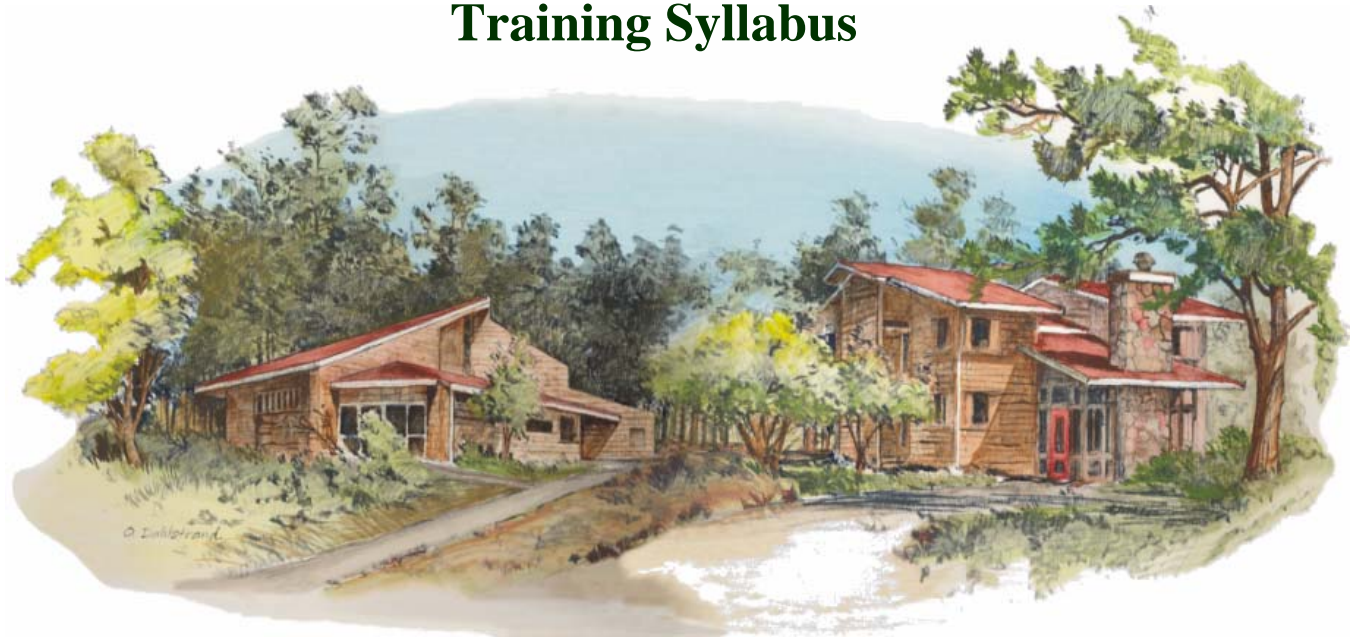


State of California . The Resources Agency . Department of Parks and Recreation

Cultural Resources Interpretation

September 10-15, 2006

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: August 11, 2006

To: Supervisor

From: Department of Parks and Recreation
William Penn Mott Jr. Training Center

Subject: Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Please insure 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.

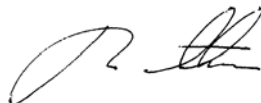
Immediately Following Attendance

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 and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. 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.



Broc E. Stenman
Department Training Officer

Attachment

cc: Participant

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***Mission Statement
Training Office***

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

TRAINING CENTER STAFF

Broc Stenman Department Training Officer
Michael Green Assistant Department Training Officer
Joanne Danielson Academy Coordinator
Chuck Combs Training Specialist
Dave Galanti Training Specialist
Michelle Gardner Cadet Training Officer
Connie Breakfield..... Cadet Training Officer
Pat Bost Assistant Program Coordinator
Pamela Yaeger Assistant Program Coordinator
Bill Spencer..... Assistant Program Coordinator
Summer Kincaid Assistant Program Coordinator
Brian Petersen Assistant Program Coordinator

THE MISSION

of the California Department of Parks and Recreation 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 Training Center. The Department strives to enhance your learning and job performance with formal training of the highest quality. This fact demonstrates the commitment your Department has made to you in your service 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 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). You should print a copy of the syllabus to bring with you to class. 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. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from the training 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 Training Center does not have the capability to provide transportation to/from Monterey Airport.

4. **HOUSING:** Housing will be assigned to you on a shared-room basis and will be available from 3 p.m. on the date of arrival to 12 noon on the date of departure. The Department provides your room and board expenses at the 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. Please advise the Department Training Officer 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 p.m.

HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

5. **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 noon for lunch, and 6 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.
6. **OFF-GROUNDS ACCOMMODATIONS:** When authorized to stay off-grounds by the Department Training Officer, the Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Training Center will authorize only what the Department pays Asilomar for lodging.
7. **CLOTHING:** Field uniforms of "Required Uniform Items" (not including optional items) will be worn daily by all uniformed employees during formal training sessions unless specified in the Program Attendance Checklist (See "Required Uniforms Items" in the appropriate Uniform Handbook). Non-uniformed employees should wear apparel normally worn on the job. Appropriate attire includes apparel suitable for casual office dress. It does not include such items as shorts, T-shirts or tank tops (special clothing requirements for your program may be described in "Attendance Checklist" section).

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

8. **ROOM SAFES:** Two safes have been installed in each of the lodge rooms used by the 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 Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
9. **WEAPONS:** Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the 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 Training Center's safes in the Whitehead Room or secured in your vehicle.
10. **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 Delaware North.
11. **SMOKING:** Smoking is not permitted in the Training Center or in any lodge or guest room on the Asilomar Conference Grounds.
12. **TRAINING CENTER:** The 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.
13. **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.
14. **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.

15. TRAINING CENTER STAFF: A Training Center staff member has been assigned responsibility for your training group as well as for your training program. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.
16. TRAINING 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 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.
17. 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 Center Manager may modify this requirement based upon participant knowledge level and/or the portion of the course missed. (There is a separate attendance policy for Basic Visitor Services training contained in the Participant Handbook).
18. COLLEGE CREDIT: Most training programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
19. VEHICLES: All vehicles should be parked in the lots adjacent to the Training Center. Any questions regarding use of a State vehicle while at the Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Training Center.
20. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The 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
P. O. 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. Please limit those calls to your breaks.
23. FAX: The 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 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 Department of Parks and Recreations training group.
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments. An iron is available for 24-hour checkout from the Training Center front desk.
26. RECREATION: Facilities available on grounds include a heated swimming pool, ping-pong and 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 are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session at the Center. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

ATTENDANCE CHECKLIST

To assist you in preparation for your formal training session the following checklist is provided:

1. Read and understand the Cultural Resource Interpretation syllabus prior to your arrival.
2. Check to be sure you have completed the Pre-Training Assignment beginning on page 7 of this syllabus and be prepared to participate in an exercise using it on Monday morning.
3. Bring the following to training:
 - Training Syllabus
 - Proper Field Uniform
 - Pre-Training Assignment
 - Coffee Cup

PRE-TRAINING ASSIGNMENT

For your pre-training assignment the instructors would like you to do a simple and very short biographical research project. Pick one historic person associated with your site. Using your unit records and local library answer the following questions:

Vital Statistics

Name:

Date of birth:

Place of birth:

Date of death:

Place of death:

Gender:

Male

Female

Ethnic background:

Religion:

Married:

Yes

No

Children: How many?

Personality:

Nicknames(s):

Level of education:

Work History

Training:

Jobs:

Trade(s):

Profession(s):

Association with Historic Site

How did they get there?:

What did they do there?:

Why did they leave?:

Outline one anecdote relating to your character and your site.

An Image of Your Person

Create an 8-1/2" x 11" image of the person you have chosen. This can be a photocopy of a painting, photo or drawing. If no image exists draw what you think your character would have looked like or copy an image of someone in the time period that fits your idea of your character.

Create a Persona

If the data available for your person is very sparse, create a persona based upon known facts of the time period for your site. The example included with this pre-training assignment is of a cooper who worked at Sutter's Fort. He is mentioned by name in one of Sutter's letters and his craft is mentioned in the daily log.

Bring your short biographies and images with you and be prepared to participate in exercises during the first sessions on Monday morning.

We look forward to meeting you and to our jointly investigating cultural interpretation possibilities.

EXAMPLE

Vital Statistics

Name:	Jackson
Date of birth:	1803
Place of birth:	Boston, MA
Date of death:	1862
Place of death:	Stockton, CA
Gender:	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Ethnic background:	African-American/English
Religion:	Protestant
Married:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Children: How many?	1 boy, 3 girls
Personality:	Congenial
Nicknames(s):	None
Level of education:	Literate
Age when associated with site:	42

Work History

Training:	Trained as cooper through apprenticeship
Jobs:	Worked as laborer, sailor, soldier, farmer
Trade(s):	Carpentry, cooperage, wagon repair, farming, animal husbandry
Profession(s):	Employed as a cooper and soldier at Sutter's Fort

Association with Historic Site

How did they get there?:	Probably arrived by water route as a free man
What did they do there?:	Probably worked at Sutter's Fort from 1845 to 1848. Probably employed making barrels for the shipping of salmon and biscuits to the whaling fleets in Hawaii. Sutter mentions the making of over 1,000 barrels a year during this time.

Why did they leave?:

Probably left the fort to go to the mines in the early stages of the Gold Rush.

Anecdote

Jackson probably leading the army out of the fort playing fife or drum.



POST-TRAINING ASSIGNMENT

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. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed). Once you login to the ETMS, you will need to fill out the evaluation form before you will be able to do anything else.

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.

CULTURAL RESOURCES INTERPRETATION GROUP 6
September 10-15, 2006

1500-1600	What is a "Cultural Landscape"?	Barrett/Wheeler/ Hurley/Wooley/ Moore
1600-1700	Identification and Interpretation of Cultural Landscapes in Parks Tools to Help Interpret the Landscape Cultural Landscape Reports and Other Resources	Barrett/Wheeler/ Hurley/Wooley/ Moore

Thursday
September 14

"Clothes Make the Man (Woman, Child, Etc.)"

1300-1400	Costumed Interpreters	Rickman
1400-1500	Creating Period Clothing	Rickman
1500-1520	Children's Clothing	Tucker
1520-1600	First Person vs. Third Person Interpretation	Rickman
1600-1620	Plimoth Plantation vs. Sutter's Fort	Tucker
1620-1700	Costume Checkout	Rickman/ Bradford/Tucker
1700-1900	<i>Dinner</i>	

"What I Do, I Remember..." Part III

1900-2200	Fandango	Tucker/Rickman/ Bradford
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Friday
September 15

0800-0830	ETMS - Training Application by Computer	Training Center Staff
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"What I Do, I Remember..." Part IV

0830-0930	Missionization Game	Tucker
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CULTURAL RESOURCES INTERPRETATION GROUP 6
September 10-15, 2006

“...to Inform, Entertain and Enlighten”

0930-1030	Inspirational Presentation	Saunders
1030-1130	Visitor from the Past	TBA
1130-1200	Conclusion/Evaluation	Tucker/Green
1200-	<i>Departure</i>	

CULTURAL RESOURCES INTERPRETATION

<u>COURSE OUTLINE</u>	<u>Hours</u>
<u>Orientation and Team Building</u>	1.5
<u>“Aiming for Excellence”</u>	1.0
Inspirational Talk.....	
<u>“Walking the Talk – Part I”</u>	4.0
Identify Customers’ Needs.....	
The Tourist Industry and Commercial Tours.....	
Fourth Grade Field Trip.....	
Public School Curriculum.....	
<u>“I’m John Sutter and I Built this Fort in 1838”</u>	1.0
Environmental Living Programs	
<u>“Themes for Dummies”</u>	4.0
Topics, Concepts and Themes	
Super Theme	
Your Story – Creating a Theme for Your Park	
<u>“Walking the Talk – Part II”</u>	3.0
Writing a Tour	
Giving a Tour	
What Kind of Archetype are You?.....	
<u>“Exhibits – The Presentation of Ideas”</u>	6.0
Making an Exhibit.....	
ADA Requirements	
<u>“Clothes Make the Man” (Woman, Child, Etc.)</u>	4.0
Costume Interpreters – Purpose, Accuracy	
Research	
Creating Period Clothing.....	
The Voice – First Person vs. Third Person	
<u>“What I do, I Remember...”</u>	5.5
Fandango.....	
Diversity Walk.....	
Missionization Game.....	
Annie’s Dress.....	
<u>“If It’s Outside – Let It In”</u>	3.0
Cultural Landscapes	

<u>“...to Inform, Entertain and Enlighten”</u>	2.0
Inspirational Talk.....	
A Visitor from the Past	
<u>ETMS/Conclusion/Evaluation</u>	<u>1.0</u>
TOTAL HOURS	36

CULTURAL RESOURCES INTERPRETATION

ORIENTATION AND TEAM BUILDING

Purpose: Presenters will emphasize the goals of the weeklong training session, which are thinking thematically and gaining skills that can be immediately put into practice at their park. Through a series of activities (which can be duplicated back at the park), the class will be divided into three large work groups and six small work groups. These work groups will be used throughout the week.

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

1. Be able to identify the class goals.
2. Be able to repeat the group organizing strategies.

“AIMING FOR EXCELLENCE”

Purpose: To broaden the participants' understanding of cultural interpretation within the historical sites community. This talk will help begin the week's work on a positive note and set the tone for high achievement.

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

1. Discuss cultural interpretation's role in the context of the Department's core programs and be raring to go!

“WALKING THE TALK” – PART I

Purpose: Professionals involved with commercial tourism and public education will explore the needs of the majority of our visiting public. The goal is to tailor our efforts to the client's needs.

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

1. Discuss time and spatial requirements of each group.
2. Plan for and present interpretation relevant to the majority of our customers.
3. Discuss the idea of interactive interpretation.

“I’M JOHN SUTTER AND I BUILT THIS FORT IN 1839”

Purpose: Our Department sponsors many overnight cultural interpretive programs (Environmental Living Programs) which provide highly enriched curriculum. These events have such an impact on children that they often fondly remember them twenty years later. Successful ELP programs are based upon detailed organization and well managed communication between staff and the school.

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

1. Identify the organization of an ELP.
2. Know how to fill out all required forms.
3. Adopt the model to their own park.
4. Identify the level of costuming desired.

“THEMES FOR DUMMIES”

Purpose: Using graphic organizers, the class will manipulate topics, concepts, themes, and greater ideas. Working in groups they will explore various aspects of their parks and create thematic interpretation that will satisfy their customer’s needs and the Department’s requirements.

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

1. Identify simple topics, concepts and themes.
2. Use a checklist for Department requirements on RAPPORT.
3. Work in a group situation that will enhance their individual efforts.
4. Begin to think thematically.

“WALKING THE TALK” – PART II

Purpose: Guided tours constitute a large part of the Department’s interpretive effort. Writing a tour is quite different from writing a narrative and giving a tour combines the talents of historian and performer. This session will investigate both aspects of this interpretive form.

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

1. Identify basic techniques in writing a tour.
2. Identify the fine line between making a tour interesting and being an entertainer.
3. Discuss the importance of delivering historic truth.

“EXHIBIT...THE PRESENTATION OF IDEAS...”

Purpose: Most of our public visitors do not see a demonstration, do not participate in a simulation, do not receive a guided tour, and do not stay overnight in a cultural setting. They get most of the cultural interpretation through a static exhibit. This session concentrates on how to get your story across using objects, words, and graphics. A presentation about ADA will help interpreters understand how to make exhibits accessible to all visitors.

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

1. Understand the relationship between artifacts, labels, text, graphics, and titles.
2. Identify how to word a sign efficiently.
3. Identify how to manipulate size, shape, color, and form to make a good exhibit.
4. Locate sources for exhibit design research.
5. Discuss lighting and environmental conditions.
6. Identify ADA requirements.

“CLOTHES MAKE THE MAN (WOMAN, CHILD, ETC.)”

Purpose: Costumed interpretation offers a heightened experience for the visitor. This session will discuss period clothing for guides, demonstrators, and living historians. The elements of correct research and historic accuracy will be combined with sources for materials and patterns. How to present oneself when in costume will be explored. First and third person interpretation will be analyzed.

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

1. Practice basic costume research and where to find information appropriate to their park.
2. Decide what level of accuracy is needed for their programs.
3. Decide which voice will be appropriate for any given program.

“WHAT I DO, I REMEMBER . . .”

Purpose: For those visitors fortunate enough to encounter a hands-on experience the interpretation presented can affect them for a lifetime. Well presented demonstrations, simulations, and hands-on objects can satisfy all the interpretive principles through physical engagement. These sessions will present models for simple, yet proven effective techniques.

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

1. Discuss how to engage visitors using hands-on objects.
2. Observe how costume enhances interpretation.
3. Run a simulation on missionization.
4. Identify the potential that lives within a single object.
5. Discuss the concept of “historical empathy”.

“IF IT’S OUTSIDE – LET IT IN”

Purpose: To increase participant’s knowledge of cultural landscapes, and to provide them with practical tools so that they may more fully interpret historic sites and facilitate the visitor’s experience of them.

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

1. Define the term “cultural landscape”; identify four types of cultural landscapes; understand the features that are typical characteristics of a cultural landscape.
2. Provide examples of cultural landscapes found in California State Parks and National Parks.
3. Explain what a cultural landscape report is, and how one may be used to facilitate preservation, revitalization and interpretation of a historic site.
4. List three ways that knowledge of the cultural landscape facilitates interpreting a cultural resource.
5. Find and use at least three cultural landscape references.
6. Identify at least one “take home” application of knowledge from this session.

“ TO INFORM, ENTERTAIN, AND ENLIGHTEN”

Purpose: A guest speaker will present an inspirational talk on cultural interpretation and how it relates to our goals. As an appropriate cap for the week’s activities the presentation is guaranteed to inform, entertain, and enlighten.

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

1. Discuss the importance of enthusiasm in cultural resources interpretation and be prepared to go back and set the world on fire!