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| ***Results of Peer Review*** |
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| **Certification Assessment for Planning Park Interpretation** |
| Product Number: 16108 |
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| **Results for this review:** |
| **The certifiers determined that this submission demonstrates certification standards. The description/analysis of the interpretive planning project in this submission...** |
| * Illustrates the importance of teamwork in park planning through specific references * Demonstrates interpretive planning principles and processes by illustrating a direct relationship between stated interpretive planning goals and the specific interpretive product |
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| *Keep in mind that this is only a "point-in-time" assessment, and should not be construed as more than that. The standards for certification vary with each competency, and may take practice to understand and/or demonstrate consistently. The combined analysis of the reviewers is provided below.* |
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| **The certifiers identified the following ways in which the submission meets the certification standards:** |
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| Importance of Teamwork **The description of this interpretive planning project illustrated the importance of teamwork in park planning by having provided specific references to the teamwork "process", examples of conflict/hurdles and how those issues were resolved, and the overall benefit of teamwork. For example, at one point when the team was working together to establish the themes that would be the focus of Camp Edison, "confusion and chaos" erupted. The narrative explained how the Chief of Interpretation provided the team with direction and was able to corral the enthusiasm back toward a solid and appropriate group decision. Including different perspectives in deciding the themes "guaranteed that there was variety." Teamwork also was used in deciding the timing for Camp Edison. For example, the most experienced members of the team contributed helpful suggestions based upon their involvement with Camp Edison in previous years. The importance of varied perspectives led to appropriate team decisions regarding the event timing. A third example of a challenge to the teamwork effort was detailed in the portion of the narrative that discussed the arrival of a new team member, the T-R-T. The submitter and her partner, along with the Chief of Interpretation, seemed to have used good judgement, respect and diplomacy to help re-direct the T-R-T's misunderstanding of her role and to capitalize on her expertise, which improved the success of the activities during Camp Edison.**  Interpretive Planning Principles and Processes **The submission demonstrated interpretive planning principles and processes by illustrating a direct relationship between the Park's Long Range Interpretive Plan (LRIP) and the chosen focal points/activities for Camp Edison. It was noted that while the team was actively planning, they used the LRIP and its associated interpretive themes to help focus each day, "making sure that it directly linked with our Long Range Interpretive Plan and official Interpretive Themes for the park." Later in the submission, the narrative again showed direct links between chosen activities and specific park themes and goals. One of the goals of the LRIP is to "See multiple sides of Edison: domestic and professional." Consistent with this goal, the theme and activities for the day seemed to focus mainly on revealing the domestic side of Edison's life. For example, the scavenger hunt activity led participants around the grounds of Glenmont to a variety of locations such as the swimming pool, barn, and vegetable garden, which provided opportunities to understand the type of life lived by the Edisons. Another goal of the LRIP is to "Stand where Edison stood/enjoy the sense of place..." The photography station had a large photograph of Edison in the same area where he "was often known to sit out on the lawn at Glenmont and read in the summer time." This station allowed visitors "to better understand who Thomas Edison was" while imagining themselves in the same place where Edison once sat.**    Suggestions or Additional Comments *The certifiers may not be familiar with your park or the specific constraints of your project. Their suggestions are intended to offer ideas which may or may not be adaptable for your situation. Please consider these coaching ideas with an open mind toward how your submission might be strengthened.*  **This submission includes explanations of the some of the benefits of teamwork, such as providing varied perspectives from interpreters. Consider if this product might have been stronger if it had included the input/perspectives of other park staff. Were maintenance, law enforcement, or resources management staffs consulted on the events, locations or potential issues that might have cropped up on camp days? Were local or partner historical groups' or experts' perspectives considered? Does the park have official non-profit partners, such as a foundation or cooperating association that might have provided support or input? Perhaps the understanding of teamwork and "varied perspectives" would be more evident if the overall planning effort had included input from people outside of the interpretive division. If the submitter did not have control over group make-up and could not have affected those contacts and perspectives, perhaps an articulation of the submitter's understanding of their potential value would have been beneficial in retrospect.   The submission successfully articulates a direct link between the park's Long Range Interpretive Plan and the planned activities for Camp Edison. However, the submission might have been stronger and more clearly illustrated an understanding of interpretive planning processes and principles if it had articulated a direct relationship between other park planning documents that are relevant to interpretation, and specifically, to the activities that were planned for Camp Edison. The narrative mentioned that the park does have a General Management Plan, however, it does not articulate how this was specifically used in this planning process. Are there any other planning documents available for review and consideration, such as a Cultural Resources Plan or Historic Structures Plan/Inventory? For future reference, consider how research into additional park planning documents might help to provide a broader understanding of park goals.** |
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| *Through this peer review program, and with the input provided above, we urge constant practice in order to continue professional development.* ***You can print this form as documentation of certification in this competency.*** *If you have questions about this review or the Interpretive Development Program, please contact the Training Manager for Interpretation and Education at Stephen T. Mather Training Center.* |
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