusting in time.
- ☐ 2 – I understood the need to adjust but needed reminders.
- ☐ 3 – I made thoughtful adjustments for curves, traffic, and environment.
- ☐ 4 – I showed excellent awareness and smooth speed control.

2. Steering Control & Lane Positioning

Was my steering smooth and was I consistently in the correct lane position?

- ☐ 1 – I drifted, overcorrected, or had difficulty with steering.
- ☐ 2 – I improved with support but still had moments of correction.
- ☐ 3 – I held good lane position and steered with control most of the time.
- ☐ 4 – My steering was smooth, confident, and well-aligned throughout.

3. Space & Risk Scanning

Did I monitor my surroundings and manage space around the vehicle effectively?

- ☐ 1 – I was reactive or unaware of space changes and risks.
- ☐ 2 – I noticed risks with help but was sometimes slow to adjust.
- ☐ 3 – I identified space issues early and adjusted with purpose.
- ☐ 4 – I was proactive, safe, and in full control of spacing at all times.

Student Reflection

What felt easiest for me today?

What challenged me or made me feel unsure?

What's one thing I want to work on for my next drive?

Instructor Comments

Encouragement, observations, and suggested next steps:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Drive 4 Reflection Sheet

Growth Environment: Drives

Drive Focus: Intersections & Decision Making

(Complex turns, yielding vs. right-of-way, roundabouts and unmarked intersections)

Reflection Instructions

This is not a test. This is a space to think about your growth as a driver. Use this reflection to consider what went well, what felt hard, and what you want to keep working on.

Core Skills Reflected On Today:

1. Right-of-Way Understanding & Yielding

Did I know when to yield and who had the right-of-way?

- ☐ 1 – I was unsure or made unsafe assumptions about when to go.
- ☐ 2 – I understood basics but needed help in more complex situations.
- ☐ 3 – I generally made correct yield decisions and adjusted safely.
- ☐ 4 – I was confident and consistent in applying right-of-way rules.

2. Complex Turn Execution

How well did I manage turns at complex or busy intersections?

- ☐ 1 – I turned too wide, too tight, or showed confusion.
- ☐ 2 – I improved with reminders and support.
- ☐ 3 – I made clean, timely turns with good lane positioning.
- ☐ 4 – I handled turns with confidence and precision.

3. Roundabouts & Unmarked Intersections

Did I show awareness and good decision-making in less-defined situations?

- ☐ 1 – I was hesitant or reactive in uncertain situations.
- ☐ 2 – I needed reminders but followed through safely.
- ☐ 3 – I navigated with awareness and good timing.
- ☐ 4 – I responded calmly and confidently to unique intersection challenges.

Student Reflection

What felt easiest for me today?

What challenged me or made me feel unsure?

What's one thing I want to work on for my next drive?

Instructor Comments

Encouragement, observations, and suggested next steps:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Drive 5 Reflection Sheet

Growth Environment: Drives

Drive Focus: Freeway Entry & Lane Control

(Confident merging, passing and lane discipline, spacing awareness)

Reflection Instructions

This is not a test. This is a space to think about your growth as a driver. Use this reflection to consider what went well, what felt hard, and what you want to keep working on.

Core Skills Reflected On Today:

1. Freeway Merging & Entry

How well did I prepare, accelerate, and merge onto the freeway?

- ☐ 1 – I was unsure or hesitant during merge or didn't check properly.
- ☐ 2 – I understood the process but needed prompts for timing.
- ☐ 3 – I merged smoothly with good mirror use and spacing.
- ☐ 4 – I merged confidently and safely with full awareness.

2. Lane Discipline & Spacing

Did I stay centered and maintain safe spacing from others?

- ☐ 1 – I drifted or followed too closely at times.
- ☐ 2 – I kept my lane but needed reminders on spacing or awareness.
- ☐ 3 – I held steady lane position and adjusted following distance.
- ☐ 4 – I drove with excellent control, spacing, and lane awareness.

3. Passing & Lane Changes at Speed

How did I manage lane changes and overtaking vehicles at freeway speed?

- ☐ 1 – I was unsure, late, or unsafe in lane changes.
- ☐ 2 – I needed support for checking and timing.
- ☐ 3 – I used mirrors, signals, and smooth transitions.
- ☐ 4 – I executed lane changes and passing with full control and confidence.

Student Reflection

What felt easiest for me today?

What challenged me or made me feel unsure?

What's one thing I want to work on for my next drive?

Instructor Comments

Encouragement, observations, and suggested next steps:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Drive 6 Reflection Sheet

Growth Environment: Drives

Drive Focus: Real-World Driving & Final Reflection

(Combining all skills, situational awareness, readiness conversation, reflection form)

Reflection Instructions

This final drive is not a test—it's a reflection. Today is about combining what you've learned, practicing with independence, and stepping into your role as a responsible driver.

Core Skills Reflected On Today:

1. Overall Readiness & Decision-Making

How well did I combine all my skills to make safe, legal, and calm choices?

- ☐ 1 – I struggled with awareness, timing, or managing multiple tasks.
- ☐ 2 – I needed reminders or support to stay consistent.
- ☐ 3 – I made mostly good decisions and self-corrected when needed.
- ☐ 4 – I was confident, aware, and took full ownership of my driving.

2. Situational Awareness & Adaptability

How well did I adjust to changing conditions and environments?

- ☐ 1 – I was reactive and struggled to adapt to changes.
- ☐ 2 – I adjusted with help but was slow to anticipate.
- ☐ 3 – I stayed aware and adapted my driving most of the time.
- ☐ 4 – I anticipated and responded to changes with control and calm.

3. Self-Reflection & Responsibility

Did I take ownership of my growth and driving habits today?

- ☐ 1 – I avoided reflection or had a hard time seeing my own patterns.
- ☐ 2 – I reflected with guidance but was unsure what to do next.
- ☐ 3 – I named what I did well and what I still need to work on.
- ☐ 4 – I clearly identified my strengths and set goals for growth.

Student Final Reflection

What have I learned about myself as a driver?

What's one habit I want to keep practicing to stay safe and confident?

What will I do if I ever feel overwhelmed or unsafe while driving?

Instructor Final Comments

Encouragement, readiness observations, and final notes:

Responsibility Agreement

- ☒ I understand that driving is a privilege and a responsibility.
- ☒ I commit to continuing to learn, stay aware, and make safe choices.
- ☒ I know that real learning happens through reflection, not perfection.

Student Signature: _____ Date: _____

Instructor Summary Growth Tracking Sheet

Growth Environment: Drives

Use this sheet to track student progress across all six drives. Each drive focuses on key skill areas and should be scored using a growth-centered scale (1–4).

- 1 – Starting: Needs step-by-step guidance, high anxiety
- 2 – Building: Understands concepts, needs reminders
- 3 – Practicing: Mostly safe choices, self-correcting
- 4 – Demonstrating: Confident, calm, and legal driving

Student Name: _____

Start Date: _____ Final Drive Date: _____

Drive #	Skill Area 1	Skill Area 2	Skill Area 3	Avg Score	Instructor Notes
Drive 1: Basics & Comfort					
Drive 2: Turns & Traffic Flow					
Drive 3: Control & Space					
Drive 4: Intersections					
Drive 5: Freeway					
Drive 6: Final Reflection					

Overall Instructor Reflection:

Final Readiness Rating: ☐ Ready ☐ Still Needs Coaching

Instructor Signature: _____ Date: _____

Growth Environment: Drives – Competency & Coaching Framework

This scoring system incorporates adaptations of the Competency Matrix developed by Lynn Rogers and endorsed by DSAA and PDSA-WA (2024). Used with permission.

1. Purpose & Philosophy

Growth Environment: Drives was created to help students grow as safe, confident, and responsible drivers—not just pass a test. This system replaces outdated checklist-style evaluation with a coaching-centered approach rooted in reflection, awareness, and respectful guidance.

Behind-the-wheel drives are not experiments or high-stakes assessments. They are growth environments. Each session is an opportunity for the student to build instincts, make calm decisions, and reflect on their readiness for the road.

2. Coaching Over Criticism

Instructors are not gatekeepers—they are mentors.

The role of the instructor in this system is to:

- Build trust and create emotional safety
- Give calm, timely feedback without shame
- Model awareness, respect, and control
- Help students self-assess and set goals

Coaching is not about being perfect. It's about making thoughtful, safe adjustments—and staying open to growth.

3. Integration of Competency Scoring

This system uses a 1–4 growth scale adapted from the original Competency Matrix by Lynn Rogers. We use this scale not to grade, but to communicate growth over time.

- 1 – Starting: Needs step-by-step guidance, high anxiety
- 2 – Building: Understands concepts, needs reminders
- 3 – Practicing: Mostly safe choices, self-corrects
- 4 – Demonstrating: Confident, calm, and legal driving

Instructors assess three targeted competencies per drive using this scale. Students also reflect on their own growth using language that's supportive and self-directed.

4. Documented Growth System

Each student completes:

- A Reflection Sheet for each of the six drives
- An Instructor Growth Tracking Sheet
- A Final Drive Responsibility Agreement

These documents support both evaluation and conversation. They allow for pattern recognition, affirmations of progress, and personalized coaching.

5. Readiness Criteria

Students do not pass or fail individual drives. They grow through them.

To complete the behind-the-wheel sequence, students should demonstrate consistent 3s or higher in all major competency areas by Drive 6. If they are not there yet, instructors provide targeted coaching and support to help them progress at their own pace.

6. Acknowledgements & Adaptation Notes

This model was inspired by the thought leadership and competency matrix work of Lynn Rogers. We honor that work while extending it to meet the emotional, psychological, and instructional needs of today's driver education students.

All competency scoring has been rewritten in student-facing reflection language to promote clarity, empathy, and meaningful engagement.

The entire framework is built on the belief that safe driving is not a performance—it's a responsibility, and responsibility grows best in environments that feel safe, supported, and real.

Growth Environment: Drives – Flexible Coaching Phases

Adapting Structure for Real-World Instruction

The six Growth Environment Drive Phases provide structure for developing key skills—but they are not rigid lesson plans.

We recognize that every driving school operates in a different environment, and no two drive routes are the same. In some areas, students may encounter a roundabout on Drive 1. In others, they may never see one at all.

That's why the Growth Environment Phases are designed to serve as ****flexible coaching milestones****—each one representing a focus area that should be observed, supported, and developed throughout the six-drive sequence.

What matters is that the competencies are addressed—not that they are taught in a specific order.

Phase 1: Vehicle Control & Comfort

- Smooth starts and stops
 - Mirror setup and lane position
 - Understanding vehicle size and spacing
 - Building trust in the car and the instructor
- “Let’s learn how your car talks—and how to listen.”

Phase 2: Turns & Timing

- Right & left turns
 - Turn lanes, signal timing, and visual scanning
 - Gap judgment and corner control
- “Timing and patience make the turn feel effortless.”

Phase 3: Lane Changes & Multi-Lane Roads

- Mirrors, blind spots, and safe flow merging
 - Controlled lane changes with lane awareness
- “See the space. Make the move.”

Phase 4: Complex Intersections

- Roundabouts, 4-way stops, and judgment calls
 - Multi-lane intersections and right-of-way strategy
- “You can’t control others—but you can stay one step ahead.”

Phase 5: Freeway Entry & Exit

- Merging with purpose and confidence
 - Maintaining spacing and lane positioning
 - Planning and executing smooth exits
- “Merge like you belong—because you do.”

Phase 6: Real World Readiness

- Combining all skills across traffic environments
 - Navigation, reaction, and situational awareness
- “You’re not learning to pass. You’re learning to drive.”

Instructors are encouraged to coach and observe these skill areas throughout the course of instruction—adapting based on student need, traffic environment, and route availability. Final readiness is demonstrated when the student consistently applies safe, legal, and confident driving across all six phases.