

State of California . Natural Resources Agency . California State Parks

Training for Interpretive Trainers

April 3-8, 2016

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: February 9, 2016
To: Supervisor
From: Debbie Fredericks, Department Training Officer
Training Section
California State Parks
Subject: Employee Attendance at Formal Training
Training for Interpretive Trainers Group 8

An employee from your office will soon be attending the formal training program described in the attached. Please 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 meets with employee to discuss the evaluation.

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



Debbie Fredericks
Department Training Officer

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 Fredericks..... Department Training Officer
Ann D. Slaughter MTC Manager || Jack Futoran | EMS and LFG Training Coordinator |
Dave Galanti	Training Specialist
Kenney Glaspie	Training Specialist
Karyn Lombard	Training Specialist
Sara M. Skinner	Training Specialist
Jason Smith	Academy Coordinator
Matt Cardinet	Cadet Training Officer
Jeremy Alling	Cadet Training Officer
Lisa Anthony	Program Coordinator
Edith Alhambra	Assistant Program Coordinator
Alex Franck.....	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 the 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 participate 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) and on the Parks and Recreation website under the Learning/Training Section. 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 through your District Office. No reimbursement for travel expense – including per diem cost – 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 12:00 noon 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 Specialist no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar 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 in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

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.

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 Specialist 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 Training Section is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Specialist, the Mott Training Center will absorb the cost of your room and meals at the current DPR Asilomar rate. If you stay off-grounds

and have meals on grounds, the Mott Training Center will authorize only what the Department pays Asilomar for lodging.

7. 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 Training Specialist Sara M. Skinner to request the Asilomar Dietary Restriction form no later than two weeks prior to the start date. The Training Specialist 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.

8. 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. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the 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.

9. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Mott Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Mott Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
10. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Mott Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Mott Training Center's safes in the Whitehead Room or secured in your vehicle.
11. 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.
12. SMOKING: Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
13. 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.

14. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
15. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced DPR employees in the 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 presentation, and provide a level of expertise difficulty to match.
16. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned responsibility for your training group. 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.
17. **TRAINING MATERIALS:** Materials may be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook may be issued to you at the training session for notes and convenience in handling materials. Bring your own pens, pencils, etc.
18. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important for 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 (except for POST RBC) 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.
19. **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.

20. 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.
21. MAIL: Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation
WILLIAM PENN MOTT JR. TRAINING CENTER
PO Box 699, Pacific Grove, CA 93950

22. 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.
23. FAX: The Mott Training Center's FAX number is (831) 649-2824.
24. 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.**
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.
26. 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.
27. POST-TRAINING ASSIGNMENTS: In connection with formal training, these are to be completed under the direction of your supervisor.
28. 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/PRE-TRAINING ASSIGNMENTS

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

- _____ 1. Be sure to have read and understood the Training for Interpretive Trainers syllabus prior to your arrival at the Mott Training Center.
- _____ 2. Arrange your travel through your Unit/District Office.
- _____ 3. Uniforms are required for this program as noted in the Formal Training Guidelines, No. 8, Clothing, on page 3 of this syllabus.
- _____ 4. Complete the following **pre-training assignments**:
 - Take the VARK questionnaire on Learning Styles, found at <http://www.vark.learn.com/english/page.asp?> Print the results and bring them with you to the course.
 - Read chapters 3, 7, and 9 in Sam Ham's book, "Interpretation; Making a Difference on Purpose". You will be receiving this email prior to the course. Notify Sara M. Skinner ASAP if you already have a copy of the book to save on shipping fees. Thank you.
- _____ 5. Bring the following with you to training:
 - Program syllabus.
 - Foul weather gear (due to the possibility of rain during this time of year).
 - Coffee cup, reusable water bottle, paper, pens, pencils, and alarm clock.

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

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should 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 Center in providing a return on the investment the Department has on training.

TRAINING FOR INTERPRETIVE TRAINERS GROUP 8 AGENDA

April 3-8, 2016

Sunday

April 3

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

Monday

April 4

0800-0900 Welcome, Overview, Program Orientation Hammack/Williford
0900-1030 The Art of Welcome/Your Role as a Facilitator Hammack
1030-1200 Principles of Adult Learning/Training Skills Hadlock
1200-1300 Lunch
1300-1600 Principles of Adult Learning Skills Hadlock
1600-1700 Incorporating Coaching into Training Hadlock

Tuesday

April 5

0800-0900 Lessons Learned About Interpretive Training Ham
0900-1000 Discussion of Readings Ham
1000-1200 The Endgame of Interpretation; What is Excellence? Ham
1200-1300 Lunch
1300-1500 The Zone of Tolerance and Thinking Thematically in the
Meaning-Making Endgame Ham
1500-1600 Teaching Theme Writing Ham
1600-1700 Teaching How to Recognize Strong Themes Ham

Wednesday

April 6

0800-1100 Teaching How to Strengthen a Theme Ham
1100-1200 Teaching O, R and E (High Provocation Likelihood) Ham
1200-1300 Lunch
1300-1400 Teaching 3 Theme Development Models Ham
1400-1500 Questions and Answers About Interpretive Training, A Final
Word with Closure and Summary Ham
1500-1700 Kid's Interpretation - *An Entirely Separate Program* O'Brien

TRAINING FOR INTERPRETIVE TRAINERS GROUP 8 AGENDA
April 3-8, 2016

Thursday

April 7

0800-1000	Training for Interpreting Pre-School and K	O'Brien
1000-1200	Ages, Stages, and Techniques for 1 st – 5 th	O'Brien
1200-1300	Lunch	
1300-1500	Interpreting with Kids – The Show Not Tell Field Trip	O'Brien
1500-1700	Thinking Like an Interpreter Activity	Williford

Friday

April 8

0800-1030	Role of Interpretive Trainers in State Parks and Interpretation and Education Division	Cahill
1030-1130	Closing/Pragnanz	Cahill
1130-1200	Program Summary and Evaluation	Skinner

<u>PROGRAM OUTLINE</u>	<u>HOURS</u>
<u>PROGRAM ADMINISTRATION</u>	2.5
Orientation	
Closing, Pragnanz, Summary	
<u>TRAINING FOR INTERPRETIVE TRAINERS</u>	9.0
The Art of Welcome	
Principles of Adult Learning/Training Skills	
Principles of Adult Learning Skills	
<u>THE ROLE OF INTERPRETIVE TRAINERS</u>	2.5
<u>INTERPRETIVE TRAINING</u>	14
Lessons Learned About Interpretive Training	
Discussion of Readings	
The Endgame of Interpretation; What is Excellence?	
The Meaning - Making Paradigm	
The Zone of Tolerance/Teaching Theme Writing	
Teaching Theme Writing	
Analyzing Elements of a Strong Theme	
Teaching O, R and E/exercise	
Teaching 3 Theme Development Models	
<u>“AN ENTIRELY SEPARATE PROGRAM” INTERPRETING WITH CHILDREN..</u>	8.0
Kid’s Interpretation - An Entirely Separate Program	
Training for Interpreting Pre-School and K	
Ages, Stages, and Techniques for 1 st – 5 th	
Interpreting with Kids - The Show Not Tell Field Trip	
TOTAL HOURS	36

PROGRAM PURPOSE AND OBJECTIVES

OVERALL PURPOSE OF THE COURSE

Purpose: To provide interpretive trainers with a solid foundation for developing and conducting an introductory training workshop in interpretive program delivery. The primary attendees of an introductory workshop may include seasonal employees, docents, rangers, guides, and interpreters. Participants in this Training for Interpretive Trainers course will be given a model training agenda to use as a guide as they learn to develop a training program tailored to the needs of their district interpretive operations.

Performance Objectives: By the close of the training program participants will

1. Possess a renewed set of skills, knowledge, and ideas for implementing an introductory interpretive training course for their district.
2. Define the steps for planning and developing an interpretive training course.
3. Demonstrate a minimum of two new methods for teaching TORE/RAPPORT.

PROGRAM ORIENTATION AND OVERVIEW

Purpose: Participants will meet one another and program facilitators. The group will share expectations for the training program. Program content will be reviewed.

Performance Objectives: By the close of the training program participants will

1. Share and record expectations with group members.
2. Understand the different methodologies used to “Train the Trainer” = role model, research-based training/learning methods.
3. Review program content, procedures, and evaluation processes.

PROGRAM PURPOSE AND OBJECTIVES

INTRODUCTION TO T4IT, THE ART OF WELCOME, FACILITATOR SKILLS

Purpose: Participants, in their role as interpretive trainers and facilitators are required to plan, implement, evaluate, and conduct training activities for employees and volunteers. This session is designed to familiarize participants with the “art of welcome” and give participants an appreciation for the importance of creating a cohesive learning environment. Participants will understand that the foundation set by the facilitator/trainer is a vital link to the success of the overall training program.

Performance Objectives: By the close of the training program participants will

1. Participate in ice-breaker activities and understand the importance of “setting the tone” in a training environment.
2. Develop strategies for creating a cohesive learning environment.
3. Be able to define your role as a “facilitator” of a training course.

PRINCIPLES OF ADULT LEARNING/GROUP LEADER/TRAINER SKILLS

Purpose: Participants will be exposed to principles of adult learning and offered skills they can apply to their role as trainer. Participants will become familiar with different learning and teaching styles and several methods for training adults in a learning environment. This session is designed to allow participants to practice instructional skills in a comfortable environment.

Performance Objectives: By the close of the training program participants will

1. Describe cultural and experiential factors that influence learners.
2. Define and demonstrate six Adult Learning Theory applications.
3. Define what differentiates and what is common between adult learners and young learners.
4. Define Learning Styles and demonstrate their importance to Adult Learners.
5. Acknowledge the importance of and pitfalls in media/technology.
6. Develop and implement a personal coaching approach for adult learners.

PROGRAM PURPOSE AND OBJECTIVES

THE ENDGAME OF INTERPRETATION

Purpose: To provide participants' an evidence-based view of what it means to be "excellent" in interpretation, and to demonstrate how their construct of excellence has far-reaching influence on their training of others.

Performance Objectives: By the close of the training program participants will

1. Describe three different viewpoints on the "endgame" of interpretation and the major assumption underlying each.
2. Explain in their words why the meaning-making ("provocation") endgame is preferred.
3. Explain how to critically assess the effectiveness of an interpretive product aimed at facilitating meaning-making.

THE ESSENTIAL QUALITIES OF INTERPRETATION

Purpose: To provide participants with a review of the essential qualities and principles of interpretation highlighting "RAPPORT" where effective examples of fundamentals are modeled.

Performance Objectives: By the close of the training program participants will

1. Discuss qualities that are essential to successful interpretation and to determine what is required of an individual to achieve goals of excellence.
2. Possess new ideas for methods of instructing the essential qualities.
3. Define the importance of including RAPPORT in the training process.
4. Participate in discussions, practical exercises, and activities that may be used in teaching interpretation.
5. Demonstrate an ability to instill a commitment to interpretation in others through group interaction and personal participation.

PROGRAM PURPOSE AND OBJECTIVES

THEME DEVELOPMENT, OUTLINE, AND SEQUENTIAL TECHNIQUES

Purpose: To provide participants with theories, methodologies, and models to enable them to instruct interpretive theme development and components of interpretation.

Performance Objectives: By the close of the training program participants will

1. Explore the relationship of a presentation's theme to the program's developmental methods and to state park values.
2. Identify several different methods of theme development and interpretive components.
3. Have necessary tools and ideas for activities to facilitate learning of theme development and interpretive components.
4. Participate in several hands-on activities for interpretive themes and sequential techniques.

OVERVIEW OF CHILDREN'S INTERPRETATION: "AN ENTIRELY SEPARATE PROGRAM"

Purpose: To awaken the participant's inner child while inspiring them to present separate training for children's interpretation.

Performance Objectives: By the close of the training program participants will

1. Learn and share a variety of suggested literature pertaining to children's interpretation including texts, articles, magazines, professional associations, handouts and other resources including The Children in Nature Campaign.
2. Discuss statewide curriculum congruency standards and learn ideas for implementing congruency standards into interpretive programs.
3. Share interests and needs for training staff to present children's interpretation.

PROGRAM PURPOSE AND OBJECTIVES

TECHNIQUES FOR WORKING WITH DIFFERENT AGE GROUPS

Purpose: To allow participants to become better acquainted with how to train their staff to address the needs of different age groups in the learning process.

Performance Objectives: By the close of the training program participants will

1. Describe how to train staff on the needs, attention spans, activity levels, learning processes, and capabilities for varying age levels from pre-school through high school.
2. Develop and train staff on new ideas for working with different age groups including working with mixed age groups such as families.
3. Explain the importance of ensuring that every interpretive program is geared toward the specific age level receiving the interpretive experience.
4. Explain the benefits to the community, park, and visitors of providing interpretive programming for teens.

INTERPRETING WITH CHILDREN

Purpose: To motivate, inspire, and provide hands-on skills to participants for training staff to present excellent children's interpretive programs.

Performance Objectives: By the close of the training program participants will

1. Possess and discuss new methods for successful children's interpretation.
2. Participate in a variety of hands-on activities, hike, games, and lessons which model children's interpretation training.
3. Practice facilitating a minimum of two children's activities and participate in a minimum of four activities to observe other participant's facilitation skills.
4. Discuss and share philosophies of children's interpretation and working with children in an outdoor setting.

PROGRAM PURPOSE AND OBJECTIVES

THINKING LIKE AN INTERPRETER

Purpose: To provide participants with an experiential activity to enable them to instruct interpretive techniques and interpretive program development.

Performance Objectives: By the close of the training program participants will

1. Explore the relationship between information, interpretation, and relevancy.
2. Engage in an activity to facilitate learning of how to create successful interpretive programs and develop ways to make interpretive programs meaningful for audiences.
3. Participate in hands-on activity for creating components for a successful interpretive program.

THE ROLE OF INTERPRETATION IN CALIFORNIA STATE PARKS

Purpose: To underscore the importance of the Department's role in providing quality interpretation and to provide an opportunity for input regarding departmental interpretive program. Recognize the crucial importance of Parks Transformation efforts and understand how to support this effort through interpretation.

Performance Objectives: By the close of the training program participants will

1. Engage in a discussion regarding the role of interpretation in managing state parks.
2. Identify what resources are available to support interpreters and interpretive trainers.
3. Have an opportunity to express concerns, ideas, and suggestions regarding the future of interpretation.
4. Participate in a round robin discussion of park transformation and unifying messages that should be conveyed to all interpreters.

INSTRUCTOR BIOGRAPHIES

Nancy Hadlock

Nancy Hadlock has had the ultimate pleasure of working in the field of interpretation for 36 years. She offered the gift of interpretation to many adult learners within the National Park Service and National Association of Interpretation members for over 30 years. Her greatest pleasure has been watching what each individual brought to their interpretive efforts. Following her retirement she refers to herself as a naturalist in search of nature to explore and expose. Currently, she is working for Eastern Sierra Interpretive Association in Lone Pine, California and continues to interpret the extraordinary history and nature that is the Eastern Sierra. She has had the pleasure of working with many California State Park interpreters and values their work and dedication and is thrilled to be here with this group to share our expertise.

Elizabeth Hammack California State Park Interpreter III

Elizabeth has been conducting interpretive training for 33 years for National Parks, California State Parks, County Parks, City Parks and outdoor science schools. She has also taught Natural and Cultural Resource interpretation at West Valley College in the Park Management Department for 16 years. And, San Jose State University for two years. Elizabeth founded and created Training for Interpretive Trainers which began in 2000 and has been offered approximately every other year at the Mott Training Center since its inception. Elizabeth currently works as the Interpreter III in the Santa Cruz District where she strives to infuse interpretive training in all aspects of the district.

INSTRUCTOR BIOGRAPHIES

Professor Sam H. Ham, Ph.D.
University of Idaho, Moscow ID
sham@uidaho.edu

Dr. Sam Ham is Professor Emeritus of communication psychology and international conservation in the University of Idaho's Department of Conservation Social Sciences. Sam's research has focused on the role of interpretation in parks, protected areas and sustainable tourism destinations and in applying communication theory to heritage and nature-based tour guiding, travelers' philanthropy, and other free-choice learning settings. In the past 10 years, his research on the strategic use of interpretation to influence visitor behavior has led to significant advances in protected area management across the globe. Sam has authored two of the world's leading texts on applied interpretation, including his newest book, *Interpretation—A Guide for Making a Difference on Purpose* and the worldwide best-seller, *Environmental Interpretation—A Practical Guide for People with Big Ideas and Small Budgets*, which was published in four languages. He also has authored nearly 400 other publications and has presented in excess of 50 keynote addresses at professional conferences and symposia. Sam's training in applied communication has reached more than 50,000 people across the United States and in 48 other countries. He is the recipient of numerous national and international awards for his teaching and training, including the NAI Fellow Award, University of Idaho's Excellence in Outreach Award, and the University of Idaho's Excellence in Teaching Award, the highest honor bestowed by the university on one of its own faculty members. In 2007, he was honored by Clemson University with the William C. Everhart Award for his lifetime contributions to environmental and heritage interpretation across the world.

INSTRUCTOR BIOGRAPHIES

Cara O'Brien California State Park Interpreter II

Cara O'Brien began working as a docent in 1994 for Channel Islands National Park in the Visitor Center and on Santa Rosa Island leading interpretive tours by boat, plane, and SUV. She was then hired as a seasonal Park Ranger in the Interpretation Section for Channel Islands National Park. At the end of her season a co-worker told her of an opening with Point Mugu and Leo Carrillo State Parks as a Park Interpretive Specialist.

After 2 seasons as a Park Interpretive Specialist Cara was hired as a Park Interpreter I. She created an annual Whale Festival. She also enjoyed working on the planning team to make Leo Carrillo State Park an underwater park and to give further protection to the over-visited tidepools. She helped on the advisory committee for the statewide Junior Ranger planning team and helped create the self-guided Junior Ranger activity brochure. She enjoyed giving Tidepool for Teacher trainings to teachers from all over the greater Los Angeles area. She also worked on the advisory committee for the expansion of Cabrillo Marine Aquarium.

She was promoted to an Interpreter II and acted as the District Interpretive Coordinator for the Angeles District. She also worked for the Monterey District in 2005 on Women's History Month, the 50th Anniversary of Asilomar State Beach and Conference Grounds, Earth Day, the Pacific Grove Historic Building Tour, and the Asilomar State Beach and Conference Ground Visitor Guide. In November of 2006 she transferred to San Luis Obispo Coast District where she has worked on self-guided Junior Ranger Adventure Guides, wayside panels and other special interpretive projects. She is currently working on the Morro Bay State Park Interpretive Master Plan and an interpretive plan for the Spooner Ranch House in Montaña de Oro State Park. One of her favorite assignments has been teaching interpretation classes at the William Penn Mott Jr. Training Center. Her favorite specialties are children's and marine interpretation.

INSTRUCTOR BIOGRAPHIES

Daniel Williford California State Park Interpreter I

It was the summer '98 that Daniel Williford began working as a summer seasonal interpreter at Hendy Woods State Park in Mendocino County. For four summers, this would be one of the places that he would sharpen his interpretive skills and develop into the interpreter he is today. Working in other state parks, Torrey Pines State Recreation Area, Cuyamaca Rancho State Park, Palomar Mountain State Park, and at Henry Cowell Redwoods State Park where he is finishing his 9th year as State Park Interpreter I, he has trained numerous docents and staff in the field of interpretation. Among other job-related experiences, Daniel served as Teacher's Assistant for the UCSC Natural History of the Santa Cruz Mountains course, a High School Biology and Botany Teacher in Mendocino, and as a Staff Naturalist at outdoor science schools in both Mendocino and San Diego. This spring, Daniel is about to begin a new adventure working as an Interpreter I at Point Lobos State Reserve.

Brian Cahill

Brian has been a park professional since 1978. A graduate of Humboldt State University with a B.S. in Resource Planning and Interpretation, Brian has worked through the California State Parks ranks, working as a park aide in the mountains, a ranger in the redwoods, and a regional interpretive specialist in the desert. He was honored by the National Association for Interpretation as Master Interpreter and also maintains professional certification as an Interpretive Planner. Brian continued his career in Sacramento, promoting to Interpreter III and later serving for six years as Assistant Deputy Director of Park Operations before his current position. With a staff of 20, the Interpretation and Education Division coordinates natural and cultural history interpretation, publications, environmental education and school interpretation, cooperating associations, volunteers in parks, and the photographic archives. Brian has a talented wife and is the proud father of an amazing eleven year old. He enjoys cooking and gardening in his spare time.

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