

# Training for Interpretive Trainers

March 18-22, 2019

Training Syllabus



**William Penn Mott Jr. Training Center**



# Memorandum

**Date:** February 27, 2019

**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
Eric Marks .....	Leadership and Development Manager
Jack Futoran .....	EMS and LFG Training Coordinator
Jeff Beach .....	Training Consultant
Joel Dinnauer .....	Training Consultant
Dave Galanti .....	Training Consultant
Karyn Lombard.....	Training Consultant
Ennio Rocca.....	Training Consultant
Sara M. Skinner .....	Training Consultant
Vernon Reyes .....	Instructional 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
Sam Guida .....	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**

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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 Deer Haven Inn 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 provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals 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. SMOKING: Smoking not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.

8. **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. 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.
9. **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.
10. **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.
11. **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.
12. **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.
13. **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 Consultant.

14. 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.**
15. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor.
16. 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 ASSIGNMENT**

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 the Training for Interpretive Trainers program syllabus prior to your arrival at Mott Training Center.
- \_\_\_\_\_ 2. Arrange your travel through your Unit/District Office.
- \_\_\_\_\_ 3. **Complete the pre-training assignment.**
- \_\_\_\_\_ 4. Bring the following with you to training:
  - Program syllabus.
  - Uniforms are not required. Appropriate business attire.
  - Reusable coffee mug, refillable water bottle, notepaper, pens, and pencils.

### **PRE-TRAINING ASSIGNMENT**

1. Read chapters 3, 7, and 9 in Sam Ham's book, "Interpretation; making a difference on Purpose".

If you have any questions or need assistance, contact Training Consultant Sara M. Skinner at (831) 649-2961 or [Sara.Skinner@parks.ca.gov](mailto: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 employee, supervisor, and Training Section in providing a return on the training investment to the Department.

## **TRAINING FOR INTERPRETIVE TRAINERS GROUP 9 AGENDA**

**March 18-22, 2019**

### **Sunday**

#### **March 17**

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

### **Monday**

#### **March 18**

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	Hammack

### **Tuesday**

#### **March 19**

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**

#### **March 20**

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	Thinking Like an Interpreter Activity/TOUR	Bradford/Williford

## **TRAINING FOR INTERPRETIVE TRAINERS GROUP 9 AGENDA**

**March 18-22, 2019**

### **Thursday**

#### **March 21**

0800-0900	Kid's Interpretation - <i>An Entirely Separate Program</i>	O'Brien
0900-1000	Training for Interpreting - Pre-school and K	O'Brien
1000-1200	Ages, Stages and Techniques for 1 <sup>st</sup> - 5 <sup>th</sup>	O'Brien
1200-1300	Lunch	
1300-1400	Interpreting with Kids – The Show Not Tell Field Trip	O'Brien
1400-1700	Cultural History Interpretation for Kids - FIELD TRIP	Green

### **Friday**

#### **March 22**

0800-0855	Statewide/Headquarters Resources for Interpretive Trainers	Holm
0855-0930	Role of Interpretive Trainers in State Parks and Interpretation and Education Division	Yankee
0930-1000	Interpretive Trainers; Resources	Skinner
1000-1130	Discuss Interpretation in the New Transition and the Role of Training in the District	Hammack/Williford
1130-1200	Program Summary and Evaluation	Skinner

## **TRAINING FOR INTERPRETIVE TRAINERS**

### **OVERALL PURPOSE OF THE COURSE**

Purpose: 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, interpreters, environmental scientists, maintenance and other classifications seeking interpretive training. Participants in this Training for Interpretive Trainers course will 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 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 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.

### **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. 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 adult learners.
2. Define and demonstrate six Adult Learning Theory applications.
3. Define Learning Styles and demonstrate each for Adult Learners.
4. Acknowledge the importance of and pitfalls in media/technology.

### **INCORPORATING COACHING INTO YOUR TRAINING**

Purpose: Participants will review RAPPOR and receive an overview of coaching techniques including ideas and resources for sharing this information during an interpretive training course.

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

1. Identify all categories of RAPPOR.

2. Develop an understanding of creating a culture of coaching among your staff and volunteers.
3. List techniques for setting the stage for a positive coaching experience.

### **THE ENDGAME OF INTERPRETATION**

Purpose: 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 own words why the meaning-making ("provocation") endgame is preferred.
3. Explain how to critically access the effectiveness of an interpretive product aimed at facilitating meaning-making.

### **THE ESSENTIAL QUALITIES OF INTERPRETATION**

Purpose: Provide participants with a review of the essential qualities and principles of interpretation highlighting "RAPPORT" where effective examples of fundamentals are modeled using both natural and cultural examples.

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.

## **THEME DEVELOPMENT, OUTLINE, AND SEQUENTIAL TECHNIQUES**

Purpose: 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: 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.

## **TECHNIQUES FOR WORKING WITH DIFFERENT AGE GROUPS**

Purpose: 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. Have a better understanding of 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. Understand and explain the importance of ensuring that every interpretive program is geared toward the specific age level receiving the interpretive experience.
4. Understand and 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.

### **THINKING LIKE AN INTERPRETER**

Purpose: 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. Have 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 SCHOOL FIELD TRIP AT MONTEREY STATE HISTORIC PARK**

Purpose: Provide techniques for staff and docent interpreters who lead school programs at cultural sites to help them present information relevant to visiting students

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

1. Describe the difference between interpretation for adults and children at a cultural site.
2. Participate in a "hands-on" program normally given to 3rd and 4th grade students during a field trip.
3. Discuss ideas on what works best with various types of students who attend field trips, including handling behavioral issues, English learners and special needs students.
4. Demonstrate how best to communicate guidelines for field trip students

### **THE ROLE OF INTERPRETATION IN CALIFORNIA STATE PARKS**

Purpose: Underscore the importance of the Department's role in providing quality interpretation and to provide an opportunity for input regarding departmental interpretive programs. Recognize the crucial importance of Park 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. Know 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.

### **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 Hammack is a California State Park Interpreter III overseeing interpretive operations in 32 State Parks in Santa Cruz District.

Elizabeth is known in State Parks for her role as an instructor and has developed several State Park interpretive and management training programs, including Training for Interpretive Trainers, Interpretation Program Coordination and Supervision, and Interpretation Management Practices. In addition to instructing interpretive courses, she teaches volunteer management, partnership skill-building and classes for new California State Park Ranger-Cadets. Elizabeth has inspired many students during her 18-year span as a part-time professor teaching college courses in interpretation, recreation and communications at San Jose State University and West Valley College.

Elizabeth has founded and developed many programs during her tenure with State Parks. These include the California State Park Backpacking Adventures program, volunteer-docent programs, Ranger Explorers children's program and many natural and cultural special events. Elizabeth was instrumental in opening Wilder Ranch State Park in Santa Cruz by creating, developing and launching the interpretive operation which flourishes today with living history demonstrations, tours, an animal program and visitor center. She serves as project manager for the design and development of many visitor centers, museums, campfire centers, wayside exhibits and historic sites. Most recently, Elizabeth collaborated with partnership organizations, forming a Kids to Parks program which funds transportation and field trips for Title I low-income schools to visit California State Parks.

Earlier in Elizabeth's career she worked as shipboard naturalist for the US Forest Service in the Tongass National Forest in Alaska, "served time" as an Interpretive Ranger for the National Park Service on Alcatraz Island and worked as Interpretive Ranger for Santa Monica Mountains National Recreation Area. She taught environmental education for Santa Clara County School District and Lassen County Office of Education. She developed a science camp for low-income youth for the City of Santa Barbara, avoiding language barriers and transportation issues by utilizing language interpreters and funding all transportation.

**Professor Sam H. Ham, Ph.D.**

**University of Idaho, Moscow ID**

[sham@uidaho.edu](mailto: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.

**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 LA 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 50<sup>th</sup> 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. Cara is now the MPA Outreach Coordinator for California State Parks, working with Dept. of Fish and Wildlife, interpreting our marine protected areas.

**Lisa Bradford**  
**California State Park Interpreter I**

**Every Adventure Has a Story**

I moved permanently to the Monterey Peninsula in 1990, landing in Pacific Grove, with its “down home” family-friendly vibe – a perfect place to raise a young family of three children. Hanging out at Asilomar’s Rocky Shores Tide Pools was one of our favorite things to do. Little did I know then that down the road, in 2013, I would fill the position of State Park Interpreter at Asilomar State Beach and Conference Grounds – I would come full-circle! Since then it has been one of my greatest privileges to serve at this highly unique State Park – home to 107 acres, 5 natural habitat areas, a year-round conference center, and home to one of the most unique collections of Julia Morgan-designed buildings in the State.

Asilomar began in 1913 as a Young Women’s Christian Association (YWCA) summer leadership conference campground – the first conference grounds owned and operated by a women’s group in the United States. Asilomar truly embodies the words “Spirit of Place” as its grounds have embraced leaders and visionaries, movers and shakers, dreamers and doers since that first summer of 1913. Its buildings have seen notables John F. Kennedy, Martin Luther King, and even Walt Disney, through the years, giving way in more recent times to scores of conference attendees who come to present cutting edge scientific research, debate social justice, or unplug and retreat for a while, as the name implies: Asilomar – Refuge by the Sea.

My motto since arriving here has been, “Asilomar – where every day is a walk in the park!”

**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 SR, Cuyamaca Rancho SP, Palomar Mountain SP, and at Henry Cowell Redwoods SP 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. Today, you can find him at Point Lobos, presenting PORTS program, incorporating technology into interpretive programs, and constantly in awe of both the natural and cultural history of Point Lobos, as well as helping to train docents.

**Michael Green**

**California State Park Interpreter III**

Michael Green has been training staff and interpreting at cultural sites in California State Parks since 1990 – first at Hearst Castle, then the State Capital Museum, followed by working as a Training Specialist at Mott Training Center. For the past 11 years he has been Interpretive Program Manager at Monterey SHP. He started training cadets at the State Park academy in 1994 and has offered interpretation training at nearly every academy since.

**Callista Turner**

**California State Park Interpreter I**

Callista Turner, the new State Park Interpreter I at Will Rogers State Historic Park and Topanga State Park. I am originally from behind the Redwood Curtain having grown up in Eureka, CA. I went to UC Santa Cruz and graduated with a B.A. In 2009, I began my career with State Parks working in Sonoma County at Sugarloaf Ridge SP as a kiosk/campground park aide. In October 2014, I landed a permanent part-time Guide I job at Monterey SHP. There, I managed and presented all the hands-on school programs eventually recalculating them to pay for the staff time instead of operating at a loss and increasing the amount by 450% so that we could stop turning away schools. During my last year, I started a brand new program called Project Whale Citizen Science which brought 6-12<sup>th</sup> grade students onboard a whale watching vessel for a day of citizen science and a bay cruise.

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