

INTERPRETIVE SKILLS I

LESSON PLAN: 6

SESSION TITLE: PROGRAM AND PERFORMANCE EVALUATION

SESSION LENGTH: 2 Hours **ORIG. PREPARED BY:** M. Whatley, 10/86
REVISED BY: M. Gillett, 1/92

OBJECTIVES: At the end of this session, participants will be able to:

1. Develop a list of 3 suggestions for conducting peer evaluations;
2. List 3 techniques that can be used to self evaluate interpretive programs;
3. Given 4 examples of evaluation forms, develop and write out one self-evaluation form.

TRAINING AIDS: Flip Chart, video tapes, VCR, monitor.

HANDOUTS: Examples of evaluation forms.

Content	Method	Time
<p>I. <u>Introduction:</u></p> <p style="padding-left: 20px;">A. Point out quote on flip chart: "Practice will improve skill and experience will help one's competence - but only if there is feedback regarding the quality of the performance. If you don't find out how well you are doing while you are practicing or experiencing, your skill is not likely to improve."</p> <p style="padding-left: 20px;">B. State the Objectives of this session, listing them on a flip chart or on an overhead.</p>	Lecture	5 Min.
<p>II. <u>Evaluation Process</u></p> <p style="padding-left: 20px;">A. "Life experiences" when we were evaluated. (eg. grades, parents, etc.)</p> <p style="padding-left: 20px;">B. Participants' reaction to positive and negative results of "life experience" evaluations. Stress "coaching" aspect of evaluation.</p>	Participative Lecture	10 Min.
<p>C. The positive aspects of evaluation</p> <p style="padding-left: 20px;">1. Have the class list some of the good that comes from evaluation.</p> <p style="padding-left: 20px;">2. Stress the "Spiral Toward Excellence" approach, where preparation leads to presentation which leads to evaluation which leads to better preparation which leads to better presentation etc. in an expanding spiral, rather than in a closed loop of preparation, presentation, preparation, presentation.</p>	Brainstorming / Lecture	10 Min.

Content	Method	Time
<p>2. Compare other professionals' need for critiquing and coaching with interpretive needs. (eg. the professional baseball player and the pitching coach; the professional opera star and a voice coach, etc.)</p>	Discussion	5 Min.
<p>III. Evaluation Techniques.</p>		
<p>A. Samples of critique methods</p>		
<p>1. Audience feedback: do they look at you, answer questions, smile, applaud, thank you etc.</p>	Brainstorming	5 Min.
<p>2. Cassette Tape (evaluate your voice and the content of your talk, grammar, vocabulary etc.)</p>	Lecture	5 Min.
<p>3. Video Tape (evaluate verbal communications skills, non-verbal communications, body language, audience reaction, content of talk, logistics etc.)</p> <p>4. Watching others in order to evaluate yourself. (comparison)</p>	Tape Example	15 Min.
<p>IV. Developing a Self Critiquing Form</p>		
<p>A. Review of sample forms</p>		
<p>Instructor should mention that although some of the sample forms have points associated with them, using a point system may be painful to the person being evaluated. Emphasize that there is a lot of flexibility with the forms used, and evaluation forms can be very effective without points.</p>	Individual Exercise	5 Min
<p>B. Participants practice making their own forms. Different formats may be desired for different types of presentations.</p>	Group Discussion	10 Min.
<p>C. Participants will use self evaluation forms on themselves next time they give an interpretive presentation.</p>		

Content	Method	Time
<p>V. Peer Review</p> <p>Encourage participants to establish peer evaluations with other interpreters in their parks. Peer review can give the whole staff an opportunity to get used to being "evaluated" before the (probably more stressful) supervisory evaluation.</p> <p>Have the class brainstorm ideas for how to conduct peer audits. Answers instructor should hope for:</p> <ul style="list-style-type: none"> -always establish a relaxed and supportive atmosphere -sensitivity in giving constructive criticism -point out positive aspects of program as well as suggestions for improvement -allow plenty of room for personal style; don't suggest changing personality -avoid auditing (both peer and supervisory) until the interpreter's given the program a couple times -audit more than once, comment on improvements 	<p>Participative Lecture/ Brainstorming</p>	<p>15 Min.</p>
<p>VI. Conclusion</p> <p>Refer back to the session objectives and ask the class to tell you whether they were met. Have them list ways to self evaluate, and offer some suggestions for peer evaluations. It is important to end the session on a positive note, stressing the benefits of evaluation, and the improvements that can result from effective evaluations.</p>	<p>Participative Lecture</p>	<p>10 Min.</p>

CRITIQUE OF SLIDE PRESENTATION/TALK

Type of Talk _____ Duration of Talk _____

GRADE SCALE: 0 1 2 3 4
 (WEAK) (FAIR) (GOOD) (V. GOOD) (OUTST.)

<u>The Program</u>	<u>Points</u>	<u>Comments</u>
1. Location of speaker on stage?	_____	_____
2. Introduction?	_____	_____
3. Subject well organized?	_____	_____
4. Have a central theme?	_____	_____
5. Tell a story?	_____	_____
6. Accurate?	_____	_____
7. Proper level for listener?	_____	_____
8. Right duration?	_____	_____
9. Conclusion?	_____	_____
10. Did it interpret the subject?	_____	_____

The Delivery

1. Volume?	_____	_____
2. Rate of speaking?	_____	_____
3. English?	_____	_____
4. Pronunciation?	_____	_____
5. Enunciation?	_____	_____
6. Voice modulation	_____	_____
7. Use of conversational tone?	_____	_____
8. Use of the dramatic?	_____	_____
9. Mannerisms?	_____	_____
10. Gestures?	_____	_____

Speaker's Attitudes

- 1. Enthusiastic? _____
- 2. Confident? _____
- 3. Courteous? _____
- 4. Friendly? _____
- 5. Relaxed? _____

Overall Impression of the Talk
by the Evaluator _____

TOTAL POINTS SCORED _____

Point Values:	0-15	- Weak
	16-36	- Fair
	37-64	- Good
	65-85	- Very Good
	86-100	- Outstanding

EVALUATION OF VISUAL MATERIALS

- 1. Color quality? _____
- 2. Composition? _____
- 3. Positioning on the screen? _____
- 4. Quality of slides? _____
- 5. Quantity of slides? _____
- 6. Slides used effectively? _____

TOTAL POINTS SCORED BY GROUP _____

OVERALL RATING BY GROUP _____

GENERAL COMMENTS:

INTERPRETIVE WALKS CRITIQUE

<u>Speaker</u> _____	<u>Place</u> _____	<u>Date</u> _____	<u>Time</u> _____	<u>To</u> _____		
<u>PRE-WALK</u>					Yes	No
Did the leader arrive on time?				_____	_____	_____
Did the leader make an effort to greet people as they arrived?				_____	_____	_____
Did the leader build a personal relationship with the audience?				_____	_____	_____
Appearance (uniform, personal)				_____	_____	_____
Did the leader choose an appropriate gathering area?				_____	_____	_____
Was the meeting area clean?				_____	_____	_____
<u>INTRODUCTION</u>						
Did the leader introduce himself/herself?				_____	_____	_____
Was an overview of the walk given?				_____	_____	_____
Was a theme introduced?				_____	_____	_____
Were trail conditions, distances, times given?				_____	_____	_____
Were operational instructions given (i.e., stay on trail, don't pick, join in, ask questions)?				_____	_____	_____
Were safety instructions given (i.e., poison ivy)?				_____	_____	_____
<u>WALK</u>						
Were stops well-chosen for material; for size of group?				_____	_____	_____
Was duration of stops appropriate?				_____	_____	_____
Was there a transition between stops?				_____	_____	_____
Was the speaker affable about talking to people informally?_____				_____	_____	_____
Was there a good balance between walking and talking?_____				_____	_____	_____
Did the speaker position himself/herself well (re: size of group, wind, sun, etc.)?				_____	_____	_____
Was the speaker knowledgeable?				_____	_____	_____
Was there a theme?				_____	_____	_____

Did the walk relate to the purpose of the park?	_____	_____
	Yes	No
Was group participation encouraged?	_____	_____
Was the speaker adaptable to unforeseen events?	_____	_____
Did the speaker encourage the use of senses?	_____	_____

CONCLUSION

Was there a summary and definite ending to the walk?	_____	_____
Were the people left with a message?	_____	_____
Were the people invited to participate in other park activities?	_____	_____
Was the group returned to the starting place?	_____	_____
Did the speaker remain for awhile to speak informally?	_____	_____

I have reviewed this with my supervisor. _____
Employee's signature

COMMENTS

Supervisor's signature _____ Date _____

EVALUATION OF AN INTERPRETIVE TALK

Speaker: _____ Subject: _____ Date: _____

Rate each of the following elements of the interpretive talk, using a point system of 1-10 (weak to strong). Make appropriate comments to support your rating.

COMMENTS

1. Introduction _____
Points _____

2. Subject well organized _____
(did it tell a story?) _____
Points _____

3. Conclusion _____
Points _____

4. Rate of speaking _____
Points _____

5. Voice modulation _____
Points _____

6. Use of conversational _____
tone _____
Points _____

7. Use of the dramatic _____
Points _____

8. Mannerisms & Gestures _____
Points _____

9. Enthusiasm _____
Points _____

10. Courteous & Friendly _____
Points _____

Overall impression and general comments: