



---

## PREPARING YOUR SUBMISSION: WHAT YOU NEED TO KNOW

# Leading Interpreters: Training and Coaching

---

This certification focuses on training and coaching of *interpretive* concepts and principles. Questionnaire answers that address other employee needs (program mechanics, behavior issues, time management, etc.), are not measured in this review, and will not contribute to success. [The certification process in this module continues in a period of "field testing" to refine the material, guidelines, and standards. If you participate successfully in the certification review, you have met the standards. If you do not meet the standards initially, be sure to check the "Last Update" line in each element of the module to be sure you work from the latest version of this module when continuing your efforts.]

Successful completion of this competency will require the Full Performance interpreter to complete **four** tasks:

1. Individually plan, develop, and instruct one interpretive training *session* on a concept from the Interpretive Development Program curriculum, for either seasonal rangers, entry/developmental level interpreters, VIP's, interns, SCA's, cooperating association and concession employees, etc., or a non-NPS interpretive audience such as local museum docents, state/county park employees, or a college class.
2. Coach one or more interpretive workers (i.e., seasonal rangers, entry/developmental-level permanent interpreters, VIP's, interns, SCA's, cooperating association and concession employees, etc.), providing them opportunities for *interpretive* development through ongoing coaching, feedback, modeling, and use of examples.
3. Complete and submit the "Training and Coaching Assessment Questionnaire" (attached below), describing your efforts at both training and coaching.
4. Complete and submit the attached "Product Submission Form" for each certification you attempt.

**TIP:**

Keeping a written log of training and coaching experiences and contacts will assist you in completing the questionnaire (see "*Optional Training/Coaching Log*" attached) however, the logs do NOT need to be submitted, only the questionnaire.

**NOTE:**

Your project may be designed and submitted addressing more than one Full Performance competency for certification. You may develop one project, to be reviewed against any combination of one, two, three, or four of the Full Performance competencies—if your circumstances allow. The project would then be measured against each certification standard separately.

If you choose, you may develop a separate project for each Full Performance competency, and submit them individually as you have in the past. If you choose to combine the reviews and address more than one with a single project, be sure to indicate clearly on your project which *FULL PERFORMANCE COMPETENCIES* (Planning Park Interpretation, Media Development, Interpretive Leadership, Research/Resource Liaison) you wish to have the project reviewed against. Keep in mind that the requirements on the "Preparing your Submission" page for *every competency you address with your project* must be met (i.e., you must submit an essay, *and* a facsimile, *and* a questionnaire if you choose to combine Planning, Media, and Training/Coaching in one submission). Before you submit your product, be sure to self-assess your work against the assessment rubric. Remember: Each bold-faced "stem statement" is used by the reviewers, and must be met to achieve certification in this competency.

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

**Lotus Notes:** (preferred)  
Becky\_Lacome@nps.gov

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

### **What happens next?**

The training manager will send your submission to two peers who are trained certifiers. Each will independently review the product using the [Assessment Rubric for Benchmark Competency: Leading Interpreters: Training and Coaching](#). The project will be evaluated through peer-review to determine whether it meets the certification standards. Those products meeting the certification requirements will receive a letter from the training manager.

Those products approaching certification will need to be revised and resubmitted, with the most valuable adjustments prompted by feedback provided by the reviewers, and follow-up input from the supervisor. If you elect to have your project reviewed against multiple standards and one or more elements are judged to be approaching certification, only the portion approaching certification needs to be revised and resubmitted. Questions about the process can be answered by any of your curriculum coordinators or the training manager.

Certification in this competency serves the overall development of employees in Ranger Careers positions, and meets the NPS national standard for interpretive training and coaching. 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 solely by the supervisor and park.

Last update: April, 2001  
<http://www.nps.gov/idp/interp/330/submit.htm>

## Training and Coaching Assessment Questionnaire (4/01)

---

NOTE: Before completing the questionnaire, read the assessment rubric for "Leading Interpreters: Training and Coaching" to review the standards that will be used in the peer-review certification process. This module focuses on training and coaching of *interpretive* concepts and principles. Questionnaire answers that address other employee needs (program mechanics, behavior issues, time management, etc.), are not measured in this review, and will not contribute to success.

### Interpretive Training

Individually plan, develop, and instruct one interpretive training session on a concept from the Interpretive Development Program curriculum, for either seasonal rangers, entry/developmental level interpreters, VIP's, interns, SCA's, cooperating association and concession employees, etc., or a non-NPS interpretive audience such as local museum docents, state/county park employees, or a college class. Provide the following information about the interpretive training session you planned, organized, and presented:

1. Who was your training audience and what were their interpretive developmental needs?
2. What was the subject and purpose of your session?
3. List the instructional objectives of your session that related to interpretive concepts and principles (contained in Module 101):
4. How did you use different instructional methods/techniques to convey interpretive concepts and principles?
5. How did you model interpretive concepts and principles of the Interpretive Curriculum in your presentation of the training material? (Include specifics on how you taught by example and made your training session interpretive, i.e. cohesive development of a relevant idea and trainees making their own connections to resource meanings, use of tangibles and intangibles, etc.)
6. Describe comments, questions, body language, or other observations of the trainee(s) during or after your training session that indicate a progression in their understanding of the concepts presented:
7. Based on session evaluation responses and other feedback, what changes or adjustments to instructional objectives, content coverage, or delivery methods would you make before conducting this session again in order to produce stronger understanding of the interpretive concepts you covered?

### Interpretive Coaching

Coach one or more interpretive workers (i.e., seasonal rangers, entry/developmental-level permanent interpreters, VIP's, interns, SCA's, cooperating association and concession employees, etc.), providing them opportunities for interpretive development through ongoing coaching, feedback, modeling, and use of examples. Provide the following information about your interpretive coaching interactions. Refer **ONLY** to interactions where interpretive principles and concepts were the focus.

DO NOT include names or specific references to individuals.

1. Describe several ways that you have used concepts and principles from the Interpretive Development Program curriculum in your coaching interactions?
2. Briefly describe one example of an interpretive coaching interaction that you think produced improved interpretive effectiveness (i.e., cohesively developed relevant idea, create

opportunities for audience to form their own intellectual and emotional connections with meanings of the resource, use of tangibles/intangibles/universals, central focus based on a universal concept, etc.)

3. What evidence (observed changes, visitor/interpreter feedback, etc.) makes you think that?
4. Describe a situation in which you used "coaching-by-example" to demonstrate/ model an interpretive concept or principle:

### **GENERAL ESSAY:**

Describe in essay form (not more than one page), how you believe your training and coaching efforts will enable interpreters to better help visitors make their own intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted (give specific examples):

---

### OPTIONAL Training/Coaching Log (For reference only -- DO NOT include with submission)

Keep a log of a variety of training and coaching experiences and situations. Record entries for positive and effective encounters as well as encounters which did not go as well as you would have liked. By recording and reflecting on a variety of interactions, you can begin to identify your strengths and weaknesses as an interpretive coach and trainer.

Take the time at the end of the day or at regular intervals through the work season, to record your log entries while they are fresh in your mind. Be honest in your self-assessments -- your log entries are not an employee assessment record, but a self-assessment record of your coaching and training skills. Refer to your log when completing the certification questionnaire. However, **this log IS NOT a part of the submission requirements.** Keep your log in a secure place and maintain confidentiality of its contents. It is essential that you not record employee names in the log entries for this exercise, in that this is not supervisory in nature. Anonymity must be maintained. Seek feedback from, and discuss your perceived needs and/or successes with your supervisor.

#### **For each log entry record—**

- Date of coaching contact or training:
- Type of interaction (informal, written, brief, lengthy, training, coaching, feedback, etc):
- Situation:
- Important elements or events of your coaching discussion or your training:
- Describe the ways you used Module 101 or other Interpretive Curriculum concepts in your coaching discussion or training session:
- Perceived effectiveness and why:
- What I would say or do differently next time:
- Follow-up needed?:

Self-assess how this coaching discussion or training session might enable interpreters to better help visitors make their own intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted: