

INSTRUCTOR'S MANUAL

July 2024

PROCEDURE FOR BECOMING AN NGC INSTRUCTOR

REQUIREMENTS (ALL SUBJECTS)- HORTICULTURE, DESIGN AND FLOWER SHOW PROCEDURE

- Must be an Accredited Judge.
- Must have completed a minimum of two (2) refreshers.
- List the programs and/or workshops given in the last three (3) years.
- Must have exhibited and judged in an NGC Flower Show in the past three (3) consecutive years.

INSTRUCTOR LEVELS:

Level 1: Prospective Instructor

- Can attend Instructors' Symposium after one (1) horticulture, design or flower show procedure teaching outline has been submitted and approved.

Level 2: Provisional Instructor

- All coursework has been approved and instructor is teaching.

Level 3: School Instructor

- Instructor has taught each Course at least once, PLUS four (4) additional courses, in any order and any configuration.

Level 4: Symposium Instructor

- Level 3 School Instructor has now been approved by the NGC Flower Show Schools Committee, for teaching at the Symposium level by submitting the required paperwork.

LEVEL 1: TASKS	Accomplished
Advise NGC Flower Show Procedure, Design or Horticulture Instructors Chairman of intent to become an NGC Instructor.	
Contact appropriate NGC Instructors Chairman assigned to subject matter of interest. NGC Instructors Chairman will email Prospective Instructor packet to include: <ul style="list-style-type: none">• Guideline letter• Detailed curriculum needed for each course• Sample outlines (Horticulture, Design or Flower Show Procedure)• Sample examination questions and answers• Sample Point Scoring forms	

LEVEL 1: TASKS (continued)	Accomplished
<p>After receipt of packet, write Teaching Outline for Horticulture subject matter, Course I Design, or Course I Flower Show Procedure ONLY and submit to National Garden Clubs Instructors Chairman. Outline must include not only the information in the <i>Handbook for Flower Shows</i> (latest edition), but also HOW the Prospective Instructor intends to interpret the material to the student.</p>	
<p>Prospective Instructor transmits Teaching Outline electronically to the NGC Instructors Chairman.</p>	
<p>After NGC Instructors Chairman reviews Teaching Outline for Course, I and makes corrections, comments, suggestions for improvements, Prospective Instructor incorporates changes.</p>	
<p>Once Teaching Outline for Course I (or the first two (2) horticulture subject outlines) is/are approved, the Prospective Instructor develops:</p> <ul style="list-style-type: none"> • Student Outline with emphasis on exhibiting, judging and definitions of unfamiliar terms as follows: <ul style="list-style-type: none"> Horticulture – no more than 15 pages (5 pages per subject) Design – no more than 15 pages Flower Show Procedure – no more than 6 pages • Submits digital images of ideal and flawed horticulture specimens for each horticulture specimen with point scoring comments (for Horticulture Prospective Instructors), OR two (2) different digital images of Prospective Instructor-created designs with point scoring comments (for Design Prospective Instructors). • All page of outlines are to be numbered with minimum font size 11 point with at least 1 inch margins. • Point score sheets are also developed for the outlines. • Exam and Exam answer sheets, 25 questions numbered 1 to 25, indicating a value for each answer. Question values must be divisible equally by what is being asked. All questions must relate to the information in the Student’s Outline or the <i>Handbook for Flower Shows</i>. The exam must total 100 points. No more than three (3) pages allowed for exam and two (2) pages for exam answers. • The Student Outlines, images with comments, and Point Scoring sheets are sent to the NGC Instructors Chairman for corrections, comments, suggestions for improvement, and finally approved. 	
<p>After approval of Course I materials, additional Teaching and Student Outlines and Point Score sheets are created for the required subject matter to be taught, completing coursework for Courses II, III and IV.</p>	

LEVEL 1: TASKS (continued)	Accomplished
For prospective Horticulture Instructors, a total of four (4) horticulture plant subject matter outlines are needed. (two (2) per Course, I-IV)	
For prospective Design Instructors or Flower Show Procedure Instructors, four (4) outlines are required: for Course I, II III, and IV	
Digital images must also be submitted with appropriate Point Scoring comments for each topic.	
Prospective Instructor will complete a total of four (4) exams and corresponding exam answer sheets.	
Prospective Instructor compiles all approved coursework outlines (Teaching and Student outlines), exams and exam answer sheets, point score sheets and digital images with point score comments and submits the entire package to the NGC Instructors Chairman and the NGC Flower Show Schools Chairman for approval.	
Once NGC Instructors Chairman sends approval for ALL completed material, Prospective Instructor completes Form 19 with supporting data: <ul style="list-style-type: none"> • Educational background • Lecturing and teaching experience for the last three (3) years. • NGC Club affiliation and chairmanships including District, Region and National levels • Symposiums attended and other training beyond Flower Show School • List of shows judged, ribbons won and exhibits entered within the last three (3) years • Three (3) letters of recommendation from members of gardening organizations, mailed separately to the NGC Instructors Chairman. 	
Email or USPS separately to NGC, Form 19 (Instructor Application) and all supporting data (except letters of recommendation) to State Flower Show Chairman requesting a signature of either the State Flower Show School Chairman or the signature of the State Garden Club President.	
After tentative approval is received for all four (4) courses, pay \$10 annual Instructor dues to National Garden Clubs.	
Once the Prospective Instructor is approved by the appropriate NGC Instructors Chairman and the NGC Flower Show Schools Chairman, the Prospective Instructors application is then presented to the NGC Flower Show School Committee for final approval. After approval, the NGC Instructors Chairman will notify the Prospective Instructor and the NGC Flower Show Schools Credentials Chairman of the advancement to Provisional Instructor .	

LEVEL 2: PROVISIONAL INSTRUCTOR - LISTED WITH “*” ON THE INSTRUCTORS ROSTER

- After **ALL** courses have been taught at least **one** time, the Provisional Instructor is eligible to write/submit outlines for a second subject, but never both Horticulture and Design.
- After completing any **four (4) additional courses**, the Provisional Instructor’s name is submitted to the NGC Flower Show School Committee for approval as a School Instructor.
- If approval is **NOT** granted, **four additional** teaching experiences must occur before Instructor’s name is resubmitted for consideration.
- If Provisional Instructor continues to be denied approval, his/her name will be dropped from the Instructors Roster.

LEVEL 3: SCHOOL INSTRUCTOR

- School Instructor level is retained until Instructor is an **Accredited Master Judge**.
- School Instructor must apply to appropriate National Garden Clubs Instructor Chairman to be approved as Symposium level Instructor.
- An initial Symposium level outline, point scoring sheets and digital designs/horticulture specimens are submitted to the NGC Symposium Chairman, appropriate NGC Horticulture Chairman or Design Instructor Chairman and NGC FSS Committee Chairman for approval. All future outlines need only the approval of the NGC Symposium Chairman.
- NGC Flower Show School Committee approval is necessary for the initial approval to teach at the symposium level. School Instructors **MUST NOT** accept symposium invitations until final approval is granted.

NGC INSTRUCTORS IN GOOD STANDING

- A Roster is compiled and maintained by the NGC Credentials Chairman.
- Roster is found on the NGC website, which is updated as needed.
- In addition to all approved Instructors, a list of Flower Show School State Personnel, IA Country Flower Show School Chairman, NGC Flower Show School Committee, and IA Flower Show School Committee Chairmen are included on the NGC website.
- Instructors are responsible for advising NGC Flower Show School Credentials Chairman when Accredited Judge’s Good Standing has been updated.
- If Judge’s Good Standing has lapsed, Instructor may NOT teach until Good Standing is restored.
- An instructor who has not taught schools or symposiums in three (3) years is dropped from the roster.
- **All instructors are required to attend the Instructors Symposium at least once every four (4) years.** The NGC Flower Show School Committee can waive this requirement in emergency situations.
- All instructors must remit to NGC Headquarters annual dues of \$10.00 before January 1. An instructor failing to meet this deadline will be dropped from the Instructors Roster and is no longer eligible to teach at the school or symposium level.

TEACHING PROCEDURE AND ETHICS FOR ALL SUBJECTS

Teaching Procedure

- A. Instructors do not solicit teaching assignments. They serve by invitation only from host chairman.
- B. Invitations should be received **at least** six (6) months in advance of event.
- C. Instructor must reply promptly within ten (10) days by either accepting or declining the course or symposium.
 1. Consider time frame needed for preparation of material, travel and grading of papers.
 2. Consider anticipated size of group to determine appropriate fees.
- D. **The Instructor's Contract**, Form 23, must be completed by the State Flower Show School/Symposium Chairman.
 1. Electronic copy is sent to the invited instructor for review and signature—may be signed electronically.
 2. Once all fees and expenses and amenities are agreed upon, the signed contract is binding unless both parties agree to exceptions.
 3. Contract is not valid unless signed and dated by both parties.
- E. **Instructors teaching materials:** must be sent **electronically** to State Chairman, unless otherwise agreed by both parties.
 1. **NGC Flower Show Schools (FSS)**
 - a. **Three (3) months** prior to course date, Instructor **MUST** submit point scoring forms for horticulture or design, student outline, exams and exams with answers to the NGC Accrediting Chairman for that Region for approval. If any discrepancy occurs, the Accrediting Chairman for that Region will list the problem and the number of the question to be corrected.
 - b. **Six (6) weeks** prior to the beginning of the course, instructor must send approved materials to State FSS Chairman for distribution to the participants. It is recommended that separate emails are sent: one containing point scoring sheets and outlines, and another containing exam to avoid sending exams to students.
 - c. Only student outlines, point scoring forms and exams are sent electronically to the FSS chairman. Answer sheets are **NEVER** sent prior to the return of graded papers.
 - d. Only student outlines and point score sheets are sent to the attendees by the FSS Chairman **four-six weeks** (4-6) prior to course date.
 2. **NGC Symposiums**
 - a. Instructors must submit new subject outlines and point scoring forms to NGC Symposium Chairman for approval at **least three 3 months** prior to symposium date.
 - b. Instructor must send approved materials to State or Local Symposium Chairman 6 weeks prior to the date of the event.
 - c. Student outlines should be emailed to attendees four to six (4-6) weeks prior to dates of event by the chairman.

F. **Securing plant material**

1. Horticulture Instructor and the event Chairman must communicate as to exactly what is expected for the plants being studied. Early on, Instructor should state an acceptable minimum number, but the event chairman should strive to accumulate as many specimens as possible for the space available.
2. Design Instructor must send a list of preferred plant material(s) to the event Chairman four to six (4-6) weeks prior to the dates of the course. If exact material is not available, the two must agree on a suitable substitute.

G. **Arrival, set-up and departure**

1. Instructor must arrive at least one day prior to teaching. Committee should be ready to help move her/his equipment/staging/other materials into the workroom or classroom.
2. Horticulture Instructor should be given access to a work room or the classroom with materials available so that set-up can be completed before the dinner hour.
3. On the day preceding the design lecture, the Design Instructor should be given a workspace during the day with materials available so that set up in the classroom can be completed before the dinner hour.
4. To demonstrate concepts being taught, Design instructors must create a minimum of four (4) designs for Course I, a minimum of six (6) designs for Courses II-IV, and a minimum of eight (8) designs for a symposium.
5. After classroom lecture has been completed, committee must be available to help dismantle as needed and load vehicle.
6. Instructor should be scheduled to stay the night following her/his day of teaching to avoid extensive travel after dark.
7. If teaching in an IA country all instructors are required to remain at the teaching location until all test papers have been graded.

Master Panels

1. School/Symposium chairman must appoint two (2) Accredited Judges to serve on the Master Panel with each instructor. Instructor will briefly consider each exhibit with the others on the panel, but each member will point score independently.
2. Members of the Master Panel must attend **all** sessions relative to the subject/s being evaluated. Judging credit cannot be given if subjects are not attended.
3. Master Panel **MUST** point score at the same time as the students.
4. Instructor reviews Master panel comments, summarizes and combines comments and scores.
5. Instructor creates a Master Panel Summary form for each Point Scoring exam for distribution to the students by the event chairman.
6. The names of the two Accredited Judges serving on the Master Panel must be listed at the bottom of form in the space provided. Only the Instructor must sign the form.
7. If the Master Panel Accredited Judges require credit for judging, the Master Panel Point Score Sheet must be filled out completely, signed by the Accredited Judge, and graded with the other point score papers, and score a minimum of 70 points.

Grading examinations

1. Within one week of the FSS Course/Symposium, all written examinations must be sent to the appropriate instructor by Priority Mail. A return postage paid envelope must be included in the mailing.
2. A passing grade of 70 on each exam, in each subject must be attained by the student. Point Scoring Exam grades are recorded individually. Grades are **not** averaged.
3. Return all graded exams to sender in provided postage paid by Priority Mail envelope (this is to provide tracking information), within three (3) weeks of receiving them. Enclosed in this mailing will be:
 - a. Form 26 Master Grade Record with grade entries
 - b. Graded papers
 - c. Examination questions with answers.
 - d. Master Panel Summary Comment Forms for the Point Scoring Exams

Writing Exams for Horticulture, Design and Flower Show Procedure

1. Exam and Exam answer sheets, 25 questions numbered 1 to 25, indicating a value for each answer. Question values must be divisible equally by what is being asked.
2. All questions must relate to the information in the Student's Outline or the *Handbook for Flower Shows*. The exam must total 100 points.
3. Questions should be grouped as to subject matter and not scattered.
4. Questions should be a combination of short answer, sets of related information, short essay, and multiple choice. Must not be True or False questions.
5. Answers should be weighted as to their complexity: quick recall vs thoughtful problem solving. Point value assigned should be noted at the beginning of the question near the **left-hand margin** on both the exam and exam w/answers.
6. Exam must not exceed three (3) pages in length, printed on one side only, and two (2) pages for exam answers.
7. Heading of exam pages must be in the following format:

<u>Left side:</u>	<u>Right side:</u>
Subject, Course Roman Numeral, Symposium	Student _____
Date, Location	
Instructor's Name/Address	Grade _____
8. Subsequent page headings are same except instructor's address and grade omitted.
9. All pages must be numbered with reference to total pages: 1 of 3, 2 of 3, 3 of 3; or 1/3, 2/3, 3/3.

Assembling the exam questions

1. The exam questions asked must have been discussed or referenced during the classroom lecture.
2. Questions must differ when teaching the same course from one location to another.
3. Exams must be changed in some respect every time the subject is taught.
 - a. Identical exams are not permitted within a six (6) month time frame in the same state or Region.
 - b. At least four (4) other questions **must** be altered in some way, either by replacing, rephrasing, or relocating them within the body of the exam.
4. An exam designed for a particular date and place should never be used for any other site by simply changing the information in the heading.
5. Questions based on corrections/changes appearing online at National Garden Clubs website at www.gardenclub.org, under Flower Show Resources page, are permitted.
6. Accrediting Chairman will review each instructor's exams for relevancy to course curriculum, acceptable sentence structure, grammar, punctuation, and clarity of the question asked. The Accrediting Chairman will then check the answer to make sure it answers the question accurately. Duplicate questions and answers will be noted and slated for change.
7. Exam point values will be checked for accuracy, making sure the number of expected answers agrees in even increments with the assigned point value.
8. The exam must total 100 points.

Recording point values on exams

1. Instructors must use red ink when writing on student's exam papers.
2. Total points awarded are recorded in the upper right-hand corner of the first page of the exam. Final grades must be expressed in whole numbers only.
3. Spelling corrections are noted, but not penalized.
4. Student should be allowed to use his/her own words to explain as long as the answer shows understanding of the subject or concept.
5. Instructor's comments written on examination papers should be kind, tactful, helpful and relevant to the subject.
6. Written exams for Design, Horticulture and FSP
 - a. Points awarded for correct answers are to be noted in the **left-hand margin** of the student's exam beside the respective question.
 - b. For easy tabulation, this column may be added on each page.
 - c. Points subtracted for incorrect answers should be noted in the right- hand margin.
7. Point Scoring Exams
 - a. Penalties must be noted beside the infraction in **red** ink.
 - b. For higher visibility, circle the points subtracted.
 - c. Notes and explanations can be written any place space is available. Reverse side of the exam papers may be used for comments.
 - d. Points awarded must be noted in the boxes at the bottom of page.

Determining scores on point-scoring exams

1. Point Scoring Wheel may be used to compute scores
2. Point scoring exam grades are not averaged.
3. **Numerical scores** are worth 40% of total (**40 points**)
 - a. Student's score +/- 5 points of Master Panel score = full credit
 - 1) Exhibits 1 & 2 receive 13 points
 - 2) Exhibit 3 receives 13 + 1 Bonus point = 14 Points
 - b. Student's score exceeding +/- 5 points of Master Panel score: see chart below.

Number of Exhibits	Student score vs. Master Panel Score	Points deducted	Score recorded Exhibits 1 & 2
3	+/- 5	0	13
3	+/- 6-7	1	12
3	+/- 8-9	2	11
3	+/- 10-11	3	10
3	+/- 12-13	4	9
3	+/- 14-15	5	8
3	+/- 16-17	6	7
3	+/- 18-19	7	6
3	+/- 20-21	8	5
3	+/- 22-23	9	4
3	+/- 24-25	10	3
3	+/- 26-27	11	2
3	+/- 28-29	12	1
3	+/- 30+		0
Collection/Display			All exhibits
5	+/- 5	0	8
5	+/-6-7	1	7
5	+/- 8	2	6
5	+/- 9-10	3	5
5	+/-11	4	4
5	+/-12-13	5	3
5	+/- 14	6	2
5	+/-15-16	7	1
5	+/-17+	8	0

4. **Comment Scores** are worth 60% of total (**60 points**)
 - a. If a student fails to write any comments on a Point Scoring Exam, that student fails point scoring in that subject.
 - b. For **three** exhibits, (horticulture and design) maximum score for each is **20 points**.
 - 1) Divide the weighted number by 5 to obtain the value of the comment.
 - 2) Points allotted ÷ 5 = points awarded
 - c. For a horticulture collection/display of **five** specimens, the value of each is **12 points**.

CHARTS FOR DETERMINING COMMENT SCORES ON POINT SCORING EXAMS

HORTICULTURE SINGLE EXHIBIT (Cut or Container Grown)			
Horticulture, Single Exhibits: Point value of exhibit criteria; class of 3 exhibits	Quality being considered	Weighted point value of comment	Points allotted comment
	Conformance	5	1
	Plant Identification	5	1
	Peak of Perfection		
	Form	20	4
	Color	20	4
	Maturity/Size	20	4
	Condition/Blemishes	15	3
	Grooming	10	2
	Staging	5	1
Total points per Exhibit		100	20
HORTICULTURE COLLECTION EXHIBIT (Cut or Container Grown)			
Horticulture, Collection of 5 Specimens: Point value of exhibit criteria for each	Quality being considered	Weighted point value of comment	Points allotted comment
	Conformance	5	1
	Plant Identification	5	1
	Form	20	2
	Color	20	2
	Maturity/Size	20	2
	Condition/Blemishes	15	2
	Grooming	10	1
	Staging	5	1
Total points per Specimen		100	12

COMBINATION PLANTINGS & GARDENS			
Point value for Combination Plantings & Gardens criteria: 3 exhibits per class	Quality being considered	Weighted point value of comment	Points allotted comment
	Conformance	5	1
	Plant Identification	5	1
	Labeling	5	1
	Form	10	2
	Color	10	2
	Condition/Blemishes	10	2
	Maturity/Size	5	1
	Overall Effect: Design Principles	30	6
	Creative/Distinctive	5	1
	Grooming	10	2
	Staging	5	1
Total Points per Exhibit		100	20

DISPLAYS			
Point value for DISPLAY criteria; display is a SINGLE exhibit with 5 specimens	Quality being considered	Weighted point value of comment	Points allotted comment per specimen
	Conformance	5	1
	Plant Identification	5	1
	Labeling	5	1
	Grooming	5	1
	Form	10	1
	Color	10	1
	Maturity/Size	10	1
	Condition	10	1
	Design Principles	30	3
	Creative/Distinctive	10	1
Total points per Specimen		100	12

DESIGNS			
DESIGNS: Point value per exhibit; 3 exhibits per class)	Quality being considered	Weighted point value of comment	Points allotted per comment
	Conformance	14	
	Design Type	(7)	2
	All Other Requirements	(7)	1
	Design	48	8
	Balance	(8)	
	Contrast	(8)	
	Dominance	(8)	
	Proportion	(8)	
	Rhythm	(8)	
	Scale	(8)	
	Selection	8	2
	Organization	8	2
	Expression	8	2
	Distinction	14	3
Total Points per Exhibit		100	20

Evaluation of Instructors, Chairman and Facilities

1. Purposes of evaluation process:
 - a. To evaluate the committee's and the instructors' efforts
 - b. To provide an opportunity for attendees to express their reactions to the educational experience by commenting on critical aspects of the event.
 - c. To make NGC FSS Chairman aware of the quality of the school/symposium and potential problems that may need to be addressed.
2. Evaluation Form 27
 - a. Must be provided for each attendee at the beginning of the event.
 - b. Separate forms must be completed for each instructor.
 - c. Completed forms are returned to the Local Chairman who reads the comments pertaining to the local Chairman and facility.
 - d. These forms are considered confidential and are then sent on to the NGC FSS Chairman; information is shared with instructors by the National Garden Clubs Flower Show Schools Committee Chairman.
3. Actions causing concern include the following:
 - a. Failure to uphold the NGC policies stated in the *Handbook for Flower Shows* and its supplements.
 - b. Failure to abide by the financial arrangements agreed upon in the signed contract.
 - c. Behavior or action that might bring discredit to or put NGC in jeopardy of legal action.
 - d. Deficiencies in knowledge of subject matter and or teaching skills.
4. If deemed necessary, the NGC FSS Chairman shall notify in writing the instructor or chairman responsible for the infraction.
 - a. If, after two warnings, the issue has not been resolved, the NGC FSS Chairman shall bring the problem to the attention of the FSS Committee for discussion.
 - b. The FSS Committee shall determine if the instructor in question may continue to teach NGC Schools and Symposiums.
 - 1) 2/3 vote of the FSS Committee for dismissal is required.
 - 2) An instructor who is dismissed has the right to appeal to the NGC Executive Committee.

Emeritus Instructor

1. An instructor who retires in Good Standing and is no longer provisional or on probation is eligible for Emeritus Instructor status.
2. Instructor notifies NGC Instructors Credentials Chairman and requests that name be removed from the Instructors Roster.
3. An Emeritus Instructor Certificate will be issued by the NGC Instructors' Credentials Chairman in cooperation with NGC Headquarters.
4. An Emeritus Instructor seeking reinstatement must submit her/his teaching outlines for review to the NGC Instructors' Chairman.
 - a. After outlines have been approved, prospective instructor's name is presented to the NGC FSS Committee for consideration.
 - b. Upon approval, re-instated instructor may resume teaching on the same level as when retirement was sought.

Suggestions for Instructors

Voice modulation

1. Pitch: Keep it in the lower range, not too high or squeaky
2. Volume: Keep it as loud as is comfortable; depends on quality of sound system
3. Monotone: Avoid monotonous level; use inflexion to keep interest. Pause for effect.
4. Speed: Avoid rapid fire, conversational habit. Deliberate, moderate pace is best.

Using outlines

1. Constant reading of information should be avoided at all costs.
2. Occasionally, having students read with you a specific description or definition will instill the importance of the information in their minds. Refer to *Handbook* pages.
3. Encourage students to underline or highlight the most vital concepts.
4. Reading from outlines or from a screen is equally monotonous and spells disaster for keeping the students' interest.

Moving about the room

1. Avoid sitting or standing in one place for the duration of the lecture.
2. Move from one exhibit to another to keep students alert and interested.
3. Avoid prolonged standing behind the students. They need to see you to stay focused.

Lecture techniques

1. Avoid moving too quickly through vital points. Remember when you were a first-time student. Avoid using terms without reviewing their meanings.
2. Make eye contact with audience to evaluate their grasp of the subject.
3. Avoid personal references or anecdotes unless they serve to make a strong point.
4. Try to follow general progression of outline, but don't be dogmatic about it. Better to speak spontaneously about details of exhibits provided than to laboriously read every point made in the written outline.
5. Demonstrate enthusiasm for all parts of the class time. Do not plod. Brighten up even the most basic information with audience participation.
6. Emphasize new information, clarifications, requirements on NGC Website www.gardenclub.org.

Responding to questions

1. Do not purposely ignore anyone—even the ones who become bothersome by their frequent interruptions. There must be a reason for them to be acting this way: hearing problem, inexperienced student, personality disorder, and lack of the correct outline. It is better to meet with this student during a break, with the chairman, and explain the need to limit

questions.

2. Avoid being too abrupt, even if you think the question is extraneous or repetitive.
3. If you don't know the answer, say so, rather than skirt the question. It's okay to admit that you don't know everything. Offer to research the information later.
4. Do not insult the person asking the question no matter how ridiculous you think the question is. Obviously, she/he did not get the concept earlier. Do not "talk down."
5. Do not let questions distract or sidetrack you. Don't spend extensive time on the question at the expense of covering necessary material.
6. Avoid impatience at the student's inability to grasp a concept. Explain, use examples.
7. Never refuse to repeat information or show the student where it is written in outline or *HB*.

Maintaining quality and timeliness of materials

1. Become familiar with need for revising teaching outlines to reflect new information, trends.
2. Update exams; avoid using same questions with identical phrasing for years on end.
3. Track the success rate of questions and answers. Chart how many students missed part or all of certain questions. If this becomes an expected trend, change your approach to how you teach this portion. Analyze the structure of the question. Does it ask what you expect for an answer? Do you need to put more emphasis on that portion? Do you need to rephrase the question?

Maintaining professional ethics

1. Remember, you are only a tool for conveying information in the *Handbook*; you are not there to impart your personal opinions or to critique accepted practice. Doing so only confuses the students as to where their allegiance should be.
2. Adhere to accepted guidelines for:
 - a. Responding to invitations to teach; returning contracts.
 - b. Submitting outlines for approval to Instructors' Chairmen.
 - c. Restructuring and updating exams.
 - d. Submitting exams to Accrediting Chairmen on time.
 - e. Considering and reacting to critiques of your material.
 - f. Submitting students' outlines to school chairman for distribution ahead of time.
3. Keeping in touch with the chairman assigned to assemble your materials: Make known your preferences for:
 - a. Plant material for exhibits, collections/displays and staging for horticulture.
 - b. Containers, plant material, background panels, staging for design.
 - c. Educational exhibits, schedules, books of evidence for flower shows.
4. Arrive on time. If unexpected delays occur, notify the Chairman ASAP.
5. Check in immediately upon arrival with the Chairman,
6. Arrange details for setting up classroom exhibits.
7. Acknowledge people who are helping in the classroom or have furnished exhibits.
8. Work with what is furnished; don't dwell on shortcomings. No one likes a complainer.

9. Adhere to the terms of the contract
 - a. Honor the dates agreed upon: If conflict arises, Instructor (or chairman) must notify the chairman immediately.
 - b. Do not ask for extra nights of accommodations beyond what is stated in the contract.
 - c. Adhere to agreed upon mileage or flight costs.
 - d. Adhere to agreed upon fees. Costs of printing extra handouts other than what were previously noted, may have to be at instructor's expense.
 - e. Do not charge for high numbers of exams to correct; stay within the terms of contract.
10. Write notes of appreciation, acknowledging courtesies, personal help, etc.

The things students most appreciate about instructors.

- He/she "knew his/her "stuff!" Was able to "talk" without constant referral to notes.
- Was pleasant to listen to. Spoke clearly, loudly, slowly....
- Addressed students by name.
- Was careful to repeat questions before answering them.
- Stayed on track and adhered to the time schedule.
- Used creative staging----- in design and horticulture.
- Created designs that demonstrated the points discussed in class.
- Pointed out an example for each point he/she was making.
- Clearly emphasized information that students would need to know/understand for exam.
- Made sure all could see examples clearly. On screen, at tables, in the front of the room.
- Showed a willingness to address audience's concerns. Did not skirt the question.
- Included everyone in the practice point scoring discussions. Did not huddle in front of one design/plant specimen obstructing the view from others.
- Kept control of class and did not allow murmurs, side remarks, back row disturbances.
- Was willing to talk to students/other attendees before/after class about their concerns unrelated to topics on the agenda.
- Furnished pictures, reference books, information beyond required scope of course.
- Was current on plant information, names, recent introductions, etc.
- Could relate or illustrate design principles to examples in other artistic mediums.
- Kept verbal descriptions and examples relevant to topic. Avoided constant personal references: pets, family, trips, likes and dislikes.
- Acknowledged/expressed appreciation for people who brought in plant material, design.
- Showed respect for those in audience who had unusual degree of knowledge/experience in the field. Occasionally, invited their input.
- Showed enthusiasm for topics.
- Made it fun by using humor to get the points across.
- Was diligent in returning students' exams to the chairman in a timely fashion.
- Explained reasons/gave examples for penalizing point scoring comments.
- Wrote encouraging remarks on students' papers for all levels of scores.
- Expressed interest in students' success.