



Submission Guidelines for Certification Review

Presenting an Effective Curriculum-based Program

Competency Description

A curriculum-based presentation connects the educational objectives of an organized group with the meanings and significance(s) inherent in the park's resources through a sequence of learning opportunities. All interpreters have a role to play in this process. Whether a presentation to a fifth grade class, an Elderhostel group, 4-H, or a scout group, they need a program to fit into their structured plan for learning. In essence, these groups have a curriculum.

What you will submit:

A videotape, with completed Supplemental Questionnaire, of a curriculum-based program presented by the submitter to an organized group whose learning objectives are based on a structured plan for learning.

Before preparing your submission, it is to your advantage to review the Module 270 curriculum and certification standard.

Key submission points:

- Your curriculum-based program may involve a children's group, an organized youth group, an organized adult education group, or ANY group that has *specific, pre-planned educational objectives, based on a structured plan for learning*, and clear learning outcomes in mind when coming to your site.
- A completed **Supplemental Questionnaire** must accompany your videotapes. In the questionnaire, clearly identify how your program was curriculum-based. When listing the group's educational objectives, list only those that you attempted to address in the video program (not those that are addressed in other parts of the larger education program). When applicable, indicate how the program is curriculum-based by citing the links to state, district or local curriculum objectives or standards.
- In order to be truly curriculum-based, the objectives you list should involve specific, measurable learning outcomes, rather than broad topic/subject areas or park program goals. It is your responsibility to identify, clarify and address the group's learning objectives, even when presenting existing park education programs that were developed by others.
- Any program, no matter how well presented, that does not clearly connect the **meanings** of park resources to the group's specific learning objectives identified in the Supplemental Questionnaire, will not meet the certification standards.
- The obligation for accuracy, topic choice and appropriateness, delivery mechanics, etc., remain the responsibility of you and your supervisor, and are not measured in this review.

Preparing your submission:

- 1) For this competency, you will submit a curriculum-based program recorded on or copied to VHS videotapes, with completed Supplemental Questionnaire. It is not necessary to include warm-up orientation or question/answer portions of a program unless their content is somehow pertinent to the interpretive focus of your presentation. If at all possible, choose a program to submit that is between **twenty and sixty minutes** in length. Please indicate the exact length of your program on the tape labels. See a suggested outline for an approach to preparing your 270 submission.
- 2) The program should be presented in a park setting with a "real" learner/student audience. Off-site programs that interpret park resources are also appropriate. Please submit a program that was intentionally prepared as a curriculum-based program.
- 3) Since each competency has unique characteristics that are important to demonstrate, it is **not** to your advantage to submit the same program for more than one competency. Therefore, please do not submit the same program for more than one competency without prior approval by the Certification Program Manager or Training Manager.
- 4) Submit **three copies*** of the program on VHS tapes, along with one copy of the completed Supplemental Questionnaire. **The tapes you submit must have clear, discernable audio**, and primarily focus on the interpreter. Record and duplicate your tapes at normal speed. If possible, the audience should be shown in context at least once during the program -- group size does not matter. Any view of the resources being interpreted that helps a certifier understand the message is welcomed, but not necessary.

Note: Some states and/or organized groups have restrictions for videotaping minors. Be aware of local restrictions or check with the group leader in advance to obtain any necessary permission(s).

- 5) If at all possible, use a **lapel microphone** and mount the camera on a tripod when making your tape. For additional tips on preparing a video, see the attached "TIPS," prepared by Tom Davies, NERO.
- 6) Complete and submit one copy of the attached "**Product Submission Registration Form**" with your submission.
- 7) It is not necessary to send/attach program materials, such as teacher guides, student activity handouts, etc, as these will not be considered in the review. Your description of the sequence of learning activities on the **Supplemental Questionnaire** is sufficient to provide program context for the reviewers.

When reviewing the video, certifiers will assume good faith effort, and that accuracy and authenticity of the program have been verified at the park level.

*It expedites the process if you can submit **three copies** of your tape. If not possible, be sure to keep one copy for yourself and submit at least one tape for review.

Where to submit:

Once you have reviewed your project with your supervisor and agreed that it is ready to submit, send to:

Training Manager for Interpretation
Mather Training Center
P.O. Box 77
Fillmore St. and Storer College Place
Harpers Ferry, WV 25425
Attn: Product submission

You can request a “delivery confirmation” from the post office. Leave your videos in their protective boxes or cases, and pack them carefully. All videos will be returned. Keep the original video yourself, in case something happens to the package in transit.

*Certification in this competency serves the overall development of employees in Ranger Careers positions, and meets the NPS national standard for interpretation in interpretive talks. Certification in this competency is a point-in-time assessment. Long-term performance trends are measured at the park level. Eligibility for promotion is determined by the supervisor and park.

Suggested outline for preparing a submission:

- Identify/review learning objectives of the organized group and how they relate to the meanings and significance inherent in the resource(s)
- Review the group’s preparation and follow-up learning experiences (sequence of learning)
- Prepare the supplemental questionnaire (required)
- Prepare program; plan for variety of learning styles
- Present and tape presentation
- Review against the rubric guidelines and self-assess
- Copy and send tapes with supplemental questionnaire

Last update: August, 2003
<http://www.nps.gov/idp/interp/270/submit.htm>