Training for District Interpreters

February 10-14, 2014

Training Syllabus

William Penn Mott Jr. Training Center

State of California – Natural Resources Agency

M e m o r a n d u m

Date: January 2, 2014

To: Supervisor

From: Theresa Bober, Department Training Officer
Training Section
Department of Parks and Recreation

Subject: Employee Attendance at Formal Training
Training for District Interpreters Group 9

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

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.

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 Marconi Conference Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. 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 the Marconi Conference Center Administration Building.

   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. MEALS: Meals will be provided from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:00 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 Marconi Conference Center no later than one week before your scheduled arrival.

7. 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.

8. REGISTRATION: When you arrive at the Marconi Conference Center, go directly to the front desk at the 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

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 (415) 663-9020.

15. 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.

To make your visit as comfortable and satisfying as possible, please take a few moments to read the following.

◆ CHECK-IN/CHECK-OUT
Please check in at the Front Desk. Follow the signs for Check-in.

Check-in:	3 p.m. to 11 p.m.
Check-out	7 a.m. to 10 a.m.
	(Bring your key)

Late check-out *(after 10 a.m.)* will incur an additional day's charge.

◆ DINING
Meals are served in Redwood Dining Hall.

Breakfast buffet:	7 a.m. to 9 a.m.
Lunch buffet:	11:30 a.m. to 1:30 p.m.
Full service dinner:	6 p.m. to 8 p.m.

◆ LODGING
You may wish to bring: shampoo, flashlight, comfortable shoes for hilly trails. Please note cooking and other appliances, candles and incense are not allowed, and food should not be kept in your room as it attracts insects.

◆ PARKING
Please park in designated parking spaces only and observe the law regarding spaces for the handicapped. Campers, recreational vehicles and motor homes are not permitted.

◆ DRIVING
Please drive slowly and carefully, yielding to pedestrians, bicyclists and animals. The speed limit is 15 mph, and all signs and barriers must be observed.

◆ GAS STATIONS
The closest gas station is located in Point Reyes Station, 15 minutes to the south.

◆ TELEPHONES
Your guestroom has a private telephone number which you can give callers after you check in, as well as a port for your modem. All outbound telephone and modem calls require a toll-free 800 number. Bring your calling card for phone calls; check with your ISP for 800-number access. Most cellular phones DO NOT work at Marconi Conference Center.

◆ MESSAGES, FAXES, MAIL
If your callers would like to leave a message, give them this number:
    Front Desk Telephone: (415) 663-9020
You may also want to give them your lodging building, room number and name of conference, to expedite receiving emergency messages.

We post messages for guests on the message board. We'll also post a notice if you receive mail or a package. *Emergency messages will be delivered.*

If you wish to receive a fax, use this number:
    Front Desk Fax: (415) 663-1731
We will post a notice on the message board when your fax arrives and collect the service charge when you pick it up.

If you wish to receive mail, use this address:
    (your name), (conference name)
    c/o Marconi Conference Center
    P.O. Box 789, 18500 State Route 1
    Marshall, CA 94940
We will post a notice on the message board and hold your mail at the Front Desk.

Marconi Conference Center's guestrooms overlook Tomales Bay

◆ EMERGENCIES
Between 11 p.m. and 7 a.m., the recorded message on (415) 663-9020 tells callers how to contact a guest or Marconi staff member in an emergency.

◆ GUEST SERVICES
In the front desk area we have games, reading material and a VCR with a selection of movie videos; volleyball, badminton and horseshoe equipment; ice, irons and ironing boards, all at no charge. Our commissary sells snacks, cold drinks, personal hygiene items, flashlights/batteries, writing supplies, stamps. We have a selection of Marconi souvenirs such as shirts, hats, mugs and other items that make wonderful remembrances of your stay with us. Our Front Desk staff can also help you with local information.

◆ BUSINESS CENTER
The Business Center is located in the Pelican Building lounge and is open 7 am to 11 pm. For your convenience, we are pleased to provide **free of charge**, the following services:
- ◆ Internet / E-mail
- ◆ Computer with MS Office
- ◆ LaserJet Printer
- ◆ Photocopier

◆ WALKING & EXPLORING
Marconi Conference Center is a unit of the California State Park system and all natural elements such as branches, pine cones, mushrooms and flowers are protected by state law and may not be removed. Camping and campfires are not permitted. We suggest walking on designated footpaths to avoid poison oak. The pine needles can be slippery—please use caution. We recommend flashlights at night.

◆ SMOKING
State law prohibits smoking in or within 50 feet of Marconi Conference Center buildings. Ashtrays are located at entrances, on decks and on patios. Smoke only in paved areas and please use extreme caution when smoking on the property.

◆ PETS
With the exception of guide dogs for the handicapped, *pets are not permitted* in Marconi Conference Center buildings and cannot remain on the property overnight. Dogs must be on a leash at all times.

◆ ENJOY!
We hope that between highly productive meetings you'll have some time to appreciate the rich human and natural history that surrounds us here. Please let us know if there is anything we can do to enhance your stay.
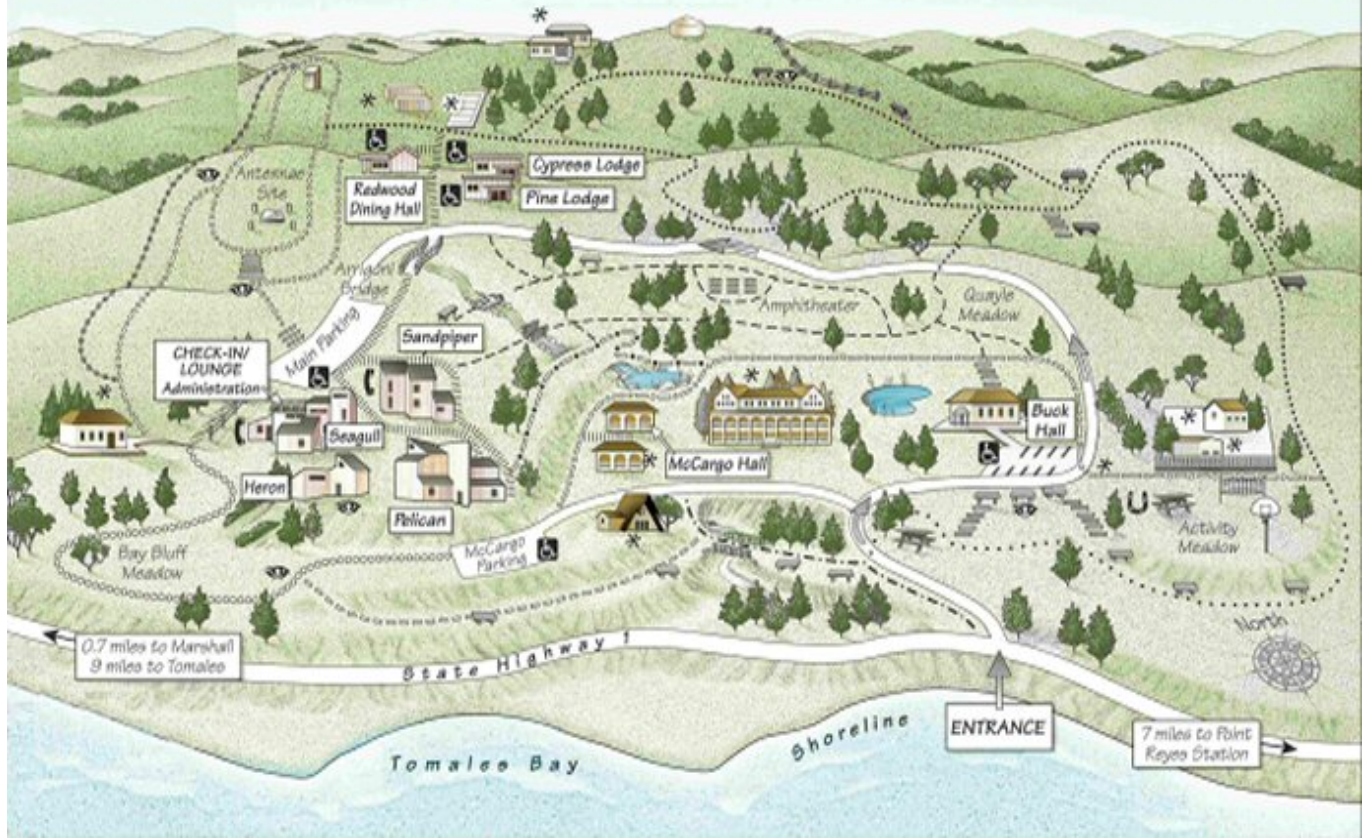
Marconi Conference Center

❖ **Marconi Conference Center**
❖ # GETTING TO MARCONI
(415) 663-9020

Santa Rosa

M**arconi**
Conference Center

CALIFORNIA STATE PARKS

❖ **FROM SANTA ROSA**
Highway 101 South to Petaluma. Exit at East Washington Street. Turn right (west) on Washington Street, continue about 1.5 miles. Washington Street becomes Bodega Avenue. Continue on Bodega Avenue for about 7 miles. At Coast Guard sign, turn left (west) on Petaluma/Tomales Road. Continue on Petaluma/Tomales Road for about 7 miles to Highway 1 (Shoreline Highway). Turn left (south) on Highway 1, continue about 7-1/2 miles through Marshall until you see Marconi on the left.

❖ **FROM SACRAMENTO**
Take Interstate 80 West. Just before Vallejo, take Highway 37 west toward San Rafael. Continue west on Highway 37 over Highway 101 (stay to the right). Take South Novato Boulevard exit. Continue north on Novato Boulevard for about 8-1/2 miles through Novato. When Novato Boulevard ends turn right, continue about 1000 feet. Turn left (west) on Hicks Valley Road (sign indicates "To Marshall"). Continue on Hicks Valley/Wilson Hill Road about 2-1/2 miles until it ends. Turn left (south/west) on Marshall Petaluma Road. Continue for about 11 miles until it ends at Highway 1 (Shoreline Highway). Turn left on Highway 1 and continue about 1 mile to Marconi on the left.

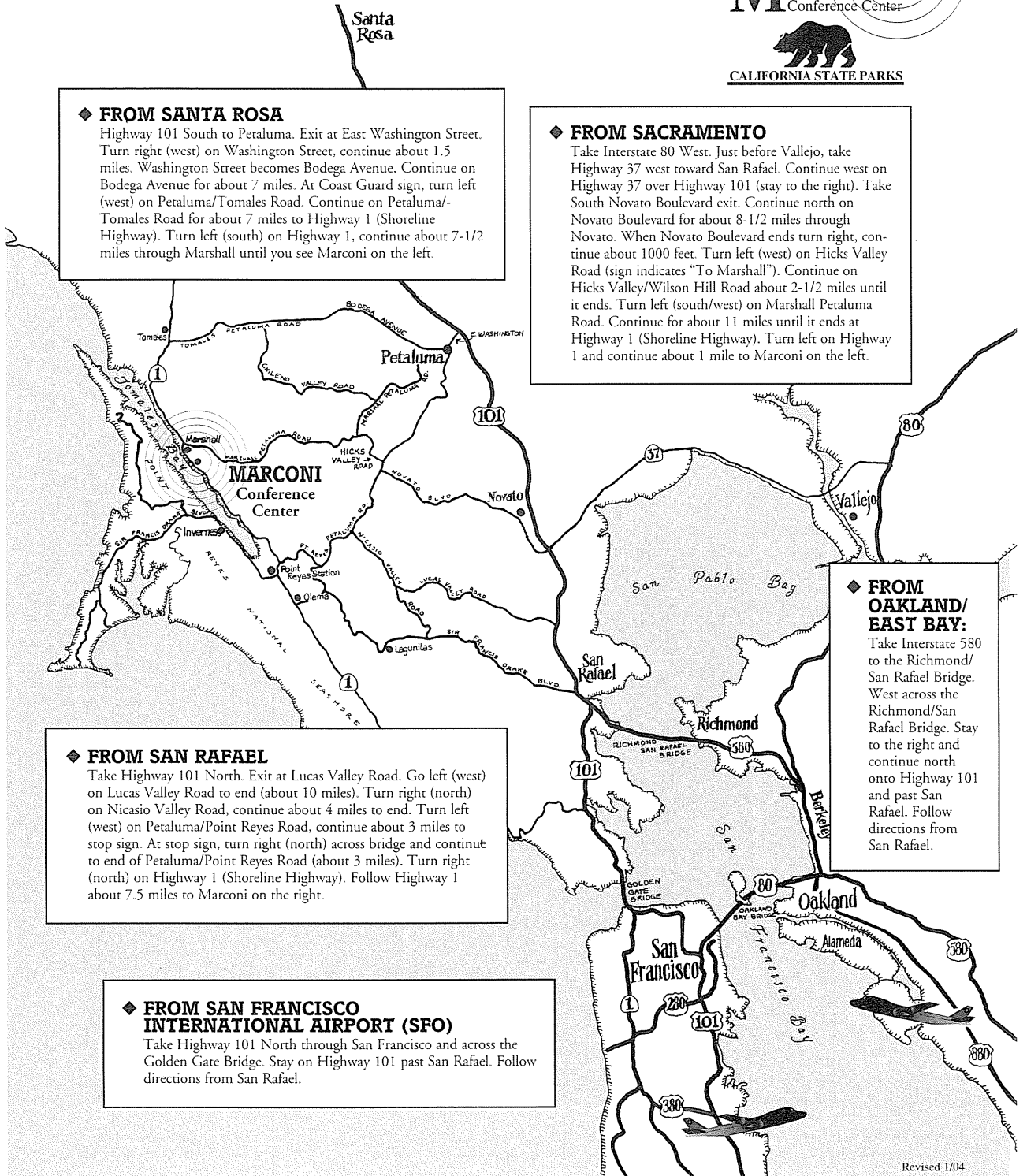**MARCONI** Conference Center

❖ **FROM OAKLAND/ EAST BAY:**
Take Interstate 580 to the Richmond/San Rafael Bridge. West across the Richmond/San Rafael Bridge. Stay to the right and continue north onto Highway 101 and past San Rafael. Follow directions from San Rafael.

❖ **FROM SAN RAFAEL**
Take Highway 101 North. Exit at Lucas Valley Road. Go left (west) on Lucas Valley Road to end (about 10 miles). Turn right (north) on Nicasio Valley Road, continue about 4 miles to end. Turn left (west) on Petaluma/Point Reyes Road, continue about 3 miles to stop sign. At stop sign, turn right (north) across bridge and continue to end of Petaluma/Point Reyes Road (about 3 miles). Turn right (north) on Highway 1 (Shoreline Highway). Follow Highway 1 about 7.5 miles to Marconi on the right.

❖ **FROM SAN FRANCISCO INTERNATIONAL AIRPORT (SFO)**
Take Highway 101 North through San Francisco and across the Golden Gate Bridge. Stay on Highway 101 past San Rafael. Follow directions from San Rafael.

Revised 1/04

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the Marconi Conference Center SHP, the following list is provided:

_____1. Read and understand the program syllabus prior to your arrival.

_____2. Please notify Sara M. Skinner **as soon as possible** if you are bringing a state vehicle that can accommodate more than 4 people.

_____3. Complete the following pre-training assignments:

- We have set aside time throughout the week for each person in the class to make a **4-minute presentation.** Please bring PowerPoint slides, handouts, samples of your work, or other media to share. This is your time to bring up an issue you are struggling with, to highlight a project you are proud of, or to share a resource. Please consider emphasizing what you are doing or plan to do related to our 150th anniversary year. Please sign up in advance by contacting Wayne Breece, wayne.breece@parks.ca.gov

- Select one of the exhibit evaluation tools listed below (and included in the following pages) and use it to evaluate a wayside exhibit, visitor center exhibit, house museum, or other example of non-personal interpretation at your park:

  - "Checklist to Evaluate Wayside Exhibits" by NPS/Harpers Ferry Center
  - Exhibit Needs Assessment – DRAFT, a work-in-progress evaluation tool being developed by the Interpretive Performance Improvement Team (IPIT)
  - An evaluation tool that you have used or are interested in using

  In-class Discussion:
  Be prepared to discuss the pros and cons associated with the evaluation tool you selected. Also, think about how – and if – RAPPORT should be used when evaluating Non-Personal Interpretation.

- If you have them, please bring your own earbuds to use with the assisted listening system on the Exploratorium tour. If you will need special accommodation due to a disability, please notify Sara M. Skinner so that arrangements can be made in advance.

PROGRAM ATTENDANCE CHECKLIST

- At the Exploratorium, lunch will be on your own (with reimbursement on a Travel Expense Claim (TEC) for up to the maximum allowed reimbursement of $11.00) at the SeaGlass restaurant. Please see their website for menu and details. http://www.seaglassrestaurantsf.com/?page_id=12

_____4. Arrange your travel through your Unit/Office.

_____5. Uniforms are not required for this program as noted in the Formal Training Guidelines, Number 7, Clothing, on page 2 of this syllabus.

_____6. 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.

Checklist to Evaluate Wayside Exhibits

Pass or Fail?

If you answer "no" to any of these five key questions, the entire wayside exhibit should be considered a failure. Take steps to remedy the problem.

yes no	Is the **topic** of this wayside interesting, significant, and **site-specific**?
yes no	Do the **graphics** invite viewers to interact with the wayside?
yes no	Is the exhibit's **content** accurate?
yes no	Does the **arrangement of text and graphics** provide a clear interpretive point?
yes no	Is the text **legible**?

Strong or Weak?

yes no	Are visitors **using** and **responding** to the wayside?
yes no	Does the wayside **relate directly** to the landscape?
yes no	Does the quality of the images reflect the **professional integrity** of the agency?
yes no	Is the arrangement of information **logical** and easy to follow?
yes no	Are the sentences **clear** and **concise**?
yes no	Can the text be **read easily aloud** without pronounciation stumbling blocks?
yes no	Does the wayside accomplish the **purpose** stated in the Wayside Exhibit Plan?
yes no	Do the **captions** relate to the images seen?
yes no	Is the content **accessible** for the visually impaired?
yes no	Does the wayside have **just enough information** to provoke thought?

Site Conditions?

yes no	Has the **vista** for this wayside been properly **maintained**?
yes no	Was the wayside installed so as to be **visually unobtrusive** to park resources?
yes no	Is the site **accessible** to visitors, including people with mobility impairments?
yes no	Is there a level, hard-surfaced **exhibit pad** of adequate size?
yes no	Is the wayside base **plumb, level, and solidly anchored**?
yes no	Are the panel and base **materials** appropriate for the site?
yes no	Is the graphic panel **clean** and **free of fading**, scratches, chips, and fiberglass crazing?

CALIFORNIA STATE PARKS
Exhibit Needs Assessment (ENA)

PURPOSE
The Exhibit Needs Assessment (ENA) is a simple indicator of the effectiveness of non-personal interpretation in California State Parks. This ENA form has been designed to provide qualitative outcomes to assist a park in determining needs and priorities for non-personal interpretation. This form can be used for evaluating existing and/or older exhibits, or in parks which currently do not have non-personal interpretation in place.

Determining the need to change or replace existing exhibits in California State Parks depends on a careful assessment. A significant amount of funds and staff time was used to develop the current exhibits. Individuals involved with the assessment need to consider past actions and the professional standards of this evaluation tool to assess current non-personal interpretation (and not rely on personal choices/preferences).

ENA INSTRUCTIONS
1. Print out a copy of all pages of the ENA form for each facility to be assessed. Take the copy with you to complete the survey.
2. Fill in the cover sheet. If you do not know the facility number, check with the Maintenance Supervisor or Maintenance Chief. Locate existing planning documents in your park/sector/district files or library, or in the digital Unit Data Files (UDF).
3. Record your answer to each 'Strategies' statement as a check mark in the appropriate "Yes" or "No" column. If any part of a statement can be answered "No," place a check mark in the "No" column. The "Notes" area is provided as a convenience to documenting other strategies that are not indicated in the form, or for additional comments that need attention.
4. When you finish the assessment, place the total number of "Yes" and "No" responses on the ENA Cover Sheet.
5. Upon completion of the ENA, comparative results with additional exhibits (facilities) within a park, sector, and district will assist in determining priorities for staff time, funding, and related resources required for making improvements during the Annual Interpretation Implementation Plan process and in updating Park Infrastructure Database (PID) for interpretive projects.

FREQUENTLY ASKED QUESTIONS
Who should complete the ENA?
Ideally, the ENA Team (ENAT) should be comprised of staff from the following disciplines: Interpretation and Resource Specialist/s (natural, cultural, historic).

Are there others who should be consulted when completing the ENA?
Individuals who were involved with the original exhibit planning should be consulted, particularly if written plans are not available. The Accessibility Section and Exhibit Design staff from the Service Centers should also be consulted. If the exhibit contains museum objects, the Museum Collections Facility Index (MCFI) should also be completed.

EXHIBIT NEEDS ASSESSMENT (ENA) COVER SHEET
FOR:

PARK UNIT NAME

FACILITY NAME   FACILITY NO.

CURRENT FACILITY FUNCTION (*Check all that apply*)
__Museum   __Office   __Historic Building __Other: _____

__Storage   __Visitor Center   __House Museum

EXISTING PLANNING DOCUMENTS (*Check all that apply*)
__Interpretation Plan   __Exhibit Plan   __Furnishing Plan

__Scope of Collections Statement   __Evaluation Studies   __Visitor Studies

__Other: _____

EXHIBIT INSTALLATION DATE: _____

ENA TEAM MEMBER NAMES AND CLASSIFICATIONS:

_____

DATE OF EVALUATION: _____

TOTALS
Audience Awareness:	_____Yes	_____No
Evaluation:	_____Yes	_____No
Content:	_____Yes	_____No
Collections:	_____Yes	_____No
Interpretation/ Communication:	_____Yes	_____No
Design and Production:	_____Yes	_____No
Visitor comfort, safety, and accessibility:	_____Yes	_____No
Exhibit Condition:	_____Yes	_____No

Audience Awareness

Goal: *The exhibit is developed with a clearly stated understanding of the intended audiences' prior knowledge, interests, learning styles, attitudes, or expectations about the topic and the experiences planned for visitors.*

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   The target audience was identified during the planning process.

___   ___   Decisions about content, means of expression, and design were based on knowledge about the intended audience.

___   ___   The exhibit incorporated community members and stakeholders in the development process and includes a diversity of perspectives, if appropriate.

___   ___   The target audience is the actual audience using this exhibit.

Notes:

Evaluation

Goal: *Evaluation studies are conducted during development and/or after completion of the exhibit to understand if the objectives identified in the plan for the targeted audience were met.*

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   Front-end information was gathered to understand the intended audience including their prior interests in and/or knowledge about the exhibit topic.

___   ___   Potential audiences were involved in prototyping of exhibit elements, particularly with interactive components.

___   ___   Summative evaluation was conducted showing that the audience responded well to the completed exhibit including that audience learning and reactions are consistent with the exhibit's intended goals and objectives.

___   ___   Local community members, interpreters, educators, subject matter specialists, and other stakeholders were invited to participate in review of the exhibit.

___   ___   Local museum practitioners were invited to participate in peer review of the exhibit using guidelines such as the Framework for Assessing Excellence.

Notes:

Content

Goal: Content is thoroughly researched and vetted for accuracy, relevance to exhibit theme/s, and the current state of topic knowledge.

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   The subject is appropriate to an exhibit format, with its use of collections, environments, and other means of physical presentation of content.

___   ___   Authorship, biases, intent, and perspectives of the exhibit are revealed, identified, or attributed.

___   ___   The exhibit text effectively communicates the topic/subject matter and relates to the audience.

___   ___   Interpretive media and methods are well chosen and suited to content.

___   ___   Interpretive media and methods effectively communicate the content.

___   ___   Content is up to date.

___   ___   Content is jargon free, with an appropriate reading level for the target audience.

___   ___   Best efforts are made to ensure relevance to the visitors.

Notes:

Collections

Goal: The selection and presentation of objects expands the intellectual content of the exhibit.

Strategies:
Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   The overall selection of the objects expresses or supports the significant ideas of the exhibit.

___   ___   Collections are successfully utilized to reflect and amplify exhibit themes and content.

___   ___   The exhibit, as appropriate, addresses the authenticity of the objects presented.

___   ___   The exhibit, as appropriate, identifies the material nature, form, and methods of production of the objects.

___   ___   Conservation and security matters have been appropriately addressed.

___   ___   Objects are mounted appropriately.

Notes:

Interpretation/Communication

Goal: The information/message of the exhibit is clear and coherent.

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   There is a clearly stated theme or set of themes expressed, and those themes are made clear to the targeted audience.

___   ___   There are coherent, easy-to-follow, and consistent formats for presenting content and eliciting responses.

___   ___   Assumptions and points-of-view are clearly identified.

___   ___   If appropriate to the subject matter, the exhibit need not provide definitive answers. Raising questions or providing varying points of view may suffice.

___   ___   A variety of interpretive strategies (including but not limited to: panels, museum objects, labels, hands-on, video, audio, etc.) are considered and used when appropriate to the exhibit's goals, content, and intended audiences.

___   ___   Information and themes in different parts of the exhibit are complementary and support or reinforce each other.

___   ___   The exhibit's content is engaging. Besides being stimulating intellectually, efforts are made to encourage social interaction among visitors, and there are multiple opportunities for establishing personal, meaningful connections.

Notes:

Design and Production

Goal: The selection, design, and production of interpretive media and methods effectively and engagingly communicate content.

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   Aesthetic choices support and reflect the theme and tone of the exhibit.

___   ___   Exhibit components are designed for comfort and accessibility.

___   ___   Orientation, spatial organization, and traffic flow are appropriate to the goals of the exhibit.

___   ___   There is imaginative and inventive use of interpretive media and methods: labels, signage, furniture, casework, interactives, audio visual, new technologies, etc.

___   ___   Design motifs are well thought out and consistent throughout exhibit.

___   ___   Both design and production ensure that all exhibitry is reliable, maintainable, and sufficiently robust for the length of the exhibit period.

___   ___   Temporary and traveling exhibits are designed and produced in a manner that meets the requirements necessary for frequent installation, dismantling, and travel.

Notes:

Visitor comfort, safety, and accessibility

Goal: The exhibit is designed such that the experience of the visitor including their physical, intellectual, and social well-being is taken into account.

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   The physical space (such as layout, lighting, flooring) is created in such a way that audience members of varying physical sizes and abilities are able to safely navigate and interact with the exhibit.

___   ___   The content is developed in such a way that audience members of varying ages, cultures, and cognitive abilities are able to understand and learn from the exhibit.

___   ___   The environment is designed in such a way that audience members of varying ages and cultures feel safe and comfortable interacting in the exhibit.

___   ___   If the exhibit includes any potentially troubling content or material, visitors are appropriately forewarned so they can make informed decisions about whether they want to see it.

___   ___   Exhibits (text, images, audio) are logical, easy to understand, and meet accessibility guidelines (see *California State Parks Accessibility Guidelines* Section 18, "Exhibits").

___   ___   Visitors are given spaces to sit within or near the exhibit area.

Notes:

Exhibit Condition

Goal: The exhibits are well-maintained, functional, and attractive.

Strategies: Some specific ways this standard is achieved and demonstrated are:

YES   NO

___   ___   Exhibits are well-maintained, clean, and in good condition.

___   ___   Panels, supports, casework, and related exhibit elements are free of fading, scratches, chips, fiberglass crazing, delamination, and other signs of wear and tear.

___   ___   Exhibits are free of vandalism and other signs of visitor abuse.

___   ___   Interactive exhibits, electronics, lighting, and audiovisual equipment are in proper working order.

Notes:

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.

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TRAINING FOR DISTRICT INTERPRETERS GROUP 9
February 10-14, 2014

Sunday
February 9

1500-	Registration (check-in at the Marconi Conference Center Administration Building for those arriving early)	All

Monday
February 10

1300-1315	Introduction to Marconi Conference Center	Skinner
1315-1350	Welcome; Introductions; Overview of Agenda	Pozzi
1350-1400	Break	
1400-1450	Updates from the Interpretive Performance Improvement Team (IPIT)	IPIT members
1450-1500	Break	
1500-1550	Further Discussion of IPIT	IPIT members
1550-1600	Break	
1600-1700	Group Presentations: Sharing of Projects, Issues, Resources	Class members
1700-	Check-in for all	

Tuesday
February 11

0800-0850	"Eat Your Park" – Food in Interpretive Programs	Ptomey
0850-0900	Break	
0900-0930	"Eat Your Park" (continued)	Ptomey
0930-0950	Introduction to California Naturalists Program	Clark-Gray
0950-1000	Break	
1000-1050	Common Core Science Standards	Lightle
1050-1100	Break	
1100-1200	Common Core Science Standards (continued)	Lightle
1200-1300	Lunch	
1300-1350	California State Parks' History: Events of 150 Years Ago	Newland
1350-1400	Break	
1400-1450	Landscape Considerations in Planning Your Projects	Nawrath
1450-1500	Break	
1500-1550	Using the Interpretation Planning Workbook	Mendez/ Beery/ Schimandle
1550-1600	Break	
1600-1700	Interpretation Planning Workbook (continued)	Mendez/ Beery/ Schimandle

TRAINING FOR DISTRICT INTERPRETERS GROUP 9
February 10-14, 2014

Wednesday
February 12

0800-0850	Aligning School Programs to CCSS	Holm
0850-0930	Break	
0930-1100	Meet and Depart for Carpooling to San Francisco	
1100-1130	Arrive and Park at the Exploratorium	
1130-1300	Lunch at the Exploratorium SeaGlass Restaurant	
1300-1430	Group Tour and Follow-up Question and Answer	
1430-1600	Explore on Your Own	
1600-1730	Return to Marconi	

Thursday
February 13

0800-0850	Highlights of "Hidden Stories" Conferences	Feldman/Farris/ Moore/Chavez-Garcia
0850-0900	Break	
0900-0950	"Hidden Stories" (continued)	Feldman/Farris/ Moore/Chavez-Garcia
0950-1000	Break	
1000-1050	"Hidden Stories" (continued)	Feldman/Farris/ Moore/Chavez-Garcia
1050-1100	Break	
1100-1200	Group Presentations: Sharing of Projects, Issues, Resources	Class members
1200-1300	Lunch	
1300-1330	PORTS Update	Krey
1330-1500	Digital Storytelling	Park
1500-1510	Break	
1510-1600	Discussion with Deputy Directors	Lehman/Amann
1600-1610	Break	
1610-1700	Further Discussion	Lehman/Amann

TRAINING FOR DISTRICT INTERPRETERS GROUP 9
February 10-14, 2014

Friday
February 14

Time	Activity	Presenter
0800-0850	Group Presentations: Sharing of Projects, Issues, Resources	Class members
0850-0900	Break	
0900-0950	Accessibility Updates	Martin
0950-1000	Break	
1000-1050	Accessibility (continued)	Martin
1050-1100	Break	
1100-1145	Group Presentations: Sharing of Projects, Issues, Resources	Class members
1145-1200	Evaluations and Conclusion	Pozzi/Skinner
1200-	Adjourn; lunch (optional)	

TRAINING FOR DISTRICT INTERPRETERS   <u>**HOURS**</u>

<u>**PROGRAM OUTLINE**</u>

<u>INTRODUCTION AND CLOSING</u> 1.5
Welcome ....
Closing ....

<u>INTERPRETIVE REPORTS AND TRAINING</u> 14
Updates from the Interpretive Performance Improvement Team (IPIT)..................
Introduction to California Naturalists Program...
Common Core Science Standards...
California State Parks' History: Events of 150 Years Ago ....
Landscape Considerations in Planning Your Projects ....
Using the Interpretation Planning Workbook ....
Aligning School Programs to CCSS ....
PORTS Update ....
Discussion with Deputy Directors..
Accessibility Updates ....

<u>COLLABORATIONS AND DEMONSTRATIONS</u> 10
Group Sharing of Projects, Resources, Successes ....
"Eat Your Park" – Food Interpretive Programs...
Highlights of "Hidden Stories" Conferences ....
Digital Storytelling...

<u>FIELD TRAINING EXCURSIONS</u> 6.5
Exploratorium Tour and Discussion ....

TOTAL HOURS……………………………………………………………….. 32

TRAINING FOR DISTRICT INTERPRETERS

PURPOSE: The overall purpose of this course is to introduce current District Interpretive Coordinators and other key interpretive staff to interpretive reports, trends, manuals, training, collaboration, and demonstrations relevant to the fields of Natural and Cultural Interpretation in California State Parks. The course meets the initial requirements of DOM 0901.7 District Interpretive Coordinator, and will provide materials to the DIC's to take back to their districts and train staff providing interpretive services.

OBJECTIVES: By the end of this training session, attendees will

1. Identify the value of the Interpretive Performance Improvement Team. Describe training policies and resources within the Department. Brainstorm and give feedback to the Interpretive Performance Improvement Team on opportunities for improvement based on situations in their specific districts.

2. Recognize the importance of interpretation planning and discuss the use of the Interpretation Planning Workbook.

3. Describe the California Naturalists Program and the potential for use in your park(s).

4. Meet the Deputy Director of Park Operations and engage in conversations about the direction of the Department.

5. Describe educations programs including Common Core Science Standards and aligning programs to meet them.

6. Identify the events of 150 years ago in California State Parks' History.

7. Engage in discussions regarding the PORTS program, accessibility updates, and digital storytelling.

8. Participate in a tour of the Exploratorium and describe their tour process and visitation.

9. Share projects, issues, and resources with fellow training participants and engage in discussion to assist with solutions.

10. Demonstrate how to consider the landscape in planning your projects.

11. Describe the "Eat Your Park" program and how to incorporate food in your interpretive programming.

12. Describe the "Hidden Stories" Conferences and how to bring the engagement to your parks.