

Skills for Interpreting to Children

January 10-13, 2017

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: December 22, 2016

To: Supervisor

From: Debbie L. Fredricks, Chief
Training Section
California State Parks

Subject: Employee Attendance at Formal Training
Skills for Interpreting to Children Group 10

An employee from your office will soon be attending the formal training program described in the attached. Ensure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work. You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace.
3. Support the employee's use of the training at the work place.

Three Months Following Training

1. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Debbie L. Fredericks
Training Section Chief

Attachment
cc: Participant

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***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING SECTION STAFF

Debbie L. Fredricks..... Training Section Chief
Ann D. Slaughter Mott Training Center Manager
Jack Futoran EMS and LFG Training Coordinator
Jeff Beach..... Training Consultant
Dave Galanti Training Consultant
Karyn Lombard Training Consultant
Sara M. Skinner Training Consultant
Jason Smith Academy Coordinator
Jeremy Alling Cadet Training Officer
Matt Cardinet Cadet Training Officer
Raymund Nanadiego Cadet Training Officer
Lisa Anthony Program Coordinator
Edith Alhambra Assistant Program Coordinator
Alex Franck..... Assistant Program Coordinator
Jessica Kohls..... Assistant Program Coordinator
Pamela Yaeger Assistant Program Coordinator

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

The cost of your travel (airfare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 11:00 a.m. on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Advise the Training Consultant no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in housing. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed. Quiet hour is 10:00 p.m.
5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Consultant assigned to the course at least 2 weeks prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than two weeks' notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, contact the Training Consultant Sara M. Skinner to request the Asilomar Dietary Restriction form no later than two weeks prior to the course start date. The Training Consultant will forward the form to the appropriate Asilomar Conference Grounds staff.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Contact either Asilomar staff upon check-in, or Mott Training Center staff upon your arrival, for instructions on arranging a transport.

7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. **ALCOHOLIC BEVERAGES:** Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire ARAMARK.
9. **SMOKING:** Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
10. **TRAINING CENTER:** The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee, you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
11. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, proceed directly to the front desk at the Asilomar Administration Building for your dining room tickets. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
12. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
13. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Consultant and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
14. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.

15. ATTENDANCE: Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
16. VEHICLES: All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.
17. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Mott Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
18. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Limit those calls to your breaks.
19. FAX: The Mott Training Center's FAX number is (831) 649-2824.
20. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**
21. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.
22. RECREATION: Facilities available on grounds include a heated swimming pool, pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
23. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.
24. COFFEE BREAK REFRESHMENTS: Will be available throughout each session. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

- _____ 1. Read, print, and understand the Skills for Interpreting to Children Group 10 syllabus prior to your arrival at the Mott Training Center.
- _____ 2. Complete the pre-training assignments on page 6 of syllabus.
- _____ 3. Arrange your travel through your Unit/District Office.
- _____ 4. Uniforms are not required for this program; appropriate attire should be worn (no shorts or flip-flops). Note: page 2, number 7, Clothing.
- _____ 5. Bring the following with you to training:
 - Program syllabus
 - Reusable coffee mug, refillable water bottle, notepaper, pens, and pencils

If you have any questions or need assistance, contact Training Consultant Sara M. Skinner at (831) 649-2961 or Sara.Skinner@parks.ca.gov.

PRE-TRAINING ASSIGNMENTS

- ❑ Bring an example of an educational application, online game, or website to share with the class that you have found useful when working with children. Internet connectivity will be available to showcase your example.
- ❑ Bring an object that is special to them to use in the class introduction. Some ideas would be a small container of water that you have collected, souvenir from your travels, or a rock. Each participant will demonstrate their personal relationship to the object. They will tell their story through their artifact by explaining where they had been, what they had done, and with whom they had spent their time.
- ❑ Bring children's books, games, or other activities to share with class participants on Tuesday and Wednesday. We will have two 50 minutes sessions and each participant will sign up on Tuesday to do the presentation. The presentation time will vary between 2 to 4 minutes depending on the number of class participants.
- ❑ Bring materials from your current educational programs that you can work on during the Next Generation Science Standards (NGSS) sessions. The MBA staff will help you align your current programs.
- ❑ For the activities on Thursday at Point Lobos State Natural Reserve bring a field notebook, pencil and colored pencils. If you have a Smartphone, download the California Naturalist application. Sign up and find under Projects "Point Lobos Bioblitz for Students" before coming to training. Also, download the application "Discover Point Lobos" from the App. Store to your iPad if you have one and bring to training.
- ❑ Bring a jacket, hat, sunscreen, and appropriate clothing for your day at Point Lobos State Natural Reserve.
- ❑ Notify Sara M. Skinner ASAP if you are bringing a state vehicle that can hold more than four employees including yourself.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Section in providing a return on the investment the Department has on training.

SKILLS FOR INTERPRETING TO CHILDREN GROUP 10
January 10-13, 2017

Monday

January 9

1500 REGISTRATION: *Check-in at the Asilomar Administration Building*

Tuesday

January 10

0800-0900	Introduction and Overview	Clark-Gray
0900-1000	Child Development	Lopez
1000-1100	Environmental Inquiry - Indoor	Clark-Gray
1100-1200	Environmental Inquiry - Outdoor	Clark-Gray
1200-1300	Lunch	
1300-1600	Teaching Science	Lopez
1600-1700	Sharing Tips for Interpreting to Children - Class Participants	Clark-Gray/Lopez

Wednesday

January 11

0800-0900	Vitamin N, The Essential Guide to a Nature-Rich Life	Clark-Gray
0900-1000	Class Presentations of Vitamin N Activities	All
1000-1200	Next Generation Science Standards Curriculum Development	Whaley/MBA Staff
1200-1300	Lunch	
1300-1400	History - Social Science Frameworks	Holm
1400-1600	Urban Youth and Effective Programing	Gonzales
1600-1700	Sharing Tips for Interpreting to Children	All

Thursday

January 12

0800-0900	Travel to Point Lobos	
0900-1100	PORTS Program at Point Lobos State Natural Reserve	Williford
1100-1200	Introduction to INaturalist and Citizen Science/ Making Museums More Fun for Children	Clark-Gray/ Williford/ Odello/Quist
1200-1300	Lunch	
1300-1600	Interpretive Programs	Brown/Sinclair
1600-1700	Travel Back to Mott Training Center	Mius/Ryan

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Friday

January 13

0800-0900	Interpreting to Families Require Different Techniques	Covel
0900-1000	Development of New Children's Programs	All
1000-1100	Presentation of New Program Ideas	All
1130-1200	Course Review and Evaluation	Clark-Gray/Lopez
1200	Lunch and Departure	

SKILLS FOR INTERPRETING TO CHILDREN GROUP 10

<u>PROGRAM OUTLINE</u>	<u>HOURS</u>
<u>Orientation and Evaluation</u>	1.0
Introduction and Overview	
Closing Discussion	
 <u>Child Development and Learning Styles</u>	 3.0
Designing for Play	
Teaching Techniques	
Children’s Applications and Websites	
 <u>Interpretive Theory and Practice</u>	 16.0
Environmental Inquiry	
Focused Inquiry	
Effective Urban Youth Programming	
 <u>Curriculum Standards</u>	 3.0
Basic Principles of Common Core and STEM	
Next Generation Science Standards	
2016 History – Social Science Framework	
 <u>Children’s Interpretive Programming</u>	 4.0
Parks Online Resources for Teachers and Students (PORTS)	
Docents Conducting Interpretive Programs	
Technology and Interpretive Programs	
 <u>Class Summary and Evaluation</u>	 1.0
Closing Discussion	
 TOTAL HOURS	 28

SKILLS FOR INTERPRETING TO CHILDREN GROUP 10

PURPOSE AND PERFORMANCE OBJECTIVES

Introduction and Overview

Purpose: Provide participants with a basic foundation for successful children's program development and implementation. Participants will observe experience field interpreters providing interpretive programs to schools groups; learn about tools and technology used to improve connections with children; and discuss successful interpretive techniques employed by professionals to maintain interest and achieve a level of retention.

Program Objectives: By the close of the training session participants will

1. Incorporate a basic set of skills and knowledge for planning and conducting interpretive presentations for children.
2. Describe the use of interpretive tools and technology, and justify their application.
3. Demonstrate how to maintain a child's interest based on their developmental level, learning style and point of view.
4. Describe at three crowd control/attention getting techniques.

Child Development and Learning Styles

Purpose: Provide participants with a better understanding of a child's development, punctuated by stages or sequences of learning behaviors, as well as their individual learning style. Awareness of developmental stages and learning variations can help participants plan successful programs for children.

Program Objectives: By the close of the training session participants will

1. Recall at least three sequences of learning behaviors.
2. Identify their learning styles.

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3. Take into consideration developmental stages and learning styles in planning and implementing programs for children.

Curriculum Standards: Common Core, History - Social Science Framework and Next Generation Science Standards

<http://www.corestandards.org/the-standards>

<http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

<http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp>

Purpose: Introduce California Common Core State Standards, History – Social Science Framework, and Next Generation Science Standards.

Program Objectives: By the close of the training session participants will

1. Explain the basic principles of Common Core, History – Social Science Framework, and STEM.
2. Develop a timeline and strategy for aligning existing interpretive programs to Common Core, History – Social Science Framework, and STEM.
3. Market existing and future programs to teachers

Urban Youth and Effective Programming

Purpose: Provide the participants with some techniques to develop an effective urban youth program.

Program Objectives: By the close of the training session participants will

1. List details of a successful program designed for urban and at-risk youth.
2. Define possible strengths and obstacles of multi-agency youth program partnerships.

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3. Identify methods of making children's programming more accessible for people of diverse cultural influences and socio-economic standings.

Natural Curiosity Building, Understanding of the World through Environmental Inquiry

Purpose: Introduce to participants new ways to encourage children's learning through their natural curiosity

Program Objectives: By the close of the training session participants will

1. Become aware of the sensory learning that occurs when children and adults are free to wander, and wonder in both directed and free exploration and of the latest research.
2. Describe focused inquiry and practiced observation and how it can help children grasp natural history concepts.

Parks On-line Resources for Teachers and Students (PORTS) at Point Lobos State Natural Reserve

<http://www.ports.parks.ca.gov>

Purpose: Provide participants with a better understanding of a PORTS Program so they know the process for getting a program off the ground and running.

Program Objectives: By the close of the training session participants will

1. Describe how PORTS furthers the mission of California State Parks.
2. Describe the timeline in developing a PORTS Program.
3. Argue the importance of forging partnerships with school districts, schools, and individual teachers.
4. Explain the purpose of Units of Study and how they are developed.

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5. Learn how the kelp forest teaches students about Marine Protected Areas.
6. Learn the latest technology being used by the PORTS Program.

Children's Applications and Websites

Purpose: Discuss the potential use of applications and websites for children's interpretation.

Program Objectives: By close of the training session the participants will

1. Participate in a discussion about the development of the IPad application "Discover Point Lobos".
2. Discuss how these types of platforms can be used when communicating with and engaging children.

Teaching Techniques Used by Docents with the Mint (Mobile Interpretive) Van and the Accessibility Tours

Purpose: Expose park staff to teaching and interpretive techniques that engage children, keep children focused, and confirm children's learning.

Program Objectives: By close of the training the participants will

1. Describe at least two ways in which the learning environment needs to be addressed during an interpretive program.
2. Provide examples of at least two ways in which children's minds can be primed for learning during an interpretive program.
3. Demonstrate at least two questioning strategies that engage all the children participants during an interpretive program.
4. Describe the importance of checking for understanding during an interpretive program.

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5. Discuss some of the techniques the docents used to engage children

Closing Discussion

Purpose: Participants will discuss the lessons learned and their experiences throughout the training.

Program Objectives: By close of the training session the participants will

1. Discuss unanswered questions that developed throughout the week.
2. Discuss topics relevant to their skills for interpreting to children.
3. Acquire additional resources.

Training Center, 837 Asilomar Blvd., Pacific Grove, CA 93950

