

Training for Interpretive Trainers

March 9-14, 2014

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: February 19, 2014
To: Supervisor
From: Theresa Bober, Department Training Officer
Training Section
Department of Parks and Recreation
Subject: Employee Attendance at Formal Training
Training for Interpretive Trainers Group 7

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.

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

Theresa Bober Department Training Officer
Chuck Combs Office Manager/Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard Training Specialist
Matt Cardinet Cadet Training Officer
Connie Breakfield Field Training Program Manager
Pamela Yaeger Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Rogers Williams..... Program Assistant

THE MISSION

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



FORMAL TRAINING GUIDELINES

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

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

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

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

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

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 10:00 a.m. on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off grounds. This does not preclude living off-grounds at your own expense. Please 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.

Please 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. Please 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 you must cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours 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 72 hours notice.

The Mott Training Center 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 Officer, the Mott 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 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, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please 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. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

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

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 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.
16. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist 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.
17. **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.
18. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
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
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 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. **Please 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, 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. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

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

_____ 1. Read and understand the program syllabus prior to your arrival at the Training Center.

_____ 2. Complete the following pre-training assignments:

Take the VARK questionnaire on Learning Styles, found at <http://www.vark-learn.com/english/page.asp?p=questionnaire>. 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". The book will be mailed to you c/o your sector or district.

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

_____ 4. **Remember to bring** the following with you to training:

- Program syllabus.
- Proper field uniform (Review DOM 2300). Note: shorts are not appropriate uniform attire.
- Bring a reusable coffee cup, refillable water bottle, alarm clock, pens, and pencils.

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 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).

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

TRAINING FOR INTERPRETIVE TRAINERS GROUP 7
March 9-14, 2014

Sunday

March 9

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

Monday

March 10

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

March 11

0800-1000 Lessons Learned About Interpretive Training Ham
1000-1100 Discussion of Readings Ham
1100-1200 The Endgame of Interpretation; What is Excellence? Ham
1200-1300 Lunch
1300-1500 The Meaning - Making Paradigm Ham
1500-1600 The Zone of Tolerance / Teaching Theme Writing Ham
1600-1700 Teaching Theme Writing Ham

Wednesday

March 12

0800-0900 Analyzing Elements of a Strong Theme Ham
0900-1000 Teaching O, R and E/exercise Ham
1000-1100 Teaching 3 Theme Development Models Ham
1100-1200 Vitamin R Ham
1200-1300 Lunch
1300-1500 Questions and Answers About Interpretive Training, Closure and Summary Ham
1500-1700 Kid's Interpretation - *An Entirely Separate Program* O'Brien

TRAINING FOR INTERPRETIVE TRAINERS GROUP 7
March 9-14, 2014

Thursday

March 13

0800-1000	Training for Interpreting Pre-School and K	Revelas
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

March 14

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

TRAINING FOR INTERPRETIVE TRAINERS

<u>PROGRAM OUTLINE</u>	<u>HOURS</u>
<u>PROGRAM ADMINISTRATION</u>	2.5
Orientation.....	
Closing, Pragnanz, Summary.....	
<u>TRAINING FOR INTERPRETIVE TRAINERS</u>	9
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

TRAINING FOR INTERPRETIVE TRAINERS

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.

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.

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 own 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.

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.

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.

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. To discuss unifying statewide messages, based on the Department's strategic initiatives, for instructors to present in training courses.

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 using the Department's strategic initiatives to develop unifying messages that should be conveyed to all interpreters.

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

