



# National Public Education Directorate Instructor Workshop 2026



**Excellence Through Innovation and Engagement**

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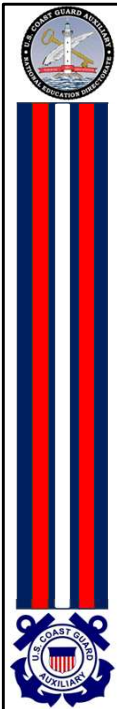
## 2026 Instructor Workshop Delivery Options

Welcome to the 2026 Instructor Workshop! Whether you're a seasoned instructor or just beginning, this session is designed to elevate your teaching impact. We'll explore best practices, safety protocols, and strategies for recruitment and retention.

This workshop is designed to enhance your effectiveness as an instructor, whether you're teaching public education classes or member training courses. The material can be presented by a qualified facilitator who has thoroughly reviewed these comprehensive instructor notes or taken as self-study in the Auxiliary Classroom (MOODLE).

Facilitated workshops offer richer learning through discussion and shared experiences—so if possible, choose that format! Facilitators should emphasize the value of group interaction, shared experiences, and peer-to-peer learning. The “2026 mindset” builds on collaboration and the exchange of teaching ideas across flotillas. Encourage local adaptation—each district can enrich this workshop with examples relevant to their boating communities.

All photos appearing in this workshop were taken by Karen Miller, DVC-ED, during CG Auxiliary missions or found on the Auxiliary Stock Photos and Graphics on Flickr maintained by the Public Affairs Directorate.



# Workshop Delivery Options

- **Option 1: Self-Study**
  - Review materials independently at your own pace on the Auxiliary Classroom (Moodle)
- **Option 2: Facilitated Workshop (Recommended)**
  - Led by a qualified instructor
  - Interactive learning environment
  - Enhanced understanding through group discussion
  - Real-time clarification of concepts

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The 2026 Instructor Workshop offers two delivery methods to accommodate different learning preferences and schedules. Self-study allows flexibility for busy members to complete the material on their own timeline. However, we strongly recommend the facilitated workshop option, as it provides opportunities for interactive discussion, peer learning, and immediate clarification of complex topics.

If you're facilitating this workshop, thorough preparation is essential—master the instructor notes, develop detailed lesson plans, and prepare relevant examples beyond the slide content. The success of this workshop depends on quality delivery.



## Quiz Question

What are the two primary delivery options for the Annual Instructor Workshop?

- A. In-Person and Virtual
- B. Self-Study and Facilitated Workshop**
- C. Individual Study and Group Project
- D. Online and Hybrid



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Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



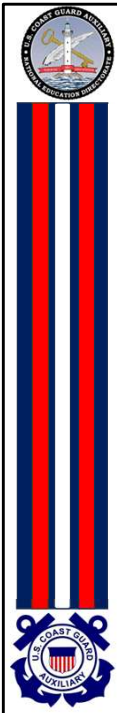
## Quiz Question

Which workshop delivery option is recommended and why?

- A. Self-study because it's more flexible
- B. Facilitated workshop because it provides interactive learning**
- C. Either option works equally well
- D. The choice depends on the instructor's experience level

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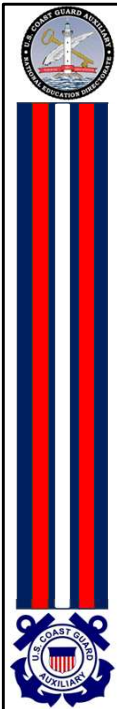


## Who Should Take This Workshop?

- **Members involved in public education**
- **Members involved in member training**
- **Members mentoring new members**
- **Members interested in improving their teaching skills**
- **Anyone who communicates Auxiliary missions to the public**
- **Flotilla leaders and recruiters**

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This workshop is truly for everyone in the Coast Guard Auxiliary. Whether you're a certified instructor teaching public education classes, a mentor guiding new members through their qualifications, or a vessel examiner explaining safety equipment, you're engaged in teaching. Many flotilla members who aren't formal instructors still educate others during vessel safety checks, recruitment events, and community outreach. The skills covered in this workshop—effective communication, engaging presentation, active listening, and professional conduct—benefit every member regardless of their specific role. By attending this workshop, you'll enhance your ability to represent the Auxiliary professionally and effectively communicate our safety mission.



# The Power of Education

- **Public education classes are our gateway to the community**
- **First impressions shape public perception of our entire organization**
- **Quality instruction drives new member recruitment**
- **Member training directly impacts satisfaction and retention**
- **Well-trained members are more confident and active**

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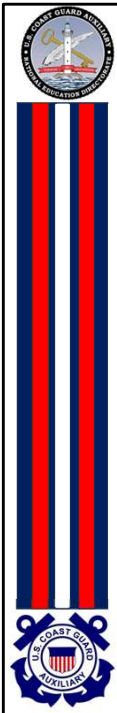
Education is one of our most powerful tools for fulfilling the Auxiliary's mission and building our organization. Public education classes often provide the community's first impression of who we are and what we do. When someone attends a boating safety class, they're not just learning about navigation or life jackets—they're experiencing our professionalism, dedication, and expertise. A positive classroom experience can inspire students to join our ranks, spreading the word about quality instruction to their friends and family. Similarly, the quality of our member training directly affects retention. Members who receive thorough, professional training feel competent and confident in their roles, leading to greater satisfaction and continued participation. Every time we step into a classroom or mentor a new member, we have an opportunity to strengthen our organization and advance our safety mission.

Instruction is not limited to the classroom. Every mentoring moment, safety demonstration, or outreach event is a teaching opportunity. The Coast Guard Auxiliary thrives when every member embraces education as part of our mission.

Public Education is our Gateway: It is often the first contact with the public, shaping the perception of the entire organization. A professional, positive first impression is a lasting impression. Quality teaching enhances our reputation as recreational boating safety experts.

Quality instruction attracts new students who often ask about membership. Furthermore, quality member training is directly proportional to member satisfaction and retention.

Teaching is a Craft: It requires continuous practice and improvement. Set a personal goal to increase your instructional hours significantly and always seek refresher training. Continuous Improvement is better than delayed perfection.



## Why Instructor Excellence Matters

- Professional instruction leads to stronger member recruitment
- Quality training improves member retention
- Excellence enhances program credibility in the community
- Teaching is a skill requiring continuous practice
- Instructors represent the Auxiliary as safety experts
- Our reputation depends on instructional quality

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“Excellence” today means adaptability. Encourage instructors to incorporate real-world incidents, local statistics, and Coast Guard success stories into lessons. Ask yourself: *What have we learned since last year that can make us better educators today?*

The quality of our instruction has far-reaching implications. Professional, engaging instructors attract potential members who see value in joining an organization of competent experts. Quality training keeps current members engaged and active, as they feel prepared and confident in their roles. Our community credibility as recreational boating safety experts rests largely on how we present ourselves in the classroom. Teaching is not a static skill—it requires regular practice and continuous improvement. Even experienced instructors benefit from refresher training and exposure to new methods. The educational landscape evolves, student expectations change, and technology advances. We must stay current to remain effective. Remember: every class you teach is a reflection of the entire Coast Guard Auxiliary.

Our instructors are the face of the Auxiliary. Public Education classes often serve as the first point of contact with the community. A well-prepared, engaging instructor can inspire new members and retain current ones. Excellence in instruction isn’t just about knowing the material—it’s about delivering it with clarity, enthusiasm, and relevance.



## Quiz Question

Who should take the 2026 Instructor Workshop?

- A. Only certified public education instructors
- B. Only member training instructors
- C. All members, regardless of role
- D. Only new instructors seeking certification

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Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Quiz Question

Why is instructional excellence important?

- A. It reduces paperwork
- B. It improves recruitment and retention
- C. It allows instructors to skip lesson planning
- D. It's only required for virtual classes



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## Quiz Question

How do public education classes serve as a "gateway to the community"?

- A. They generate revenue for the flotilla
- B. They are the Auxiliary's first impression and shape public perception**
- C. They are required by federal law
- D. They provide free entertainment for the public

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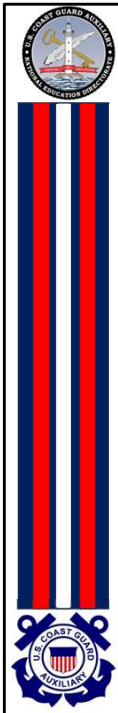
## Quiz Question

Why is continuous practice important for instructors?

- A. It's required by the Auxiliary Manual
- B. It helps instructors earn more awards
- C. It's only necessary for new instructors
- D. Teaching is a skill that requires regular practice and staying current**

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## Workshop Goals

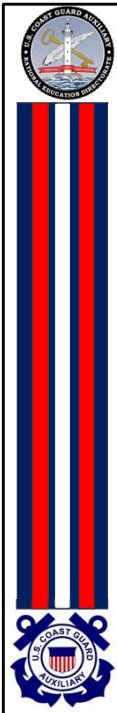
- **Enhance instructor quality and capabilities**
- **Expand our instructor pool**
- **Boost teaching effectiveness**
- **Inspire more members to become instructors**
- **Share best practices and proven techniques**
- **Address common instructional challenges**

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This workshop has several interconnected goals:

- First, we aim to enhance the quality and capabilities of our current instructors through proven teaching techniques and best practices.
- Second, we need to expand our instructor pool—we simply need more qualified instructors to meet growing demand for both public education and member training.
- Third, we want to boost overall teaching effectiveness by introducing modern methods, improving presentation skills, and strengthening student engagement.
- Finally, we hope to inspire members who haven't yet become instructors to consider this rewarding path.

Throughout this workshop, we'll focus on practical, actionable strategies you can implement immediately. We'll examine common challenges and explore solutions that have worked for other instructors. Remember the instructor delivery fundamentals: maintain eye contact, speak with enthusiasm, use a conversational tone, allow time for questions, share relevant personal experiences, and connect theoretical points to real-world situations.

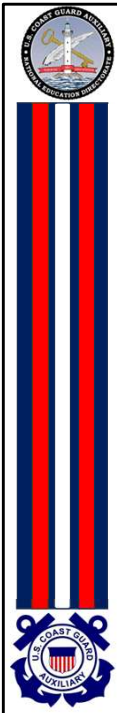


# Effective Teaching Practices

- **Engage students through meaningful dialogue and observation**
- **Actively listen to ensure student comprehension**
- **Create interactive, two-way learning experiences**

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Effective teaching is fundamentally about engagement, not information delivery. Start by observing your students carefully—their facial expressions and body language tell you volumes about their comprehension. Notice which concepts spark interest and which generate confused looks. Use these visual cues to adjust your pace and explanation style. Active listening is equally important. Ask open-ended questions that require more than yes/no answers, and give students time to fully express their thoughts.



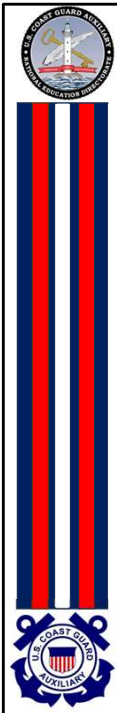
## Effective Teaching Practices (cont'd)

- **Watch for visual cues of understanding or confusion**
- **Ask open-ended questions to gauge comprehension**
- **Build on student responses to deepen understanding**

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Listen for misconceptions that need addressing and notice patterns in questions that might indicate challenging concepts. Creating interactive learning means starting discussions with thought-provoking questions, incorporating relatable real-world examples, and encouraging students to challenge ideas and share perspectives. Validate student contributions while gently correcting misunderstandings.

Build on their responses to deepen understanding rather than simply moving to the next topic. Remember: you're facilitating discovery, not just transferring information.



## Dos and Don'ts for Instructors

- **DON'T: Simply read from slides or textbooks**
- **DON'T: Deliver one-way information without interaction**
- **DON'T: Passively present course materials**
- **DO: Provide context and deeper insight beyond slides**
- **DO: Facilitate active learning and discovery**
- **DO: Create opportunities for peer-to-peer learning**

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Let's be clear about what constitutes ineffective teaching:

- First, never simply read slides or textbook passages to your students—they can read those themselves. Your role is to provide context, share real-world applications, and offer deeper insights based on your expertise and experience. Reading verbatim suggests lack of preparation and undermines your credibility as an expert.
- Second, avoid one-way information delivery—lecturing without pause for student input creates passive learners who retain less information and are more likely to disengage.
- Third, don't just "go through the motions" of presenting material. Passive presentation defeats the purpose of in-person or live virtual instruction. Students need guidance in applying knowledge, not just receiving it. Your expertise goes far beyond the course materials. Students benefit immensely from your real-world insights, sea stories (when relevant), and practical examples. The classroom should be a space for active learning and discovery. Your role is to facilitate understanding, not merely deliver information. Every class is an opportunity to inspire curiosity and encourage critical thinking.

Balance authority with approachability. Students remember how they felt in class long after they forget details. Every instructor's goal: make safety and seamanship stick through connection and relevance.



# The Instructor Mindset

- Engage in two-way dialogue
- Observe and respond to student cues
- Listen actively and validate contributions



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Effective instructors don't just deliver content—they create conversations. Watch for student reactions, ask open-ended questions, and adjust your pace based on engagement. Your goal is to foster understanding, not just present slides.

**Shift the Mindset:** You are here for a two-way conversation, not a one-way lecture. Your role is to facilitate understanding, not just deliver information. Be student-centered.

**Engage and Observe:** Maintain eye contact, watch body language for confusion, and use visual cues to adjust your pace. Share relevant personal experiences and connect points to real-world situations to make the material stick.

**Actively Listen for Comprehension:** Ask open-ended questions and give students time to respond. Validate student contributions while gently correcting misconceptions.

Effective teaching is fundamentally about engagement, not information delivery. Start by observing your students carefully—their facial expressions and body language tell you volumes about their comprehension. Notice which concepts spark interest and which generate confused looks. Use these visual cues to adjust your pace and explanation style. Active listening is equally important. Ask open-ended questions that require more than yes/no answers, and give students time to fully express their thoughts. Listen for misconceptions that need addressing and notice patterns in questions that might indicate challenging concepts. Creating interactive learning means starting discussions with thought-provoking questions, incorporating relatable real-world examples, and encouraging students to challenge ideas and share perspectives. Validate student contributions while gently correcting misunderstandings. Build on their responses to deepen understanding rather than simply moving to the next topic. Remember: you're facilitating discovery, not just transferring information.

**Avoid:** Simply reading from slides, one-way information delivery, and passive presentation. Reading verbatim from slides suggests a lack of preparation and expertise. Your expertise goes beyond the materials.



# Continuous Improvement

- **Ongoing progress is better than waiting for perfection**
- **Incremental improvements are preferable to pursuing absolute perfection**
- **Focus on making consistent strides forward**
- **Learn from experience and adapt over time**
- **Perfection may be elusive and time-consuming**
- **Continuous improvement allows adaptability and learning from mistakes**

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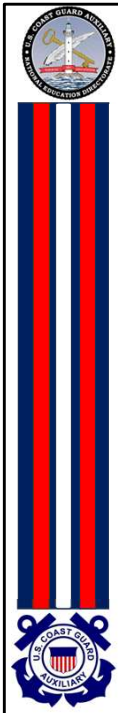
"Continuous improvement is better than delayed perfection." – Mark Twain

This quote captures an essential mindset for Auxiliary instructors. The pursuit of perfection can lead to paralysis—waiting for the "perfect" lesson plan, the "perfect" presentation, or the "perfect" classroom setup often results in delayed action or missed opportunities.

Instead, focus on continuous, incremental improvements. Each time you teach, you learn something new about your material, your students, and your delivery. Use those lessons to make your next class slightly better. This mindset is particularly relevant in our dynamic environment where regulations change, technology evolves, and student expectations shift. Rather than waiting to achieve an impractical level of perfection that may never come, embrace ongoing progress and gradual refinement.

Continuous improvement means constantly reassessing your teaching techniques and lesson plans, asking other instructors for critiques, recording your classes to identify areas for improvement, and taking advantage of training opportunities. It means being willing to try new approaches, learn from mistakes, and steadily move forward.

This philosophy applies not just to individual instructors but to our entire educational program. We're always learning, always adapting, always improving.



# Risk Management & Classroom Safety

- “Safety First” applies to every teaching environment
- Safety is foundational to every mission
- Use the Classroom Safety Checklist
- Include a “Safety Moment” at every session

<https://wow.uscgaux.info/content.php?DEPT&category=classroom1>



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Safety isn't just for operations—it's for every class. Ensure your environment is ADA accessible, hazard-free, and equipped with emergency plans. Begin each session with a safety moment to reinforce our culture of care.

Risk management in a classroom setting involves identifying, assessing, and mitigating potential risks to ensure safety, well-being, and effective learning for both students and instructors. The E-Directorate has developed a comprehensive Classroom Safety Checklist available on our website under “Resources.”

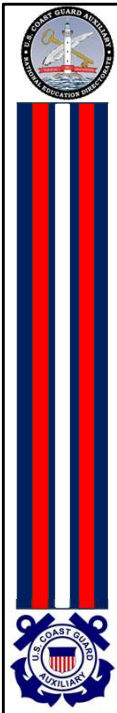
Physical safety considerations include arranging furniture to minimize hazards and allow easy movement, ensuring clear and accessible emergency exits, and regularly inspecting and maintaining classroom equipment.

Health and wellness aspects include promoting good hygiene practices (especially important post-pandemic), maintaining a well-stocked first aid kit, and ensuring instructors know basic first aid procedures. If an AED is present, know how to use it.

Behavioral management involves clearly communicating and enforcing classroom rules to maintain a positive, respectful learning environment, and equipping instructors with conflict resolution skills.

Emergency preparedness requires developing and regularly reviewing emergency response plans for natural disasters and other potential crises. Review the detailed infographic at: <http://edept.cgaux.org/pdf/Classroom%20Safety%20Checklist.pdf>

Safety Moment: Always include a safety brief/safety moment before every teaching session. This should cover evacuation procedures, first aid, and general health/safety protocols.



# Culture of Safety in Instruction

- **Safety is integrated into all instructional activities**
- **Instructor qualifications emphasize safety commitment**
- **Focus on practical skills and hands-on exercises**
- **Interactive learning enhances safety education**
- **Continuous professional development is encouraged**

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The Coast Guard Auxiliary's culture of safety extends deeply into our instructional activities. We are a safety organization at our core—it's part of our DNA. Safety is integrated into all training courses, ensuring members and the public receive thorough education on safe practices, navigation, and emergency procedures.

We use standardized curricula designed to meet or exceed established safety standards, ensuring consistency in essential safety information delivery. Our instructors undergo rigorous training and certification that includes not just subject matter expertise but a deep understanding of instructional methods and an unwavering commitment to emphasizing safety.

We focus on practical skills through hands-on exercises that reinforce safety principles—whether demonstrating proper use of safety equipment or simulating emergency scenarios. The emphasis is always on translating knowledge into practical, usable skills.

We encourage interactive learning experiences where participants engage in discussions, ask questions, and share safety-related experiences. This approach creates a more dynamic and effective learning environment.

Instructors are encouraged to pursue continuous professional development, staying informed about regulation updates, technological advancements, and best practices.

Always include a safety brief or safety moment before each teaching session to keep the culture of safety at the forefront.



## Quiz Question

Which behavior reflects a strong instructor mindset?

- A. Reading slides verbatim
- B. Ignoring student questions
- C. Observing student reactions and adjusting delivery
- D. Avoiding humor or personal stories

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Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Quiz Question

Why must members take Introduction to Risk Management to be certified as instructors?

- A. It's a Coast Guard requirement
- B. Risk is inherent in everything we do, not just operations**
- C. It's needed for insurance purposes
- D. It helps with lesson planning

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## Quiz Question

Which of the following is NOT an instructor's responsibility?

- A. Planning lessons
- B. Submitting 7030 forms or AUXDATA II entry
- C. Avoiding student interaction
- D. Using real-world examples

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## Quiz Question

What does "continuous improvement is better than delayed perfection" mean for instructors?

- A. Never make changes to lesson plans
- B. Wait until you're perfect before teaching
- C. Make regular small improvements rather than waiting for perfection
- D. Perfection should be the only goal

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## Quiz Question

According to the workshop, what teaching practice should be avoided?

- A. Using real-world examples.
- B. Actively listening to student questions.
- C. Simply reading directly from the course slides or textbook.
- D. Incorporating interactive discussion points.

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## Quiz Question

**Why is professional, quality instruction so vital to the Auxiliary?**

- A. It provides instructors with a path to higher awards.
- B. It is directly linked to better member recruitment and higher retention.**
- C. It ensures that all course materials are up-to-date.
- D. It saves time on required paperwork.

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## Quiz Question

**What should be included before every teaching session, and why?**

- A. A uniform inspection to ensure professionalism.**
- B. A final written exam to gauge student comprehension.**
- C. A safety brief/safety moment because risk is inherent in all activities.**
- D. A class photograph for the flotilla scrapbook.**



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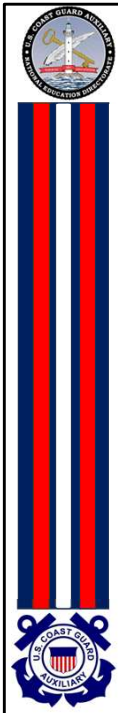
## Quiz Question

**Why should instructors avoid reading directly from slides?**

- A. Students can't read**
- B. Students can read slides themselves; instructors should provide context and insight**
- C. It saves time for other activities**
- D. The slides contain incorrect information**

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## E-Directorate Missions

- **Provide exceptional boating education to reduce:**
  - Loss of life
  - Personal injury
  - Property damage
- **Provide timely materials to support:**
  - All Instructors
  - Public Education Staff Officers
- **Focus on high-risk boaters**
- **Develop/maintain effective educational materials**
- **Promote quality instructor development**

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The Public Education Directorate has a dual mission:

- First, we provide exceptional boating safety education to the American public with the ultimate goal of reducing loss of life, personal injury, and property damage on our waterways. Every life saved, every injury prevented, and every boat protected validates our efforts.
- Second, we deliver the highest quality training, resources, and timely materials to support flotilla instructors and public education staff officers at every level. You cannot deliver excellent education without excellent support.

Beyond these core missions, we're committed to reaching as many people as possible with safe boating information, especially high-risk boaters who need it most. We continually develop and maintain up-to-date, effective educational materials. We promote ongoing quality instructor development because our instructors are the front line of our safety mission. We leverage appropriate technology, partner with outside organizations where beneficial, and collaborate with other Auxiliary departments to provide solid programs and course content. Everything we do ultimately serves to make our waterways safer.

The Instructor Development 2025 (ID2025) program (an update of ID2020) incorporates the latest best practices and lessons learned. Instructors should be familiar with the related Performance Qualification Standard (PQS).



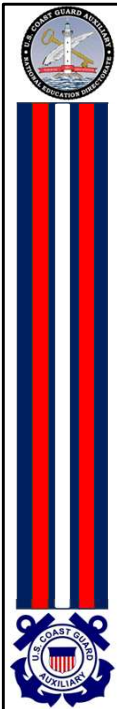
## Quiz Question

According to the E-Directorate missions, exceptional boating education should reduce:

- A. Instructor workload, student questions, and paperwork
- B. Costs, time, and effort
- C. Loss of life, personal injury, and property damage
- D. Class sizes, duration, and complexity

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# Instructor Responsibilities

- **Plan lessons and room setup**
- **Self-preparation and ongoing study**
- **Use hands-on exercises and real-world examples**
- **Student engagement and inclusion**
- **Incorporate guest speakers and humor appropriately**
- **Submit 7030 forms or enter data in AUXDATA II**

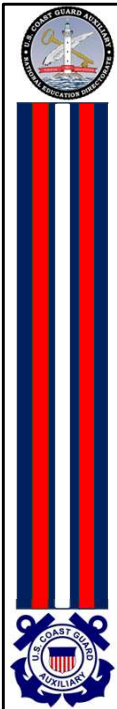
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Great instruction starts with preparation. Set up your space for visibility and interaction. Use exercises that mirror real boating scenarios. Humor can be a powerful icebreaker—just keep it respectful. And don't forget: if it's not in AUXDATA II, it didn't happen!

Follow the approved curriculum, maintain professional standards, manage classroom dynamics, and complete proper record-keeping (paperwork).

Using Humor: Use humor tastefully as an icebreaker, but never at a student's or peer's expense.

Consider whether guest speakers or subject matter experts could enhance your presentation—firefighters, EMTs, harbor patrol, park rangers, sailing instructors, and active-duty Coast Guard members can bring depth and credibility to sessions.



## Using Humor in the Classroom

- **Humor can be an effective icebreaker**
- **Use humor tastefully and appropriately**
- **Never use humor at anyone's expense**
- **Humor should enhance learning, not distract from it**
- **Consider your audience and their sensitivities**
- **Only experienced instructors should use humor extensively**
- **When in doubt, err on the side of professionalism**

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Humor can be a powerful teaching tool when used appropriately. It can break the ice at the beginning of class, relieve tension during challenging topics, make memorable connections to key concepts, and help create a comfortable, welcoming learning environment.

However, humor in the classroom requires careful judgment. Always keep humor tasteful and appropriate—what's funny in a social setting may be inappropriate in a professional educational environment.

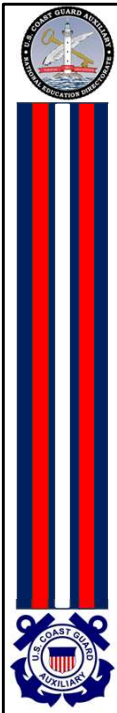
Never, ever use humor at anyone's expense, including students, other instructors, or people outside the classroom.

Humor should enhance learning, not distract from it. Consider your audience carefully—what one group finds amusing, another may find offensive. Cultural backgrounds, generational differences, and personal sensitivities vary widely.

When in doubt, err on the side of professionalism.

If you're a new instructor, use humor sparingly until you develop a better sense of your audience and your own style. More experienced instructors with established credibility have more latitude, but even they must exercise good judgment.

Remember: a failed attempt at humor can damage rapport and undermine your credibility more than forgoing humor altogether. The goal is connection, not comedy.



## **Instructor Responsibility: Self-Preparation**

- **Constantly reassess teaching techniques and lesson plans**
- **Record your class instruction to analyze your techniques**
- **Ask other flotilla instructors for critiques**
- **Take advantage of training opportunities**
- **Continue educating yourself in areas of interest**
- **Update lesson plans with lessons learned**
- **Review and master course materials thoroughly**

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Effective instruction begins with thorough self-preparation. We must constantly reassess our teaching techniques and lesson plans, updating them with lessons learned from each class.

One of the most powerful self-improvement tools is recording your instruction—set up a smartphone in a classroom setting or enable the record function in a virtual environment. You'll be amazed at how much you learn about your instructional techniques when you review the recording. You'll easily identify areas requiring improvement—verbal tics, unclear explanations, pacing issues, or missed opportunities for engagement.

Don't be afraid to ask other flotilla instructors for honest critiques. Constructive feedback from experienced peers is invaluable.

Take advantage of any and all training opportunities that further your knowledge in subjects you teach or mentor. The E-Directorate offers numerous courses and resources. Continue educating yourself through reading, webinars, conferences, and professional development opportunities.

Review course materials thoroughly before each class—even if you've taught the material dozens of times, refresh your memory and look for updated information. Master the content so completely that you can teach it naturally and conversationally without relying on notes or slides.



## Instructor Responsibility: Planning

- **Plan room setup carefully—can everyone see the screen/whiteboard?**
- **Consider table arrangements that facilitate discussion**
- **Circulate freely around the room during class**
- **Incorporate hands-on exercises to engage students**
- **Use discussions to tap into the group's collective experience**

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Thorough lesson planning extends far beyond preparing your presentation content.

Start with room setup—walk around while setting up and ensure everyone can see the screen or whiteboard from every seat. Consider whether table arrangements support your teaching approach.

Many instructors find that U-shaped or conference-style arrangements facilitate discussion better than traditional classroom rows.

Ensure you can circulate freely to interact with students during class.

Plan hands-on exercises that get students actively involved in doing, not just listening. How can you make the material relevant to participants' real-life boating experiences?

Use discussion to tap into the wealth of experience within every group—a good instructor recognizes and capitalizes on student knowledge and experience.



## Quiz Question

Which is an effective way for instructors to engage in self-preparation?

- A. Record your class instruction to analyze your techniques
- B. Only review materials the night before class
- C. Avoid asking other instructors for feedback
- D. Use the same lesson plan for years without updates

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## Quiz Question

What should instructors consider when planning room setup?

- A. Only the instructor's comfort
- B. Saving setup time by using default arrangements
- C. Keeping students far from the instructor
- D. Whether all students can see the screen and whether the instructor can circulate freely**

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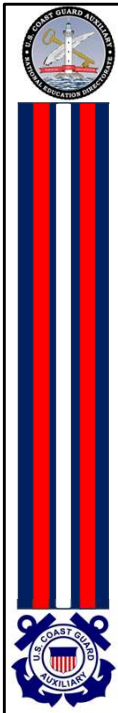
## Quiz Question

How should instructors use humor in the classroom?

- A. Never use humor in Coast Guard classes
- B. Use humor at students' expense to keep attention
- C. Only very experienced instructors should use humor
- D. Use humor tastefully as an icebreaker, never at anyone's expense**

36

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## Instructor Development 2025 (ID2025)

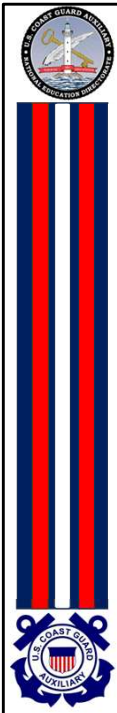
- **Updated from ID2020 based on five years of lessons learned**
- **Emphasizes practical aspects of Auxiliary instruction**
- **Includes concrete examples and sample questions**
- **Enhanced information on virtual classrooms (Zoom, Webex, Teams)**

37

With a view toward continuous improvement, the E-Directorate updated Instructor Development 2020 to ID2025, released in the first quarter of 2025. This update builds on five years of experience teaching ID2020 in numerous member training classes and incorporates valuable lessons learned about what worked well and what needed improvement.

The emphasis remains on the practical aspects of Auxiliary instruction—how to actually teach effectively, not just theory about teaching. The updated course includes concrete examples you can use directly in your classes, sample questions to facilitate discussion, and significantly enhanced information about virtual classrooms using platforms like Zoom, Webex, and Teams.

All supporting materials have been updated, including instructor notes and the slide deck. The course continues to focus on facilitating effective learning environments through the 14 instructor competencies, lesson planning, using media effectively, effective communication skills, handling difficult situations, accommodating all students, and learning with electronic technologies. Whether you're a new instructor seeking initial qualification or an experienced instructor looking to refresh your skills and learn new techniques, ID2025 provides valuable, practical guidance you can implement immediately.



## **Instructor Development 2025 (ID2025) Cont'd**

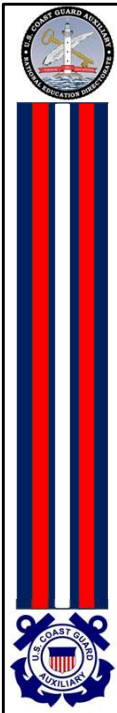
- **Updated supporting materials: instructor notes and slide deck**
- **Focuses on facilitating effective learning environments**
- **Required for initial instructor qualification**
- **Recommended as a refresher for experienced instructors**

38

All supporting materials have been updated, including instructor notes and the slide deck.

The course continues to focus on facilitating effective learning environments through the 14 instructor competencies, lesson planning, using media effectively, effective communication skills, handling difficult situations, accommodating all students, and learning with electronic technologies.

Whether you're a new instructor seeking initial qualification or an experienced instructor looking to refresh your skills and learn new techniques, ID2025 provides valuable, practical guidance you can implement immediately.



## Virtual and Hybrid Instruction

- **Virtual classes expand reach and accessibility**
- **Carefully select your platforms (Zoom, Webex, Teams)**
- **Check state approval for virtual delivery**
- **Resources available on E-Directorate site**

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Virtual instruction is here to stay. It allows us to reach students across states and accommodate diverse schedules. Ensure your course is listed in the Course Finder. Virtual classes can be just as engaging with the right tools and preparation.

As we look to the future of public education, several trends emerge. Technology will continue evolving, and we must adapt accordingly. Virtual and hybrid delivery methods proved their value during the pandemic and are now permanent parts of our toolkit, allowing us to reach geographically dispersed students and accommodate varied schedules.

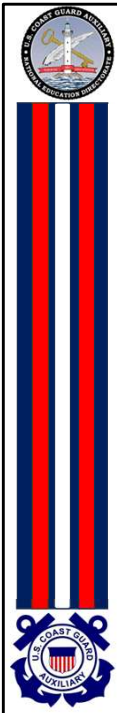
**Hybrid Model:** The combination of in-person and virtual elements. This model requires the highest level of technical planning. Do not attempt it unless you have an adequate tech setup and a dedicated technical assistant.

**In a virtual class, engage constantly:** Use the chat box, polls, and breakout rooms frequently. The passive listener in a virtual environment is the first to drop out.

**Technical Check:** Always conduct an A/V check with students before the start of the class. Ensure your internet connection is stable and you have proper lighting and sound.

**The Virtual Look:** Maintain eye contact with your camera, not your screen, to create a sense of presence. Dress professionally—your background and appearance are critical to virtual credibility.

**Manage Distractions:** Mute participants upon entry. Clearly define ground rules for questions (e.g., "Use the 'Raise Hand' feature").



## Instructor Awards: Maxim Award

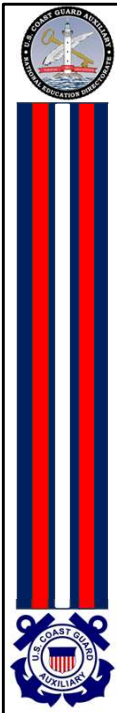
- **Commodore Daniel Maxim Award for Excellence in Education**
- **Motivates instructors to achieve excellence**
- **Recognizes development of innovative methods and training aids**
- **Acknowledges increased mentorship of newer instructors**

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The Commodore Daniel Maxim Award for Excellence in Education was established to motivate and inspire the entire instructor cadre to reach beyond the comfortable or ordinary to achieve the extraordinary. The award recognizes instructors who increase diversity and numbers of courses offered, improve Public Education and Member Training instructor effectiveness and performance, improve mentorship of newer or less experienced instructors, develop new and innovative teaching methods and techniques, and create new and innovative teaching aids.

Visit the E-Directorate website for examples of past winners' submission packages and award templates for division and flotilla candidates.

A best practice is for flotillas to compile a list of their best candidates with bullet points highlighting their assets as instructors, then work with the DSO-PE to develop a complete award submission package.



## Instructor Awards: Maxim Award Cont'd

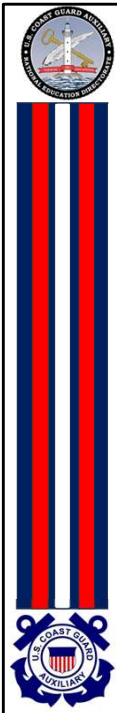
- **National Prize Winner receives Auxiliary Commendation Medal**
- **Area Prize Winners receive Auxiliary Achievement Medal**
- **Flotilla nominations due February 28th**
- **District selected packages due April 30th**

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Start assembling documentation now—numbers of courses taught, numbers of graduates, variety of courses offered, testimonials, innovative approaches, and other pertinent data.

Flotilla nomination packages are due to the DSO-PE by February 28th. The National Prize Winner receives recognition at the national level plus an Auxiliary Commendation Medal. Area Prize Winners receive an Auxiliary Achievement Medal.

Note: Prior National Prize Winners and members of the Public Education Directorate are not eligible.



## Instructor Awards: Golden Key and Lighthouse

- **Golden Key Award: 50-99 lead instruction hours in a year**
- **Lighthouse Award: 100+ lead instruction hours in a year**
- **Recognizes instructors who go above and beyond**
- **Combines Public Education and Member Training hours**
- **Highlights our superstar instructors**

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The E-Directorate created two additional awards to recognize exceptional dedication to teaching. These awards acknowledge the sheer number of instruction hours instructors log in a single year.

While the current Auxiliary Annual PE Service Performance ribbon recognizes those who complete 30 hours of instruction, we all know instructors who go far beyond that mark. The prestigious E-Directorate Golden Key Award recognizes any combination of 50-99 lead hours of Public Education and/or Member Training instruction in a single year. This represents a significant commitment—roughly one hour per week throughout the year.

For truly exceptional instructors who have gone the extra mile, the illustrious E-Directorate Lighthouse Award recognizes an incredible combination of 100 or more PE and/or MT lead hours. This achievement shines like a beacon, guiding others toward excellence. These instructors are teaching, on average, two hours per week throughout the year—an extraordinary commitment.

If you're an instructor who's been working tirelessly and pushing yourself to new heights, these awards let the world know you're a true superstar. Your dedication and hard work have not gone unnoticed. Whether you're striving for the Golden Key or the Lighthouse Award, you're part of an elite group making a real difference.



## Quiz Question

What is a key new feature in ID2025 compared to ID2020?

- A. Removal of practical examples
- B. Enhanced information on virtual classroom platforms**
- C. Elimination of instructor competencies
- D. Focus only on in-person teaching

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Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Quiz Question

Who is NOT eligible for the Maxim Award?

- A. Prior National Prize Winners
- B. New instructors
- C. Experienced instructors
- D. Division Staff Officers



44

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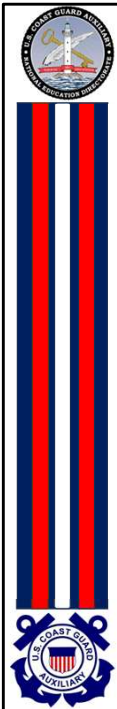
## Quiz Question

How many lead instruction hours are required for the Golden Key Award?

- A. 30 hours
- B. 50-99 hours
- C. 100+ hours
- D. 150+ hours

45

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Marketing Public Education Classes

- **Promote classes during Vessel Safety Checks and RBS Program Visits**
- **Conduct coordinated media campaigns**
- **Leverage websites and social media platforms**
- **Word-of-mouth referrals are highly effective**
- **Sign up students at boat shows and community events**
- **Marketing posters and tri-fold brochure on E-Directorate Website (Resources)**

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Marketing our public education classes effectively is essential to reaching more boaters and fulfilling our safety mission.

Start with the opportunities right in front of you: provide class schedules during Vessel Safety Checks and RBS Program Visits. Work with your FSO-PA to conduct media campaigns—press releases, public service announcements, and feature stories in local media.

Maintain an updated class schedule on your flotilla website and promote classes through social media. Word-of-mouth referrals from satisfied students are among our most effective marketing tools—encourage students to tell friends and family about their positive experiences.

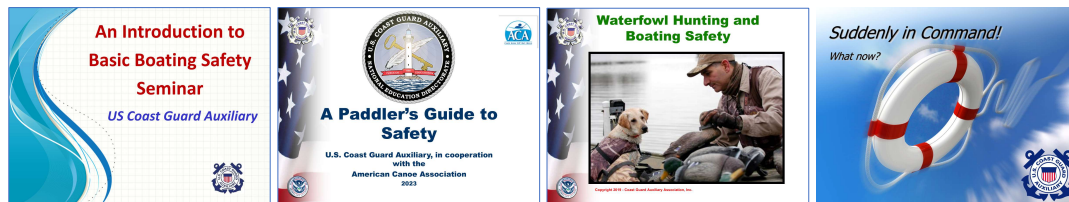
At boat shows and community events, don't just hand out schedules—sign people up on the spot using laptops or tablets. Collect fees and provide receipts to increase attendance commitment.

The resources section on the Public Education website has numerous marketing materials available for the instructor and Public Education officer. These include fill-in, customizable posters and a tri-fold brochure. The posters are ideal for printing and for including on social media.



## Marketing Public Education Classes Cont'd

- Contact local courts about offering classes for boating infractions
- Partner with insurance agents
- Use "bite-sized" seminar courses to generate interest

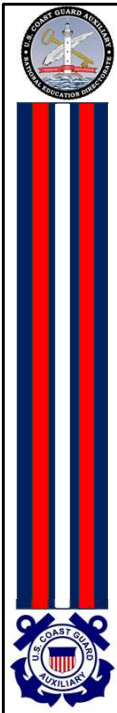


Consider contacting local courts to offer classes for individuals cited for boating infractions—this provides a valuable service while introducing more boaters to our program.

Liaison with local insurance agents who can share your schedule with clients seeking insurance discounts.

Use "bite-sized" seminar courses at yacht clubs, fishing clubs, and community organizations to demonstrate your expertise and recruit students for full certification courses.

Make registration and payment as frictionless as possible using tools like Eventbrite, SignUpGenius, Google Forms, Payable, PayPal, or Square.



## Boat America Course

- **NASBLA-approved certificate course**
- **Accepted in all states requiring boating education**
- **Order materials from AUXCEN (Shop Auxiliary)**
- **Slides and instructor notes available on E-Directorate website**
- **State supplement slides available for each state**
- **May add material; cannot delete required content**
- **Works well with in-person and virtual delivery**

48

Boat America is our primary NASBLA-approved certificate course, accepted in all states with mandatory boating education requirements.

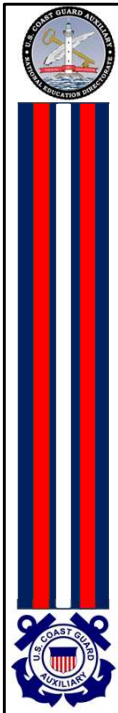
The E-Directorate strongly encourages flotillas to embrace Boat America as your primary certificate offering. All course materials—textbooks, exams, marking templates, and evaluation forms—must be ordered from AUXCEN (Shop Auxiliary) per Auxiliary Manual guidance. Never purchase or use materials from unauthorized sources.

The complete slide presentation with comprehensive instructor notes is available on the E-Directorate website under the Member Zone-protected PE Courses section. State supplement slides are provided for each state, incorporating state-specific laws, regulations, and requirements.

Whenever a state requests changes to supplements or tests, the Division Chief for Course Development implements updates and notifies appropriate DSO-PEs for distribution.

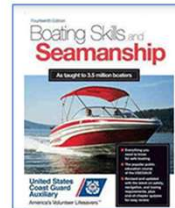
Flotillas may add material to enhance presentations and make them locally relevant—additional slides, videos, examples, local charts, or photographs of local waters. However, you cannot delete required content. This ensures consistency and completeness while allowing flexibility for local customization.

The course works well for both traditional in-person classroom delivery and virtual presentation via videoconferencing platforms. Access materials at: <http://wow.uscgaux.info/content.php?unit=E-DEPT&category=nasbla-courses>.



## Boating Skills and Seamanship Course

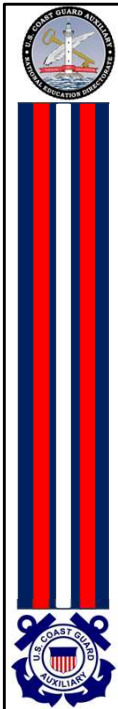
- **No longer offered as a NASBLA-approved certificate course**
- **Suggestion: Teach Boat America plus additional BS&S chapters**
- **Use the Boat America exam for state certification**



49

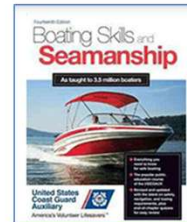
Unfortunately, Boating Skills and Seamanship (BS&S) is no longer NASBLA-approved as a certificate course. The process and cost of maintaining NASBLA approval became prohibitive. However, this doesn't mean BS&S material lacks value.

The Public Education Directorate suggests a practical approach: teach Boat America using the state-appropriate Boat America exam for certification, then add BS&S chapters to provide more comprehensive coverage if your flotilla desires or if local demand warrants expanded content. This approach gives students the NASBLA-approved certificate they need while providing deeper education in topics like advanced navigation, boat handling in challenging conditions, and marine systems.



## Boating Skills and Seamanship Course Cont'd

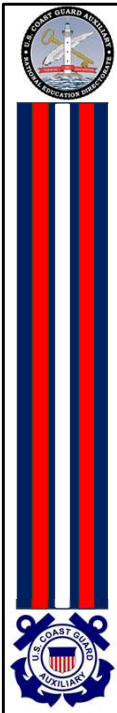
- **E-Directorate exploring updates to the supplemental chapters**
- **Still valuable for expanding course content**
- **Materials available on the E-Directorate website**



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The E-Directorate is exploring ways to update the supplemental BS&S chapters to make this combined approach even more practical and seamless. As with Boat America, flotillas may add appropriate material to enhance presentations and make them locally applicable—remember, you can add but not delete required content.

These materials work well for both in-person and virtual delivery. The slides, instructor notes, and state supplements remain available on the E-Directorate website. While BS&S may no longer serve as a standalone NASBLA course, it continues to provide valuable educational content for boaters seeking comprehensive knowledge.



# Spanish Language Courses

- **Spanish-speaking boaters represent a fast-growing market**
- **Emerging market of first-time boat buyers**
- **Previously underserved population**
- **All slides, instructor notes, and exams available in Spanish**
- **Most textbooks remain in English**
- **Addresses critical safety gap in Hispanic/Latino communities**

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A 2017 study by the National Marine Manufacturers Association, Recreational Boating & Fishing Foundation, and Discover Boating revealed that Spanish-speaking boaters represent a fast-growing, emerging market of first-time boat buyers—a population previously underserved in boating education. Reviewing boating accident and fatality statistics confirmed this gap.

The E-Directorate responded by developing a comprehensive series of courses translated into Spanish. A dedicated team of bilingual Coast Guard Auxiliary members converted all Boat America and Boating Skills and Seamanship slides, instructor notes, and final examinations into Spanish.

They also translated the seminar course Introduction to Basic Boating Safety, which often serves as an introductory course leading students to enroll in full NASBLA-certified courses. All supplemental material—PowerPoint slides, instructor notes, and final exams—are provided in Spanish.

Textbooks remain in English, but the instructional support is completely in Spanish to facilitate teaching in the native language. The Boat America equivalent – Navigando America – is completely in Spanish.

These courses address a critical need in Hispanic and Latino communities where language barriers have historically limited access to boating safety education. By offering these courses, we can reach new audiences, improve safety in underserved communities, and potentially recruit new members from diverse backgrounds. Materials are available at: <http://wow.uscgaux.info/content.php?unit=E-DEPT&category=pe-courses>.



## Quiz Question

Which course is still offered as NASBLA-approved?

- A. Boating Skills & Seamanship only
- B. Boat America only**
- C. Both courses equally
- D. Neither course is NASBLA-approved

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Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Quiz Question

**What is the recommended approach for teaching Boating Skills & Seamanship?**

- A. Don't teach it at all since it's not NASBLA-approved**
- B. Teach BS&S only and ignore NASBLA requirements**
- C. Wait until it's NASBLA-approved again**
- D. Teach Boat America and use the Boat America exam, then add BS&S chapters if desired**

53

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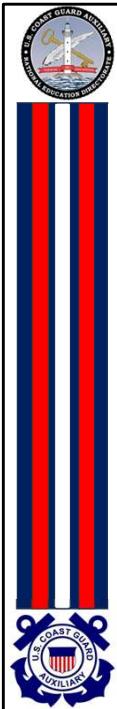
## Quiz Question

What materials are available in Spanish for the courses?

- A. Only textbooks
- B. Only PowerPoint slides
- C. PowerPoint slides, instructor notes, and final exams (most textbooks remain in English)**
- D. All materials are available in Spanish

54

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## Resources for FSO-PEs

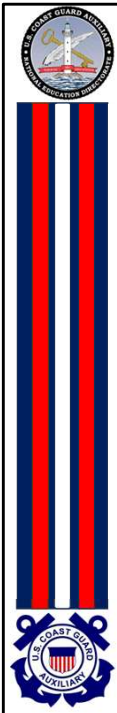
- **"I'm the Flotilla Staff Officer-Public Education, Now What?" course**
  - Available on E-Directorate website
  - Designed for new and returning FSO-PEs
  - Covers all aspects of the FSO-PE position
  - Includes supervision and scheduling responsibilities
  - Addresses coordination with other staff officers
  - Provides best practices and practical guidance
  - Pathway to higher staff officer positions

55

One of our most important missions is to offer safe boating classes to the recreational public. The FSO-PE position is critical to the Coast Guard Auxiliary's Recreational Boating Safety mission and to the flotilla's financial health. Whether you volunteered for this position or were "voluntold" while out of the room, comprehensive training is available.

The E-Directorate offers "I'm the Flotilla Staff Officer-Public Education, Now What?"—a training course designed for both new FSO-PEs and those returning to the position who want to learn best practices. This course covers all aspects of the role: supervising and scheduling qualified instructors, coordinating with the FSO-PA for publicity, ensuring the FSO-HR discusses Auxiliary membership in every class, maintaining liaison with division PE officers, coordinating with the FSO-MT to increase instructor numbers, maintaining contact with flotilla instructors to encourage activity and high standards, being familiar with course content and requirements, ensuring instructors have necessary materials and equipment, and properly recording activities in AUXDATA II.

The FSO-PE position can be a pathway to greater responsibility—Division Staff Officer, Assistant District Staff Officer, or District Staff Officer. Each position is a learning experience, preparing you for advancement. The training is available on the E-Directorate website at <https://wow.uscgaux.info/content.php?unit=E-DEPT&category=custom-1>.



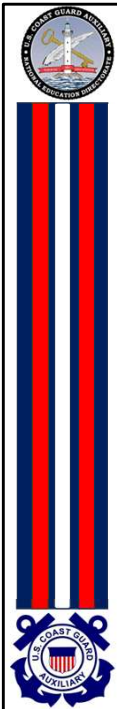
## Instructor Currency Maintenance for 2026

- **Two hours as lead instructor OR**
- **Four hours as non-lead instructor OR**
- **A combination of both**
- **Completion of 2026 instructor workshop (recommended)**

56

For 2026, instructors must meet standard currency maintenance requirements to remain certified.

You must complete either two hours as a lead instructor, four hours as a non-lead instructor, or a combination of both. Additionally, completion of this 2026 instructor workshop is highly recommended.



## Instructor Currency Maintenance for 2026 cont'd

- **If REYR from 2025, must make up deficit hours as trainee**
- **Must also complete the 2026 workshop**
- **Flotilla Commander notifies DIRAUX for re-certification**
- **Core Training must remain current**

57

If you failed to meet the required instructor hours in 2025, you became REYR (Required Yearly Task Not Met) for 2026 and must make up the deficit during 2026 to recertify. The process is straightforward:

- Complete the missing hours as a trainee instructor
- Have those hours entered into AUXDATA II.
- You must also complete the 2026 workshop for entry into AUXDATA II.
- Once both the trainee hours and workshop are recorded in AUXDATA II, your Flotilla Commander must notify your district DIRAUX according to district policy to officially recertify you as an instructor.

To remain certified in 2026 after recertification, you must teach two hours as a lead, four hours as a non-lead, or a combination. Remember: all of this assumes you remain current in Core Training. Without current Core Training, you cannot maintain instructor certification regardless of teaching hours.



## Quiz Question

What are the 2026 instructor currency maintenance requirements?

- A. Four hours as lead instructor OR eight hours as non-lead instructor
- B. One hour as lead instructor OR two hours as non-lead instructor

C. Two hours as lead instructor OR four hours as non-lead instructor

D. Six hours total regardless of lead/non-lead status<sup>58</sup>

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



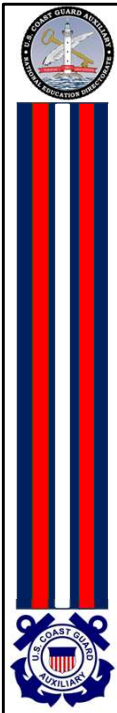
## Quiz Question

What happens if a member fails to complete the required hours in 2025?

- A. They become REYR (required yearly task not met) and need to make up the deficit**
- B. They are permanently removed from instructor status**
- C. They must retake the entire instructor certification course**
- D. Nothing, the requirement is waived for 2025**

59

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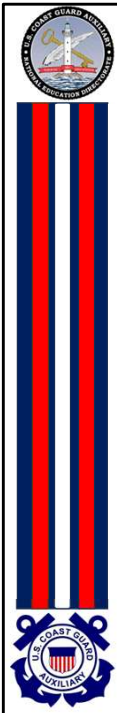
## Recruiting Through Public Education

- **Distribute plenty of handouts showcasing Auxiliary missions**
- **Show common interests and build rapport with students**
- **Actively mention flotilla needs beyond just boats**
- **Avoid instructor cliques that exclude students**
- **Use plain English, not acronyms and insider terminology**

60

Public education classes provide excellent recruiting opportunities when approached strategically.

- Start by distributing handouts that showcase various Auxiliary missions—students often don't realize the breadth of what we do.
- Show common interests that extend beyond boating to build genuine rapport with students.
- Actively mention your flotilla's needs, and not just for boat owners—emphasize needs for financial expertise, computer skills, communications, public affairs, and teaching abilities.
- Be approachable from the moment students arrive.
- Set the mood and establish rapport by engaging in one-on-one conversations before class formally begins.
- Don't wait for formal introductions. Break down barriers early to facilitate two-way communication once class begins. Spend as much time as possible with students individually rather than delivering non-stop lectures.



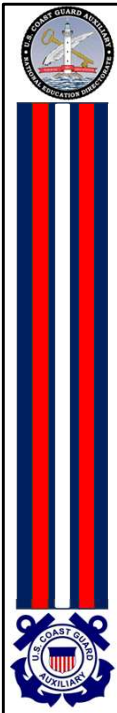
## Recruiting Through Public Education cont'd

- **Be approachable—talk to students, not just other instructors**
- **Work local pictures and anecdotes into presentations**
- **Include the Auxiliary message in every session**
- **Make recruiting part of your lesson plan**

61

Public education classes provide excellent recruiting opportunities when approached strategically.

- During breaks, remain available for student questions. Ask students about their boats, boating experiences, and even boating mishaps—these conversations reveal interests and capabilities.
- Critically important: talk to students, not to each other. Instructor cliques scream "don't bother talking to me—you're not part of my world." Make yourself available; avoid congregating exclusively with other Auxiliarists.
- Avoid inside jokes and acronym-heavy lingo. Use plain English—say "life jackets," not "PFDs."
- Work local pictures and anecdotes into presentations to demonstrate local relevance.
- Include recruiting topics throughout every session as part of your lesson plan.
- Show enthusiasm for what you do—if you're not having fun, it shows and destroys the image you're creating.



## Member Retention Through Quality Training

- **Quality training creates strong, committed membership**
- **Well-trained members are more confident and stay active longer**
- **Training builds competence, which builds confidence**
- **Shared training experiences foster team unity and camaraderie**

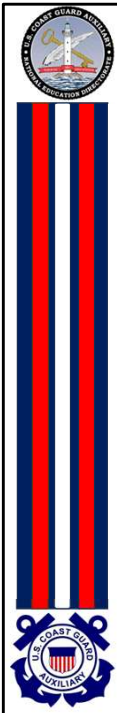
62

The strength of our membership is directly tied to the quality of training we provide. This principle is absolutely fundamental: quality training equals strong membership.

Member training excellence is not just about skill development—it's a cornerstone of member retention, ensuring a dedicated and proficient force ready to serve. Well-trained members stay active longer because they feel competent and confident in their roles. There's a direct correlation: competence breeds confidence, confidence encourages participation, and participation leads to satisfaction and retention.

Members who feel capable take on more responsibilities, experience less anxiety in operational situations, are better prepared for real-world scenarios, and naturally become mentors to newer members.

Training creates natural networking opportunities and shared experiences that build lasting connections. Group learning strengthens unit cohesion. Members support each other's growth when they've trained together and share a common language and understanding.



## **Member Retention Through Quality Training cont'd**

- **Continuous learning keeps members engaged**
- **Professional training reflects organizational values**
- **Recognition of training achievements motivates members**
- **Training quality directly affects a member's satisfaction**

63

We operate in a dynamic, ever-evolving environment requiring continuous learning to stay current with new technologies, techniques, and policies. Training programs that emphasize a continuous learning culture empower members to adapt to change and stay relevant. This adaptability benefits individual members and contributes to overall organizational resilience and effectiveness.

Recognize and celebrate training milestones and achievements. Acknowledgment reinforces members' sense of value and serves as a powerful motivation for continued commitment and excellence.



## Quiz Question

What is one recommended way to help recruit new members during a public education class?

- A. Only discuss Auxiliary membership at the end
- B. Actively engage students and discuss the Auxiliary during class**
- C. Only hand out forms after class
- D. Ignore recruitment and focus solely on teaching

64

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



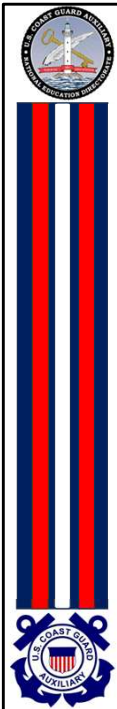
## Quiz Question

What is the relationship between quality training and member retention?

- A. There is no relationship between the two
- B. Training quality only matters for new members
- C. Retention depends solely on social activities
- D. Well-trained members stay active longer**

65

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## What's New and On the Horizon

- **Updated Suddenly in Command course**
- **Workshop and ID2025 on the Auxiliary Classroom platform**
- **Marketing campaign to recruit instructors from within**
- **Targeted outreach to professional educators**
- **Master Instructor program development**
- **Regular updates on E-Directorate website**
- **Check "What's New" section frequently**

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Several exciting initiatives are planned or recently launched.

The Suddenly in Command course is being refreshed to incorporate new boating technologies, updated emergency procedures, and real-world scenarios from recent incidents. This vital course prepares boaters for emergencies when they unexpectedly need to take vessel control.

We're expanding virtual training capabilities through the Auxiliary Classroom platform, making training more accessible while maintaining effectiveness.

A focused marketing campaign encourages more Auxiliary members to become certified instructors, highlighting personal growth opportunities, the satisfaction of sharing maritime knowledge, and the vital role instructors play.

We're developing targeted outreach to professional educators—teachers and professors whose pedagogical experience, combined with our boating expertise, creates an ideal combination.

The Master Instructor program is being developed to recognize and further develop our most experienced instructors, who will serve as mentors, help develop curriculum, and lead instructor training programs. This creates a clear career path for instructors while maintaining high standards throughout our programs.

Regularly check the E-Directorate website, especially the "What's New" section, for the latest courses, resources, and updates. The website is constantly updated with new material, revised courses, and helpful resources.



## Chain of Leadership and Management

- **Solve issues at the lowest possible level**
- **Elevate through proper chain as needed**
- **FSO-PE → SO-PE → ADSO-PE → DSO-PE → National E-Directorate**
- **Do NOT contact the Chief Director's office directly**
- **Do NOT contact outside organizations (NASBLA, BLA) directly**

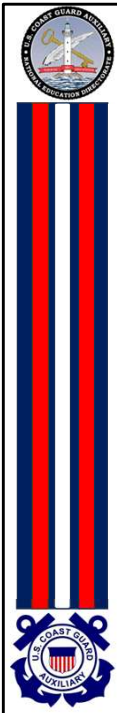
67

It's essential Coast Guard Auxiliary policy to solve issues at the lowest possible level. If a problem, question, or matter cannot be resolved at the initial level, follow the Chain of Leadership and Management to press the issue higher.

For public education matters, this typically means: Flotilla Staff Officer-Public Education to Division Staff Officer-Public Education to Assistant District Staff Officer-Public Education to District Staff Officer-Public Education to National E-Directorate staff. This may seem bureaucratic, but it serves important purposes: it ensures local issues get local solutions, it prevents national staff from being overwhelmed with matters better handled locally, it maintains organizational discipline, and it preserves our credibility with external partners.

It is NOT appropriate to go outside our organization for answers to education-related problems unless specifically instructed by E-Directorate staff.

Members must understand they should NOT contact the Chief Director's office directly with routine questions, and they should NOT contact anyone outside the CG Auxiliary Chain, such as BSX (Boating Safety Division), NASBLA (National Association of State Boating Law Administrators), or BLA (Boating Law Administrator) offices.



## Chain of Leadership and Management cont'd

- **Email E-Directorate at [pe.feedback@cgauxnet.us](mailto:pe.feedback@cgauxnet.us) for unresolved issues**
- **Following the chain maintains organizational discipline and credibility**
- **The E-Directorate staff is here to support you**

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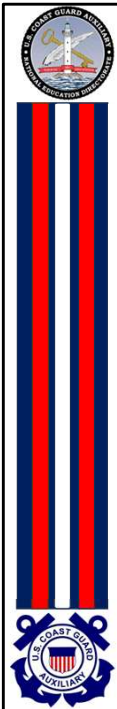
Inquiries outside the chain confuse our partners, delay proper responses, paint the Auxiliary as undisciplined, and threaten our credibility at the national level, potentially damaging important partnerships.

If you've exhausted the chain and still need assistance, email the E-Directorate at:  
[pe.feedback@cgauxnet.us](mailto:pe.feedback@cgauxnet.us).

The E-Directorate staff is here to support you and answer questions that cannot be resolved at lower levels.

- Robert Brandenstein, The Director, provides overall leadership and direction for public education programs nationwide.
- Gregory Fonzeno, Deputy Director, serves as Division Chief for Course Development, oversees curriculum development, course updates, coordinates with states on NASBLA requirements, and new course creation.
- COMO Clark Godshall, Division Chief for Course Management, manages course implementation, and ensures course materials remain current and accessible.
- Karen Miller, Division Chief for Instructor Development, focuses on everything related to instructor training, qualification, and professional development—including this workshop and the ID2025 course.
- Andy Kelly, Division Chief for Special Projects, handles unique initiatives, pilot programs, and innovative approaches to public education.

These dedicated volunteers have extensive experience and are committed to supporting instructors and public education staff at every level. Current contact information for all E-Directorate staff is available in AuxDirectory at <https://auxofficer.cgaux.org/auxoff/index.php>. Remember to follow the chain of leadership and management, but know that E-Directorate staff are ultimately available to assist when issues cannot be resolved locally.



## Professionalism in Instruction

- **Instructors represent the Auxiliary in the community**
- **First impressions are lasting impressions**
- **Professional appearance and conduct are essential**
- **Be prepared, punctual, and polished**
- **Maintain appropriate boundaries with students**
- **Model the behavior and attitude we promote**
- **Remember: you're always representing the Coast Guard Auxiliary**

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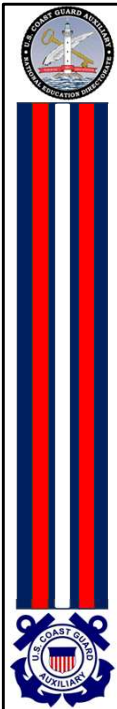
As instructors, we are ambassadors for the Coast Guard Auxiliary. Often, we provide the community's first and sometimes only direct contact with our organization. How we present ourselves—our appearance, conduct, preparation, and professionalism—shapes public perception of the entire Auxiliary. First impressions are lasting impressions.

Professional appearance starts with proper uniform wear. Refer to the Auxiliary Manual Chapter 10 for appropriate classroom uniforms, which include Tropical Blue, Winter Dress Blue, Service Dress Blue, and Auxiliary Blue Blazer Outfit. The Alternative Work Uniform (AWU) has been authorized for public education classes per the Chief Director's Standard Operating Procedure.

Whatever uniform you wear, ensure it's clean, properly fitted, and worn correctly with appropriate insignia and name tags.

Professional conduct means being thoroughly prepared for every class, arriving early to set up, starting and ending on time, treating all students with respect, maintaining appropriate boundaries, avoiding inappropriate topics or language, and modeling the safety-conscious behavior we promote.

Remember that your conduct during breaks, before class, and after class matters as much as your behavior during formal instruction. Students notice everything. You're always representing the Coast Guard Auxiliary, even in casual conversations. Your professionalism reflects on your flotilla, your district, and the organization nationally.



## Instructor Self-Care and Burnout Prevention

- **Teaching requires significant energy and emotional investment**
- **Recognize signs of instructor burnout**
- **Balance teaching load with other activities**
- **Share the workload—recruit and develop new instructors**
- **Celebrate successes, not just challenges**
- **Connect with other instructors for support**
- **Take breaks when needed**

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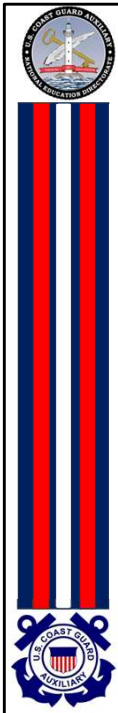
Teaching is rewarding but demanding. It requires significant energy, emotional investment, thorough preparation, and genuine care for student learning. Over time, even passionate instructors can experience burnout—physical exhaustion, emotional depletion, reduced sense of accomplishment, and decreased enthusiasm.

Recognize these warning signs early. Prevent burnout by maintaining balance. Don't carry the entire teaching load for your flotilla—recruit and develop new instructors to share responsibilities. Vary your activities—mix teaching with other missions like vessel safety checks, patrols, or program visits.

Celebrate successes, not just challenges. After each class, identify what went well, acknowledge positive student feedback, recognize improvements in your teaching, and share success stories with fellow instructors. Connect with other instructors for support, encouragement, and idea-sharing. They understand unique challenges of teaching and can offer perspectives and solutions.

Don't hesitate to take breaks when needed. If you're feeling overwhelmed or burned out, it's okay to step back temporarily. Talk with your FSO-PE or FSO-MT about taking a short break to recharge.

Remember: your well-being matters. You cannot effectively teach others if you're depleted yourself. Taking care of yourself is not selfish—it's essential for sustained, effective service.



## Looking Ahead: The Future of Public Education

- **Technology continues to evolve—we must adapt**
- **Virtual and hybrid delivery are here to stay**
- **Younger generations have different learning preferences**
- **Electric and alternative-fuel vessels are emerging**
- **Our core mission remains constant: reducing loss of life, injury, and property damage**
- **Innovation balanced with proven principles**

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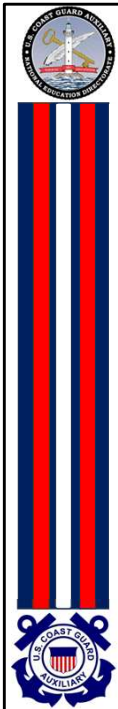
As we look to the future of public education, several trends emerge.

Technology will continue evolving, and we must adapt accordingly. Virtual and hybrid delivery methods proved their value during the pandemic and are now permanent parts of our toolkit, allowing us to reach geographically dispersed students and accommodate varied schedules.

Younger generations often prefer different learning styles—shorter, more interactive modules, video content, gamification, mobile-accessible materials, and social media integration. We should explore these preferences while maintaining educational rigor.

Environmental and sustainability topics are becoming increasingly important to boaters, including minimizing environmental impact, protecting marine ecosystems, understanding the effects of climate change on boating, and practicing responsible boating. Electric and alternative-fuel vessels are emerging technologies. While still small percentages of the fleet, they're growing. We'll need to incorporate information about electric propulsion, alternative fuels, and different safety considerations.

Despite these changes, our core mission remains constant: providing exceptional boating education to reduce loss of life, personal injury, and property damage. Innovation and new methods are valuable, but they must serve this fundamental purpose. Our challenge is balancing innovation with proven principles, embracing new tools while maintaining instructional quality, and adapting to changing audiences while preserving our safety-focused mission. The future of public education is bright, and instructors like you will lead us there.



## Conclusion: Characteristics of Effective Instructors

- **Professional in appearance, conduct, and preparation**
- **Enthusiastic about subject matter and teaching**
- **Constantly practicing their craft and seeking improvement**
- **Student-centered in approach**
- **Knowledgeable yet humble enough to say "I don't know"**
- **Committed to the mission of saving lives through education**

72

Let's conclude by summarizing the characteristics of effective Auxiliary instructors.

- Effective instructors are professional—in appearance (proper uniforms, neat presentation), in conduct (respectful, ethical, appropriate), and in preparation (thoroughly prepared, organized, punctual).
- They are enthusiastic about their subject matter and about teaching itself. This enthusiasm is contagious and creates engaging learning environments.
- Effective instructors constantly practice their craft, seeking improvement through self-reflection, peer feedback, continuing education, and experimentation with new techniques. They never assume they've "arrived" or know everything about teaching.
- They are student-centered, focusing on student needs, adapting to different learning styles, creating inclusive environments, and measuring success by student learning, not just content delivery.
- They are knowledgeable yet humble enough to say "I don't know" when appropriate, then following up with accurate information.
- They are committed to our mission of saving lives through education, remembering that every concept taught, every skill developed, and every safe practice promoted potentially prevents tragedy on the water.

This is not hyperbole—it's reality. Our members and students deserve nothing less than excellence from their instructors.

Thank you for your dedication to this critical mission. Whether you're a new instructor just starting this journey or an experienced instructor with decades of teaching, your commitment to continuous improvement and professional excellence makes our waterways safer and our organization stronger.



## Quiz Question

Why is instructor professionalism important?

- A. It's required by federal law
- B. Instructors represent the Auxiliary and create first impressions**
- C. It's only important for new instructors
- D. Professionalism doesn't affect student learning

73

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Quiz Question

What are the three characteristics of effective Auxiliary instructors mentioned in the conclusion?

- A. Professional, enthusiastic, and constantly practicing their craft**
- B. Knowledgeable, friendly, and punctual
- C. Organized, prepared, and strict
- D. Experienced, certified, and always available

74

Quizzes will be provided throughout this workshop to ensure understanding of the material being presented.



## Final Reminders

- Check the E-Directorate website regularly for updates
- Follow the chain of leadership and management for issues
- Email [pe.feedback@cgauxnet.us](mailto:pe.feedback@cgauxnet.us) for unresolved questions
- Stay current with Core Training
- Remember: every class is an opportunity to save lives and build our organization
- Thank you for your service and dedication!

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A few final reminders as we conclude.

- First, check the E-Directorate website regularly for updates, new courses, revised materials, and important announcements. The "What's New" section is especially valuable and frequently updated.
- Second, always follow the chain of leadership and management for education-related issues or questions. Start at your flotilla level and elevate as needed.
- For unresolved questions after working through the chain, email the E-Directorate at [pe.feedback@cgauxnet.us](mailto:pe.feedback@cgauxnet.us).
- Third, maintain currency in Core Training. Without current Core Training, you cannot maintain instructor certification regardless of teaching hours.
- Fourth, network with other instructors in your flotilla, division, and district. Share ideas, seek advice, offer support, and learn from each other's experiences. Some of the best teaching innovations come from instructors sharing what works in their classrooms.
- Finally, remember the profound importance of what you do. Every class you teach is an opportunity to save lives through education and to strengthen our organization by demonstrating professionalism and attracting potential members.

The hours you invest in preparation, the energy you bring to the classroom, and the care you show for student learning all serve our fundamental mission of making our nation's waterways safer. Thank you for your service, your dedication, and your commitment to excellence as a Coast Guard Auxiliary instructor.

Fair winds and following seas!



## Final Quiz Question

Which of these should instructors avoid?

- A. Reading directly from slides**
- B. Encouraging participation**
- C. Sharing real-world experiences**
- D. Asking open-ended questions**

76

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Public Education classes are often called our “gateway to the community” because they:

- A. Generate income for flotillas
- B. Create first impressions and promote recruitment**
- C. Replace member training
- D. Are federally required

77

These final quiz questions will ascertain the member’s grasp of the materials presented in this workshop.



## Final Quiz Question

When should a “Safety Moment” occur?

- A. At the end of class
- B. Before each session begins**
- C. Only during operational missions
- D. Only for virtual courses

78

These final quiz questions will ascertain the member’s grasp of the materials presented in this workshop.



## Final Quiz Question

Which method best supports active learning?

- A. Reading directly from slides
- B. Delivering information with no questions
- C. Avoiding feedback to save time
- D. Allowing students to discuss and apply concepts**

79

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Which new element was added in ID2025?

- A. Focus on memorization
- B. Elimination of lesson plans
- C. Adaptive and virtual teaching techniques
- D. Removal of mentorship

80

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Which award recognizes instructors with 50–99 lead instructional hours?

- A. Maxim Award
- B. Golden Key Award**
- C. Lighthouse Award
- D. Innovation in Instruction Certificate

81

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

The phrase “Continuous improvement is better than delayed perfection” reminds us to:

- A. Wait for perfect conditions before teaching
- B. Make small, steady improvements over time**
- C. Avoid feedback to stay consistent
- D. Change everything every year

82

These final quiz questions will ascertain the member’s grasp of the materials presented in this workshop.



## Final Quiz Question

What should instructors be sure to do to convert PE Students into potential Auxiliary members?

A. Require all students to sign a membership application before class starts.

B. Build relationships with students and follow up with those who express interest.

C. Focus solely on the course material and never mention the Auxiliary mission.

D. Wait for students to approach the Auxiliary directly after class.

83

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is the proper chain to follow for education-related problems?

- A. Go directly to the Chief Director for the fastest answer.
- B. Contact NASBLA or other outside organizations first.
- C. Solve issues at the lowest level and elevate through the chain as needed.
- D. Post questions on social media for quick, unofficial answers.

84

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is the most critical function of a PE class, apart from teaching boating safety?

- A. To serve as the Auxiliary's first impression and gateway to the community.
- B. To fulfill a mandatory federal requirement.
- C. To provide instructors with a minimum of two hours of teaching credit.
- D. To generate revenue for the flotilla.

85

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

**Risk is inherent in all Auxiliary activities. Which essential step should all instructors take to manage risk in the classroom?**

- A. Only teach outside on the water.**
- B. Ensure a Vessel Safety Check (VSC) is completed on all students' vehicles.**
- C. Complete the Introduction to Risk Management (IRM) course.**
- D. Avoid all classroom discussions and stick strictly to the textbook.**

86

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Which instructor attributes were highlighted as defining an effective Auxiliary instructor?

- A. Only an instructor with over 100 hours of experience.
- B. Professional, enthusiastic, and constantly practicing their craft.**
- C. Strict, rigid, and always following the lesson plan exactly.
- D. An instructor who avoids all outside technology.

87

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Why is timely and accurate reporting of class information in AUXDATA II so important?

- A. It ensures the instructor is eligible for a uniform allowance.
- B. It allows the instructor to get a higher grade on the annual workshop.
- C. It is essential for program credibility, national statistics, and securing resources.
- D. It automatically renews the instructor's certification.

88

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

When teaching a virtual class, where should the instructor's eye contact be focused for maximum student engagement?

- A. The student roster.
- B. The secondary monitor.
- C. The camera lens.
- D. The chat window.

89

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is the best practice regarding instructor activity during a class break?

- A. Use the break to finish paperwork.
- B. Practice the next segment of the lesson plan.
- C. Review emails on your personal device.
- D. Ensure full availability to students, avoiding side conversations with co-instructors.**

90

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is the single most important action an instructor can take to maintain credibility with a virtual class?

- A. Ensure the class is over 6 hours long.
- B. Maintain eye contact with the camera and ensure a professional virtual background.**
- C. Only use the chat feature for communication.
- D. Require students to keep their cameras off.

91

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

Which behavior reflects a strong instructor mindset?

- A. Reading slides verbatim
- B. Ignoring student questions
- C. Observing student reactions and adjusting delivery
- D. Avoiding humor or personal stories

92

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is a key benefit of virtual instruction?

- A. It expands access to students beyond local areas**
- B. It eliminates the need for lesson plans**
- C. It allows instructors to skip safety briefs**
- D. It requires no approval from state authorities**

93

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What are the 2026 instructor currency requirements?

- A. 6 hours total regardless of role
- B. 2 hours lead OR 4 hours non-lead**
- C. 10 hours minimum
- D. No requirements in 2026

94

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



## Final Quiz Question

What is the purpose of the safety brief?

- A. To meet insurance requirements
- B. To reinforce a safety culture**
- C. To reduce class time
- D. To replace risk management

95

These final quiz questions will ascertain the member's grasp of the materials presented in this workshop.



# National Public Education Directorate Instructor Workshop 2026



**Thank you for Attending**