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## Faribault Community Education Enrichment Program Handbook

The handbook is to acquaint you with information and procedures which will help you prepare as an instructor in our enrichment program. Faribault Public Schools is excited for you to share your expertise and enthusiasm with our community of learners. Enclosed in this handbook –

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## Community Education Program Overview

Faribault Public Schools community education offers programs and services for all ages. The core community education programs are –

- Early Childhood Education/Preschool/School Readiness
- School Age Child Care
- 21<sup>st</sup> Century Community Learning Centers
- Youth Development/Youth Services
- Adult Basic Education
- Project ABLE (Adults with disabilities)
- Youth and Adult Enrichment
- Driver Education

## Enrichment Program Planning Procedures

Enrichment programming offers adults and youth in the Faribault community a wide range of learning opportunities that reflect the diversity of its residents. Enrichment programming is typically offered by local or nearby residents with talent and expertise in a certain arena, such as: cooking, crafts, art, athletics, photography, gardening, computer education, home improvement and a wide range of other areas identified by community needs and interests. Course fees are created to reflect affordable options for community members.

As a potential instructor with Faribault Community Education, you are responsible for developing a course proposal which includes –

- Course content
- Format of course delivery
- Summary of your backgrounds and qualifications

Community Education reserves the right to guide development of course content and objectives to enhance program instruction. All enrichment course proposals are evaluated by community education staff for content, value and appeal to the community. You will be contacted by staff regarding approval of your course.

Community education staff is responsible for serving as the administrator and facilitator of the overall enrichment program, which includes –

- Arranging and scheduling space to hold the course
- Registering participants
- Assigning and collecting fees
- Paying course instructor
- Publishing course in the community education catalog
- Evaluating the course

Instructors who would like to teach for community education need to complete a course proposal. The course proposal form is included in the *Course Development Proposal Information and Guidelines* section on page 10 of this handbook.

## Course Development Proposal Information and Guidelines

Faribault Public Schools community education wants to help you get started on developing your course and helping you write the description. The following tips are offered as suggested steps in creating a successful and meaningful course.

### Course Development and Description Tips

**When developing your course, consider the following questions –**

- What is your idea for the course? e.g., How to make 3 kinds of homemade bread.
- Why would this learning opportunity appeal to community members? e.g., Economical and useful skill to learn.
- Who is your target audience? e.g., Anyone who is interested in baking and/or learning how to make healthy homemade bread.
- What would the participant learn? What is the key take away for them? e.g., How to make 3 kinds of bread.

**Other course development considerations:**

- What is the proposed amount of time you need to teach this course? e.g., I need 3 hours to teach what ingredients are used to make bread and to demonstrate the recipes from start to finish.
- What resources do you need to teach this course?
- Room accommodations? e.g., Room with an oven, a demonstration table and seating for the participants.
- Special equipment? e.g., I can supply my own tools, such as measuring cups, bread pans and rolling pin. I would like to know if the room comes equipped with these supplies.
- Materials needed? e.g., Not applicable.
- Number of maximum participants? e.g., It depends on the room size and layout. I would think around 20 participants.
- Anticipated costs? e.g., Bread ingredients include flour, sugar, salt, butter, grains, raisins, cinnamon, and yeast. To make 3 different loaves of bread, that will cost approximate \$15.00.
- When can you teach the course? e.g., Evenings and weekends only.

*Example Course Description*

**Bread Matters – Learn How to Make 3 Kinds of Bread (CE111).** Take control of your life and become extremely popular! Learn to bake fantastic bread and impress your family and friends. I will teach you how to make basic white bread, sweet bread such as raisin cinnamon bread and pizza dough. You will be the hit of the party! Demonstration only, but participants will have hands on participation and samples to taste.

*Instructor information:* CJ Johnson – owner of CJ Johnson catering, a business serving Hometown, Minnesota for 15 years.

|                              |                                 |                    |                     |
|------------------------------|---------------------------------|--------------------|---------------------|
| <b>Registration date:</b>    | September 22, 2012              | <b>Location:</b>   | High School Rm D117 |
| <b>Course date and time:</b> | October 14, Saturday 9am - noon | <b>Course fee:</b> | \$15.00             |

## Course Fee and Instructor Salary Outline

Faribault Public Schools community education wants to partner with instructors to deliver cost effective diverse learning opportunities for community members. Costs associated with delivering enrichment courses are based on instructor, supply, registration and facility fees. Community education strives to deliver self-supporting enrichment programming. Instructors are required to provide all instructional aides.

- Community Education does not purchase instructional supplies for recurring use.
- Instructor and supply costs are negotiated on a course by course basis. For example, some instructors may be offered an hourly wage or a percentage of the collected total amount from the course.
- Faribault Public Schools will set up a process for payment to the instructor and/or business.

## Community Education Brochure Timeline

The table below represents the tentative schedule for course proposals due to the Community Education office and other related tasks to create the brochure.

| <b>Enrichment Program</b>                       | <b>Fall/Winter 2012</b> | <b>Winter/Spring 2013</b> | <b>Spring/Summer 2013</b> |
|---|-------------------------|---------------------------|---------------------------|
| Session dates                                   | Late Sept - December    | January - April           | May - August              |
| <i>Course descriptions, dates and deadlines</i> | August 20, 2012         | December 7, 2012          | April 5, 2013             |
| Final copy to printer                           | August 27, 2012         | December 14, 2012         | April 19, 2013            |
| Registration begins                             | September 7, 2012       | December 19, 2012         | April 26, 2013            |

*A note of thanks – Faribault Public Schools Community Education acknowledges the Owatonna Public Schools Community Education for their contribution to this document.*

## Appendix

### Faribault Public Schools Calendar

|                         |   |
|-------------------------|---|
| September 3             | Labor Day Holiday   |
| September 4             | First Day of School   |
| October 10              | Early Dismissal   |
| October 15              | Faribault Middle School Conferences Gr. 9-12                                      |
| October 15              | Faribault High School Evening Conferences Gr. 9-12                                |
| October 16              | Faribault Middle School Conferences Gr. 6-8, 3:30-8:30 pm                         |
| October 17              | <b>No School EC-12</b> Parent/Teacher Conferences                                 |
| October 18 & 19         | <b>No School EC-12</b> Education Minnesota Convention                             |
| November 2              | Quarter 1 Ends (Grades 6-12)  |
| November 14             | Early Dismissal   |
| November 21             | <b>No School EC-12</b> Teacher Work Day (Early Childhood-8)/Curriculum Day (9-12) |
| November 22 & 23        | <b>No School EC-12</b> Thanksgiving Break   |
| December 12             | Early Dismissal   |
| December 24 - January 1 | <b>No School EC-12</b> Winter Break   |
| January 2               | School Resumes  |
| January 18              | Quarter 2/Semester 1 Ends (Grades 6-12)   |
| January 21              | <b>No School EC-12</b> Curriculum Day (Early Childhood-8)/Teacher Work Day (9-12) |
| February 14             | Faribault Middle School Evening Conferences Gr. 6-8                               |
| February 14             | Faribault High School Evening Registration Fair Gr. 9-12                          |
| February 15             | <b>No School EC-12</b> Parent/Teacher Conferences E-8/Registration Fair 9-12      |
| February 18             | <b>No School EC-12</b> Grade/Level Department Day                                 |
| March 7                 | Faribault High School Evening Conferences Gr. 9-12                                |
| March 13                | Early Dismissal   |
| March 18-22             | <b>No School EC-12</b> Spring Break   |
| March 29                | Quarter 3 Ends (Grades 6-12)  |
| April 10                | Early Dismissal   |
| May 8                   | Early Dismissal   |
| May 27                  | <b>No School EC-12</b> Memorial Day   |
| May 31                  | Last Day of School  |
| June 2                  | Graduation—Class of 2013  |
| June 3                  | Teacher Work Day  |
| June 4-July 12          | 9-12 Summer School  |

#### Quarters

Nov. 2 (41 days)  
Jan. 18 (45 days)  
March 29 (42 days)  
May 31 (44 days)

#### Semesters

Jan. 18 (86 days)  
May 31 (86 days)

#### Trimesters

Nov. 20 (53 days)  
March 1 (59 days)  
May 31 (59 days)

## Instructor Ethics

In order to uphold the highest community education instructor standards and create a safe and supported learning environment, the following ethics guidelines have been developed –

- Instructors will not sell or promote specific products during course without verbal approval of the community education coordinator.
- Instructors will make no specific financial investment recommendations.
- No solicitation through follow-up meetings, mailings, or telephone contacts will be initiated by the instructor during or after a course. Any after course contact or discount offers for future visits must be student initiated and approved by the coordinator.
- Instructors will make no efforts to gather student addresses, phone numbers, or other personal information in course.
- Instructors may offer business card at the end of course. **No other promotional materials will be allowed.**
- All handouts/course materials should be generic. Business logos, stationery or reference to a specific company is only allowed if approved prior to course. Instructor's name and professional credentials may appear on handouts.
- Use of Community Education's evaluation form is encouraged. Additional evaluation or information gathering forms will not be allowed without prior written approval of the coordinator.
- Community Education staff may make unannounced visits to classes to ensure that presentations are strictly educational in nature.
- Courses must be "stand alone learning experiences." The curriculum must be generic and complete in nature.
- Community Education will follow through on negative evaluations.
- Independent School District #656 prohibits discrimination, harassment and violence on the basis of sex, race, religion, age disability, sexual preference, marital status or public assistance status.
- Refrain from using profanity and any other inappropriate language.

## Evaluation Materials

Evaluation is a critical component to delivering quality community education courses. There are three evaluations for which you are responsible –

- *First course evaluation* – This evaluation form is to let you and community education staff know the satisfaction level of the participants. Save 5 minutes at the end of your first or only course to hand out the course evaluation to participants. Collect them and drop them off or mail them to the community education office. This form can be found on page 7 of this handbook.
- *Course evaluation* – This evaluation form is to let you and community education staff know the satisfaction level of the participants. Save 5 minutes at the end of your last course to hand out the course evaluation to participants. Collect them and drop them off or mail them to the community education office. This form can be found on page 8 of this handbook.
- *Instructor evaluation* – Please complete this form to rate your experience as an instructor. Community education staff will use this information for improvement purposes. This form can be found on page 9 of this handbook.

*Copies of the evaluation forms will be provided.*

# Faribault Public Schools First Day of Course Survey

## It's your first night at course; will you let us know how it went?

We would like to ensure that your Community Education course is a great experience. Please fill out our first day of course survey to let us know how it went.

**Course Title:** \_\_\_\_\_

**Instructor Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Please check one:

\_\_\_\_\_ I can't wait for my next course.

\_\_\_\_\_ I am satisfied with this first course.

\_\_\_\_\_ I am undecided. I need more time to decide whether this course was worth my time and money.

\_\_\_\_\_ I am disappointed and may not return. (If you are feeling this way, please contact community education at 333-6011 to discuss this course. Your feedback is critical to the continued success of our program!)

Please let us know what you liked about the first course?

What are you looking forward to?

Is there anything that you would change?

# Faribault Public Schools Community Education Course Evaluation

Course Title \_\_\_\_\_ Instructor \_\_\_\_\_

Is this your first community education course/workshop? YES NO

Before taking this course/workshop, rank your knowledge on this subject:

(Low) 1          2          3          4          5 (High)

After taking this course/workshop, rank your skill or knowledge:

(Low) 1          2          3          4          5 (High)

What are the three most important benefits that you receive from a workshop such as this?

|                               |                              |                                      |
|-------------------------------|------------------------------|--------------------------------------|
| ___ meet new people           | ___ fun and relaxing         | ___ emotional/physical wellness      |
| ___ gain new skills/knowledge | ___ job enhancement          | ___ motivational                     |
| ___ explore a new interest    | ___ build self esteem        | ___ connecting with the<br>community |
| ___ enhance relationships     | ___ other<br>(explain) _____ |                                      |



# Faribault Public Schools Instructor's Evaluation

Instructor's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Course Title: \_\_\_\_\_ Date: \_\_\_\_\_

1. When you arrived, was your classroom unlocked? YES NO N/A

2. Comments: \_\_\_\_\_

3. Did the classroom have the equipment you needed or requested? YES NO N/A

4. Comments: \_\_\_\_\_

5. Did Community Ed staff give you the assistance you needed to prepare for your course? YES NO

N/A Comments:

6. Do you feel that you had adequate time to instruct your course? YES NO N/A

Comments: \_\_\_\_\_

7. Was the course size appropriate for achieving course objectives? YES NO

Comments: \_\_\_\_\_

8. Would you teach this course again? YES NO

Comments: \_\_\_\_\_

9. Would you be interested in teaching any other courses? YES NO

Comments: \_\_\_\_\_

10. Do you know of anyone else who would be interested in teaching a Community Education Course?

Name \_\_\_\_\_ Phone \_\_\_\_\_

Thank you for your time. Every Idea matters!

## Faribault Public Schools Enrichment Course Proposal Form

Name: \_\_\_\_\_ Email address: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State/Zip: \_\_\_\_\_  
 Home phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

### INSTRUCTOR INFORMATION

Briefly describe your background and qualifications to teach this course.

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### COURSE INFORMATION

Proposed Course Title:

|                                      |  |   |  |
|--------------------------------------|--|---|--|
| <b>Proposed day of week</b>          |  | <b>Preferred location/<br/>room type</b>                      |  |
| <b>Proposed time</b>                 |  | <b>Special equipment –<br/>e.g., LCD projector</b>            |  |
| <b>Suggested start date</b>          |  | <b>Total # of sessions</b>                                    |  |
| <b>Maximum # of<br/>participants</b> |  | <b>Anticipated costs –<br/>supply/material costs<br/>only</b> |  |

**Course description**—this description will be published in Community Education catalog. If materials are provided by either you or the participant, please include in course description.

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**Photocopying needs:** Handouts – Number of pages \_\_\_\_\_ Number of copies \_\_\_\_\_

Breakdown of costs associated with course supplies/materials:

|                          | <b>Total Cost</b> | <b>Vendor</b> | <b>Other</b> |
|--------------------------|-------------------|---------------|--------------|
| Provided by instructor   |                   |               |              |
| Provided by participants |                   |               |              |
| Provided by community ed |                   |               |              |

## Directions to Central Community Education Office

Please follow this Link for detailed directions: [http://www.faribault.k12.mn.us/about\\_us/directions.aspx](http://www.faribault.k12.mn.us/about_us/directions.aspx)

## Instructor Information

General procedures for you to operate a successful course –

### **Course lists**

- Course lists will be emailed to you prior to the first session of your course. Course lists are regarded as confidential data, please protect accordingly.

### **Keys**

- Keys will not be necessary. A building custodian will open your room before your course begins. Each school receives a calendar of all Community Education course offerings that are being held in their building to facilitate this process. If you encounter any problems with your class room, please call Anne Marie Leland's cell phone at 651-235-3992.

### **Unregistered Students**

- If your course has the maximum number of students and additional students arrive before course begins, **you have the option of letting them stay or asking them to leave.**
- If you choose to accept them, please obtain their names, addresses, and phone numbers and collect the course fee.
- No one should be allowed to stay without paying.
- Checks should be payable to "Faribault Public Schools Community Education." Please turn in all information and checks to our office the next day.

### **Course Cancellations**

- Courses that do not meet minimum enrollment may be cancelled. Community Education reserves the right to cancel the class or offer you a prorated salary.

### **Course Cancellations**

- If Faribault Public Schools close because of inclement weather, Community Education will not hold classes.
- If Faribault Schools are dismissed early, all evening classes are canceled.
- For threatening weather conditions that may affect evening classes. A decision will be made by 3:00 p.m. to cancel or hold evening classes.
- In most instances, when course sessions are canceled due to inclement weather we will make every attempt to reschedule a course. Sometimes this cannot happen, due to facility unavailability or the instructor's busy schedule.

### **Evaluations**

- Evaluations are done for two reasons. They are designed to be of help to you as an instructor and our office in program planning.
- Please distribute the evaluation forms either during the last session or sometime before so they are returned at the last course session.
- We ask you to return the completed evaluations to our office. Feel free to read through them first.
- Most instructors receive positive comments and use the suggestions to improve their teaching style the next time they offer their course.
- If your course is a semester long course, try to do a "sound check" with your students after the first few sessions – asking them for feedback and suggestions to improve.

### ***Teacher Absence and Schedule Change***

In the event a teacher finds it imperative to be absent from a course during the day preceding the course, the Community Education office must be notified as soon as possible so participants can be contacted.

- Call us at 507-333-6011 or 651-235-3992. If a substitute is available, such arrangements should be made in cooperation with the Community Education office.
- If the course must be canceled and it is after 3:00PM, **you are responsible for notifying the students. The Community Education Office will supply you with the contact information you need to do this. Instructors must re-schedule a make-up date.**
- Please contact the Community Education Office and we will work together to find a date and course location. PLEASE NOTE: **No course date should ever be changed unless it is first communicated with the Community Education staff.**

### ***Facilities Usage***

At the end of a regular school day many classrooms are used continuously into the evening hours by various organizations and institutions. Custodial staff **may** clean rooms **prior** to the start of your evening/weekend courses. Please know that district staff are very particular about the condition in which they find their classrooms the next day, please be a good steward of the space you share.

- When you arrive to set up your course, please make careful note of the seating arrangement and condition of the room.
- If you use a whiteboard, make sure you are using the proper marker.
- If you use a LCD or any other AV equipment that stops working **during** your course, please call me (651-235-3992) immediately after course and inform me of what was not operational.
- As you leave the classroom, please see that windows are closed and locked, furniture is as you found it, and the lights off.
- Any difficulties in returning a classroom to its original condition are to be reported to Community Education immediately.

### ***Room Scheduling***

The scheduling of rooms can be very tight in some buildings. We will try to honor your preference when scheduling a room. At all times, overall program needs are considered when a room is scheduled.

### ***Equipment and Supplies***

All necessary supplies should be discussed with Community Education staff **prior** to course time.

- LCD projectors, laptops and overheads are available for instructor use.
- Please notify our office one week in advance so the proper equipment needs can be arranged.

### ***Copy Services***

Copying (Offset) services are available through our office. Please e-mail your file (hand-outs) to [blippert@faribault.k12.mn.us](mailto:blippert@faribault.k12.mn.us) and [aleland@faribault.k12.mn.us](mailto:aleland@faribault.k12.mn.us) or we will need copy ready originals and precise instructions at least one week in advance. For larger orders of several handouts/pages, a minimum of two weeks is necessary. Copies can be picked up at our office during regular office hours or arrangements to have them delivered to your classroom can be arranged.

### ***Copyright***

Community Education follows all copyright practices and procedures. Permission must be obtained from the publisher and copyright holders before reproducing copyrighted consumable materials.

### ***Reimbursements for Supplies***

Approved supplies that you purchase will be reimbursed upon receipt. The district does not reimburse for sales tax. Only supplies consumed for current program offerings will be reimbursed. A request for supply reimbursement can be made as soon as course enrollment is complete.

### ***Compensation***

Community Education instructors work as independent contractors. Prep time is not paid. Volunteer instructors are appreciated! Fees collected cover all course expenses. Prior to teaching, you will be asked to fill out a W-9 form which is **required** by our school district's business office.

### ***Course Limits***

Course limits will be determined by the instructor as well as the community education director. However, some courses may run with less than 10 students when the instructor is offered the opportunity to teach the course at a pro-rated hourly rate. Most courses do not exceed 15-20 students unless it is strictly a lecture style course.

### ***Continuing Education Units (CEUs)***

Request for CEU's must be made when a course proposal is submitted. The district will determine eligible content for CEU's and make copies available to you if approved.

### ***Co-sponsored Courses with Partnering Organizations***

Much of the success of the Community Education Program relies on the co-sponsorship courses that are offered in the catalog. Course fees and restitution are handled on an individual basis. A tax- exempt number or business-tax ID number is necessary for payment to a business.

### ***Business Solicitation***

***Course lists are not to be used for business solicitation of any kind.*** Students are course participants. They are not to be pressured during the course-or after-to buy anything or join any group. Failure to comply with this premise will result in the course being dropped from Community Education sponsorship. Course lists are regarded as **confidential** information and should not be used nor shared for any purpose other than course attendance.

### ***Smoking***

Please note that all school district buildings and grounds are to be smoke free. Therefore, smoking is not permitted in the buildings or on the grounds (i.e. parking lot, outside entrances, etc.) No exceptions!!!

### ***Accidents/Injuries***

If a student in your course has an accident or an injury, the incident must be documented. If possible, call me on my cell at 651-235-3992 immediately. You will also need to provide a detailed account of the incident to our Community Education Director, Anne Marie Leland.

### ***Suggestions for the first session of your course***

- Plan to arrive at course at least fifteen minutes early.
- Generally speaking your students will be anxious to find their classroom and will arrive early as well.
- The custodians will have the classrooms open fifteen minutes prior to the start of course. If you plan to arrive earlier, call the office and let us know, and we will make the necessary arrangements.
- Remember to leave the classroom as you found it. This helps maintain a positive relationship with the K-12 staff.
- Aside from being an independent contractor, you are also representing Faribault Public Schools Community Education, so please be a positive ambassador of our program.

# Make your First Night of Class a Success

1. Arrive early.
2. Create a pleasant atmosphere (display examples, move chairs if needed to maximize participant comfort, and get all equipment set up).
3. Sign and complete any administrative paperwork requested by Community Ed.
4. Greet participants individually as they arrive.
5. Open with a friendly, positive attitude. Smile, be energetic, and let them see your enthusiasm for what you do. Introduce yourself to the group, write your name on the board, and share briefly your background and experience and why you're excited to teach.
6. Read building regulations or classroom rules aloud if necessary and also let them know where to find bathrooms and snack areas.
7. Have participants introduce themselves and share what they hope to gain.
8. Give a brief overview of course content and what you hope to accomplish.
9. Explain what supplies, if any, may need to be brought to future sessions.
10. Teach using an organized format and well-planned content but allow for and encourage friendly, informal discussion.
11. Create a non-threatening environment, provide feedback, have a sense of humor, allow time for questions, and remember to give class evaluations for participants to complete before they leave.
12. End class on time.

## Select a Variety of Teaching Methods

|   |  |
|---|--|
| Lecture<br>Group Discussion<br>Demonstration<br>Lab Practice<br>Visual Aids<br>(Handouts, whiteboard, flip chart, slide presentation, audio, video, posters. Project displays, decorations, etc.) | Role Playing<br>Brainstorming<br>Posing Questions<br>Small Group Interaction<br>Individual Instruction |
|---|--|

Choose Your Methods Based on the Following:

Subject matter or content, size of your class, availability of space, participant experiences, participant limitations (age, intellectual, physical,) participant interests and goals, cost or logistics.

*Modified from "So You're Helping Adults Learn", by Wisconsin Board of Vocational, Technical and Adult Education*

# Characteristics of Adult Learners

| Characteristics   | Teaching Implications   |
|---|---|
| Have the ability to learn in spite of the adage “you can’t teach old dog new tricks”. | They need frequent assurance of this, and for some, it will take a bit longer.                        |
| Have opinions and want to express them.   | Allow adults to share reactions and opinions.   |
| Learn if they are involved and can relate examples from their own experience.         | Give them opportunity to share their experiences.   |
| Respond more favorably to praise.   | Look for specific, helpful comments to share.   |
| Differ from one another.  | This is noticeable in a wide variety of ages, mental abilities, experience and education.             |
| Like informality and variety  | Create a relaxed, creative learning environment.  |
| Like to socialize   | Make time for a coffee break and join in.   |
| Don’t like to waste time away from home.  | Use your class time to the fullest.   |
| Learn best by doing.  | Don’t bore participants with dull lecture. Offer an engaging presentation and time for participation. |
| Will drop out easily.   | Encourage them and check for understanding.   |
| Learn best if they see immediate benefits.  | Help them set goals and reflect on ways to apply what they have learned.                              |
| Like to learn at their own pace.  | Provide individualized instruction.   |
| Want to be treated as adults and friends.   | Be human, open and respectful of each person.   |
| Learn best through a variety of techniques.   | Plan your instruction with different learners in mind.  |
| Prefer guidance over grades.  | Make sure each participant is following along.  |
| Want to see immediate benefits.   | Provide specific and practical instruction that can be put into practice right away.                  |
| Want to know how they are doing.  | Explain progress toward their chosen goals.   |

Modified from “So You’re Helping Adults Learn”, by Wisconsin Board of Vocational, Technical and Adult Education

## Tips to keep Adults Coming Back

1. Have a sense of humor!
2. Arrive early, then start and end class on time.
3. Learn the names of participants early on and use them.
4. Plan more material than you need and use short units.
5. Use a variety of teaching methods and audio-visual aids.
6. Have participants evaluate class meeting from the start.
7. Avoid busy work or excessive reading that could be done after class.
8. Be enthusiastic and passionate about what you are teaching.
9. Avoid arguing or embarrassing a participant who challenges something you say. Use the class break time to have private conversation if necessary.
10. Encourage and compliment participants' accomplishments.
11. Welcome participant questions, but tactfully redirect anyone from dominating the conversation by addressing any ongoing questions individually at break or after class if needed.
12. Adapt assignments to the level of participants' experience, vocabulary, and available time.
13. Be flexible, respectful, tolerant, and cheerful.
14. Have a business-like or professional appearance tailored to your area of expertise.
15. Use relevant situations shared by class members if they fit the discussion.
16. Avoid word mannerisms, poor posture, and fiddling with things.
17. Remember that you are there to educate and not to sell your business.
18. Prepare and include any relevant handouts, resource lists, or other helpful information.

## Great Ways to Help Promote Your Class

Want to do more than wait for the Community Education catalog to hit the streets? Try these!

Word of Mouth-tell colleagues, friends, business associates, and community leaders, or announce it in a meeting. Request a few extra catalogs from the Community Education Coordinator if you would like to send them to anyone within your network.

Flyers or Posters-create a special flyer to mail to a select group of people, distributes to local libraries, or drop off at area businesses.

Media: Newspapers, Radio, Magazines, and Television- Media people are always looking for new ideas that relate to unusual, trendy or human interest stories. What is it that makes you an interesting instructor or your course worth writing about? Think of an angle that may get their attention. Consider being interviewed for radio, TV or print, or write up something yourself to send in.

*Modified from "So You're Helping Adults Learn", by Wisconsin Board of Vocational, Technical and Adult Education*