

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

Module 330 Submission Guidelines

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: