

Skills for Interpreting to Children

January 14-17, 2019

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: December 18, 2018

To: Supervisor

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

Subject: Employee Attendance at Formal Training

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
Joel Dinnauer..... Training Consultant
Dave Galanti Training Consultant
Karyn Lombard Training Consultant
Sara M. Skinner Training Consultant
Vernon Reyes Instructional Designer
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
Samantha Guida..... Assistant Program Coordinator
Jessica Kohls..... Assistant Program Coordinator
Ricky Roldan..... 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 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 AND MEALS: Paid by reporting location.
5. HOUSING: The Department provides your room and board expenses, on a shared room basis, at the hotel 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. 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. Check-in will be from 4:00 p.m. on the date of arrival. Check-out 12:00 noon on the date of departure.

Note: You may be assigned a room at a motel while attending training. If so, you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Be prepared to handle this appropriately.

6. **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.

7. REGISTRATION: When you arrive at the Best Western Plus Hacienda Hotel Old Town, proceed directly to the front desk for your key card and check-in.
8. 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.

9. **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.
10. **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 Training Section Chief 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 Consultant.
11. **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 receive or make cell phone calls during class time. Limit those calls to your breaks.
12. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies.
13. **POST-TRAINING ASSIGNMENTS:** In connection with formal training are to be completed under the direction of your supervisor.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training sessions at the San Diego Coast District Office and San Diego vicinity, the following checklist is provided:

- _____ 1. Read and understand Skills for Interpreting to Children program syllabus prior to your arrival.

- _____ 2. The course on Monday, January 14, 2019, will start at the San Diego Coast District Office.
San Diego Coast District Office (maps on page 16-17 of syllabus)
4477 Pacific Highway
San Diego, CA 92110
We recommend walking the first day; it's a half mile from the hotel to the training site.
Directions from the Best Western Plus Hacienda Hotel Old Town to San Diego Coast District Office: <https://goo.gl/VHfSAM> (walking)
<https://goo.gl/P0q7SV> (driving)

- _____ 3. Arrange your travel through your District/Unit Office.

- _____ 4. **Complete Pre-Training Assignments on page 6.**

- _____ 5. Bring the following with you to training:
 - Skills for Interpreting to Children program syllabus
 - Pens and pencils
 - Reusable water bottle and coffee mug
 - A tote bag or day-pack to carry materials on the field trips
 - Optional: camera and binoculars

- _____ 6. Uniforms are not required for this course. However, when packing your suitcase consider we represent the Department when in class and during on-site visits:
 - We will do a lot of walking indoors and outdoors (easy to moderate pace).
 - We will be taking trips by vehicle. The time it takes to get to our destination will range from 20 minutes to one hour.
 - The weather in January has the potential for sun, wind, fog, torrential downpour – or any combination thereof.

PROGRAM ATTENDANCE CHECKLIST

- _____ 7. We may do a group lunch order on some of the days to save time. Bring enough small bills to cover your share of lunches (you can be reimbursed for up to the maximum allowable amount on a Travel Expense Claim).
- _____ 8. If you are staying at the hotel for this training, **do not contact** Best Western Plus Hacienda Hotel Old Town to make any personal arrangements. All special arrangements must be made via the Training Section. You will be asked for your credit card at the desk, the Department is paying for your room, but if you add anything to the bill (such as phone calls, parking, etc.) you will be billed for those. When you check out, make sure the charges are correct (extras to you and room/taxes to the Department) and you get an itemized print out for your room.
- Review the roster and make arrangements for carpooling, in state vehicles, from the hotel to the San Diego Coast District Office (allow ample time for travel due to traffic). Reminder, we do recommend walking if the weather is appropriate.
 - For general information about Best Western Plus Hacienda Hotel Old Town you may visit the web at: <https://goo.gl/lf5w2C>

Address and information:

Best Western Plus Hacienda Hotel Old Town
4041 Harney Street
San Diego, CA 92110
Phone: (619) 298-4707

CHECK-IN begins at 1600

If you have any questions or need assistance, contact Training Consultant Sara M. Skinner via e-mail at Sara.Skinner@parks.ca.gov.

PRE-TRAINING ASSIGNMENTS

Visit the following websites for reference:

- Old Town Map: <http://www.oldtownsandiegoguide.com/pgs/map.pdf>
- New Children's Museum: <https://thinkplaycreate.org/visit/>

For January 14th read article:

Children and Nature Network, THRIVING THROUGH NATURE, *Fostering Children's Executive Function Skills*, https://www.childrenandnature.org/wp-content/uploads/2015/08/CNN_ExecutiveFunctionToolkit_2015.pdf

For January 15th:

Bring an example of a Junior Ranger activity to share with the class. Should be a program you desire feedback on or an example of Junior Ranger excellence. If you do not currently organize Junior Ranger programs, bring an example of another program for children that you are familiar with and feel comfortable sharing.

For January 17th review:

EEl lesson *The United States and Mexico Working Together*

<http://www.californiaeei.org/curriculum/unit?unitid=78>

Require a login.

www.trnerr.org Tijuana River NERR website

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.

TRAVEL EXPENSE CLAIMS

You will need to submit a Travel Expense Claim (TEC) in a timely manner after the class. As a reminder:

- Districts are responsible for your time, your travel to/from training, and incidentals
- Training covers meals and lodging (you will need a receipt from the hotel)
- For your claim:
 - Charge to: "SIC 11"
 - Select "Detail Accounting" and enter the following
 - Field one: 2018 (Fiscal Year)
 - Field two: Index Number (Your reporting location index number)
 - Field three: 14001 (PCA)
 - Field four: Leave blank
 - Field five: 067IAE00 (Project Number)(This is the account and settings to charge your room and food)

If you receive error messages, contact Assistant Program Coordinator Pamela Yaeger at (831) 649-2954 or Pamela.Yaeger@parks.ca.gov at the Mott Training Center to have you added to the system.

NOTE: List Ann D. Slaughter as an Additional Approver on your claim

SKILLS FOR INTERPRETING TO CHILDREN GROUP 11 AGENDA

January 14-17, 2019

Monday

January 14 Education and Interpretation for Children

Location: San Diego Coast District Office, 4477 Pacific Highway, San Diego, CA 92110

1300-1350	Introductions and Course Overview	Wilson
1400-1450	How Children Connect to the World	All/Wilson
1500-1700	Creating Curriculum-Aligned Programs	Howe

Tuesday

January 15 Traditional Park Programming for Children

Location: Old Town San Diego SHP Plaza de las Armas / Washington Square

0800-0950	Music as an Interpretive Tool	O'Brien
1000-1150	Junior Ranger Workshop	All/Wilson
1200-1300	Lunch (on your own)	All
1300-1450	Technology for Children in Parks	Krey
1500-1700	BEETLES - Making Observations	All/Wilson

Wednesday

January 16 Exploring the Role of the Interpreter

Location: Old Town San Diego Plaza de las Armas / Washington Square

0800-0920	BEETLES - Questioning Strategies	All/Wilson
0930-1130	Exploring Old Town San Diego State Historic Park	Downing
1130-1200	Travel to New Children's Museum	All
1200-1300	Lunch (on your own)	All
1300-1700	New Children's Museum Exploration	Dickerson

Thursday

January 17 Environmental Education and Interpretation/Applying Skills

Leaders for the Day: Ahmad / Warner-Lara / Tipton

0800-0900	<u>Travel to Border Field State Park @ 1500 Monument Road, San Diego, CA 92154</u> Park at Lot at Gate. Wear Hiking Boots, Water, and Outdoor Gear (layers).	
0900-0905	Welcome/Meet at Border Field State Park Amphitheater (divide into 3 groups)	
0915-1235	Participate in 3 Rotations of WWII History/Science Field Trip	
1245-1300	<u>Travel to Tijuana River National Estuarine Research Reserve</u> <u>301 Caspian Way, Imperial Beach, CA 91932.</u> Park in Visitor Center Parking Lot	
1300-1400	Lunch at Tijuana Estuary	
1400-1450	Debrief Field Trip - HSS Framework	
1500-1550	Best Practices for Teacher Trainings for Environmental Education	
1600-1700	Applying Skills for Interpreting to Children to your Workplace Travel Back	Wilson

PRESENTER BIOGRAPHY AND BACKGROUND INFORMATION

Marya Ahmad has worked almost 21 years as an Education Specialist at the Tijuana River National Estuarine Research Reserve, the endpoint of the binational Tijuana River Watershed and one of twenty-nine Reserves in a national network. She has spent 16 years working part-time in the Reserve's Research program assisting with nationally standardized monitoring of biotic and abiotic conditions within the Reserve. This nexus of research and education translates well from the field to the classroom between the two core programs. Marya has a B.S. in Social Science with an Environmental Emphasis from San Diego State University. She holds a certification from National Association of Interpretation (NAI) as a Certified Interpretive Guide, and has graduated from the National Network of Ocean and Climate Change Interpreters (NNOCCI).

BEETLES (Better Environmental Education, Teaching, Learning and Expertise Sharing) is a collection of passionate science and environmental educators devoted to improving the quality of outdoor science education. All BEETLES resources are based on current research and understandings about how people learn, and tested by dozens of programs in diverse settings all over the country (and beyond!). Although BEETLES materials have been designed for residential outdoor science schools, they've been snatched up and used successfully in a wide variety of outdoor science education settings.

BEETLES is one of many programs at the Lawrence Hall of Science (the Hall), a public science center created in 1968 as part of the University of California at Berkeley. The mission of the Hall is to inspire and foster learning of science and mathematics for all, especially those who have limited access to science. The Hall is a science education "think tank" that specializes in taking the latest research in science education and translating it into practical and well-tested materials for educators.

Megan Dickerson is the Manager of Exhibition Development at The New Children's Museum, a new model of children's museum in which each exhibit is a one-of-a-kind artwork commissioned from a contemporary artist. From 2003-2013, Megan worked at Boston Children's Museum, where her user-centered interventions included Boston's Longest Dinner Table, a three-month community project focused on family dinner and culminating in a giant interactive public artwork; GoKids in Boston Neighborhoods, a two-year health and nutrition project co-designed with teens and Boston Housing Authority family development tenants; and numerous, playful interventions on Friday dollar nights, from projecting short films on the Museum's iconic milk bottle to leading families through spy-style alternative reality games. Prior to her children's museum work, Megan Dickerson worked in programs and exhibitions at the MASS MoCA, the Peabody Essex Museum, and numerous historic sites. Since 2013, Megan has researched play and playfulness through the Play and Playwork program at the University of Gloucestershire.

Crystal Howe is a science coordinator focusing on environmental literacy for the San Diego County Office of Education. She has been a science educator in San Diego for 18 years, beginning as a high school chemistry teacher. She has a degree in BioChemistry from UCSD, a Master's in Educational Administration, and is a National Board Certified Science teacher. As the CREEC coordinator for San Diego and Imperial Counties, Crystal has spent the last 5 years supporting efforts to bring informal education and formal education in science together to create relevant learning experiences for students.

Brad Krey has worked in the interpretive field for nearly twenty years. With experience at a public aquarium and at state parks ranging from redwood forests to historic gold rush towns, Brad has always sought new ways to tell the stories of California's rich natural and cultural diversity. Brad currently manages California State Parks award winning Parks Online Resources for Teachers and Students (PORTS®) Distance Learning Program. PORTS connects 50,000 K-12 students annually to California State Parks through the use of high quality interactive videoconference presentations and digital resources. Recently, Brad's work has focused on repackaging the idea of videoconferencing to leverage the popularity of live streaming on social media and is testing beta versions of augmented and virtual reality to tell new stories in different and innovative ways. Brad is the founder of InterpTech, a conference dedicated to bringing together thought leaders from across the interpretive spectrum so they may share best practices and learn about leading edge technologies that could be applied to the interpretive field. Brad remains invested in finding ways to deliver content in relevant ways as society changes the way it seeks, obtains and engages with information and media.

Cara O'Brien has a B.A. in English from the University of California, Berkeley. She has been creatively connecting visitors to park resources for the National Park Service and California State Parks for 25 years. She delights in knowing that hundreds of Interpreters she has trained are engaging visitors with hands-on activities and giving lively Junior Ranger programs throughout California.

While at work or exploring above and below the ocean's surface with her family, she is passionate about sharing California's diverse natural wonders. Cara enjoys being the Outreach/Education Coordinator for the Seabird Protection Network Pt. Sur to Pt. Mugu Chapter, a Co-Chair of the San Luis Obispo County Marine Protected Area Collaborative, and the California State Park MPA Outreach Coordinator.

Anne Marie Tipton has been the Education Coordinator at the Tijuana River National Estuarine Research Reserve, part of a national network of 29 Reserves, for almost 16 years. Working within a watershed spanning two countries and along the US/Mexico border, she considers herself to be binational educator. Anne Marie was excited to co-host the Reserve's first Climate Teachers on the Estuary middle and high school teacher training this year (with the San Diego County Office of Education). She is a National Association of Interpretation (NAI) Certified Interpretive Guide and has graduated from the National Network of Ocean and Climate Change Interpreters. She has a B.S. in Zoology from San Diego State University and completed coursework for a Masters in Ecology there. She has been a State Park Interpreter for 18.5 years and a State Park Resource Ecologist for four.

Lorena Warner-Lara has worked at the Tijuana River National Estuarine Research Reserve, the endpoint of the binational Tijuana River Watershed and part of a national network of 29 Reserves, since 1999. Currently she is the Assistant Reserve Manager, but her prior work includes 16 years as a bilingual Education Specialist and Research Assistant for the Reserve. She brings this expertise into her current role that will include managing the implementation of the Nelson Sloan Quarry Restoration Project. Lorena graduated from the University of California, at Santa Cruz with a degree in Environmental Studies with an emphasis in Natural History and Wildland Conservation. She is a National Association of Interpretation (NAI) Certified Interpretive Guide.

Blythe Wilson works for California State Parks over the past 15 years as an interpretive planner, historian, and interpretive and educational leader. Blythe is passionate about fostering learning and networking environments for state park staff, volunteers and docents. Her experience includes project management, exhibit development, outdoor education administration, interpretive planning, teaching, and volunteer management. She has facilitated or taught California State Parks training courses including Skills for Interpreting to Children, Urban Interpretation, and Volunteer Management. She has a Master of Arts (M.A.) focused in Public History from California State University-Sacramento, is a certified BEETLES (Better Environmental Education, Teaching, Learning and Expertise Sharing) instructor, and works as a Regional Interpretive Specialist for the Orange Coast District of California State Parks.

SKILLS FOR INTERPRETING TO CHILDREN GROUP 11

Purpose and Performance Objectives

Education and Interpretation for Children

Purpose: Participants will explore the theoretical framework for education and interpretation involving children. Presenters will discuss how interpretation for children is different than interpretation for adults, the content standards that are now driving education, and latest research on how young people learn.

Performance Objectives: By the close of the session, participants will

1. Identify that interpretation for children is a unique skill set.
2. Describe how to integrate Next Generation Science Standards and California Common Core State Standards into interpretive programming.
3. List the executive function at various stages of childhood.
4. Describe how learning is an active process of engaging and manipulating objects, experiences, ideas and conversations.
5. Demonstrate how to maintain a child's interest based in the developmental level, learning style and point of view.

Traditional Park Programming for Children

Purpose: Provide participants with a basic foundation for successful children's program development and implementations. Participants will observe experienced field interpreters providing interpretive programs for school groups and Junior Rangers, learn about tools and technology used to improve connections with children, and discuss successful interpretive techniques employed by professionals.

Performance Objectives: By the close of the session, participants will

1. Incorporate a basic set of skills and knowledge for planning and conducting interpretive presentations for children.
- 2.

SKILLS FOR INTERPRETING TO CHILDREN GROUP 11

3. Describe the use of interpretive tools and technology, and justify their application.
4. Describe at least three crowd control/attention getting techniques.
5. Model activity routines that help students improve observation skills in order to deepen engagement, curiosity, wonder and connection in nature.

Exploring the Role of the Interpreter

Purpose: Participants will observe and participate in activities and exhibits for children in both a state park and museum setting.

Performance Objectives: By the close of the session, participants will

1. Describe the most effective techniques used to connect with children in informal learning environments.
2. Note behaviors on how an instructor's role as a "guide on the side", "entertainer", or "sage on the stage" impacts students/young people.
3. Practice human-centered design thinking: empathize, define, ideate, prototype and test.

Environmental Education and Interpretation

Purpose: Participants will visit Border Field and Tijuana Estuary, participating in field trip programs, learn about Environmental Education Initiative teacher training, and best practice and resources for climate change and environmental resources that may apply to their own state park setting.

Performance Objectives: By the close of the session, participants will

1. Participate in a school field trip program at Border Field State Park.
2. Describe the best practices or connecting with and training teachers.

SKILLS FOR INTERPRETING TO CHILDREN GROUP 11

3. Discuss environmental education and climate change resources.

Applying Skills for Interpreting to Children to your Workplace

Purpose: Participants will review the skills and concepts explored during the training and create a plan to implement relevant concepts.

Performance Objectives: By the close of the session, participants will

1. Author an implementation plan for executing 1-3 relevant ideas gained in training.



