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| ***Results of Peer Review*** |
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| **Certification Assessment for Training and Coaching Interpreters** |
| Product Number: 16223 |
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| **Results for this review:** |
| **The certifiers determined that this submission demonstrates the certification standards. The description/analysis in the submission...** |
| * Communicates that, through application of specific training and coaching methods, the submitter has provided opportunities that enable other interpreters to help visitors make intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted. |
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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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| Interpretive Training **During the training sessions the submitter successfully demonstrated several training methods such as a resource immersion walk, brainstorming, discussion, props, audience participation, examples, and modeling that would be equally useful for the trainees to use in their interpretive programs. The trainer also demonstrated excellent "knowledge of the audience", writing complete descriptors of each participant's interpretive experience and developmental needs and using this knowledge to help plan the week's training.  Throughout the training, the submitter used various ways to involve the students. They often brainstormed and used discussion to tease out nuances of elements of the IDP curriculum such as the interpretive equation. Additionally, the more experienced interpreters were encouraged to share examples/stories from their own experience with the newer interpreters.  In the first session, a brainstorming activity with participants of intangible meanings they found during an immersion walk through the old-growth redwoods set the tone for exploring additional meanings throughout the week.   A strategy employed by the submitter included multiple sessions with resource experts who provided deeper levels of resource information and science literacy throughout the training week. This complex information helped provide a foundation of understanding and knowledge of the resource for the interpreters. Taking time after each resource session to replicate the brainstorming exercise from the first day allowed the trainees an opportunity to think about the tangible things presented by the experts and how those tangibles might link to resource meanings, which was a useful strategy for the group to begin crafting possible opportunities for visitors to make their own connections in their individual programs.**   Interpretive Coaching **In the analysis, the submitter described watching a new interpreter's program for the first time and recognizing confidence was a primary concern. The analysis went on to describe the strategy the coach took to help the interpreter recognize this weakness as well as assist him in finding additional ways to take ownership of the program and address the concerns himself. Some of the steps were to challenge him, for example, to find ways to spend more time with resource experts and learn the science better for himself. Others were more direct, suggesting a timeline to be less dependent upon the note cards.   Through guided questions answered by the interpreter prior of the face-to-face coaching session, the interpreter also recognized that the program was lacking some cohesion. The coach was able to encourage the interpreter to think about program strategy and how each stop might better “progress” from one to the next through transitions to build a cohesive idea. The interpreter responded positively to the coaching feedback through verbal agreement, nodding, and a determined facial expression.  Through implementing the strategy described, the success of the interpreter in a future program was evident. After the second program observation, the submitter described the interpreter's use of transitions as being much more effective which also successfully increased the cohesive development of the relevant idea. The audience’s verbal and non-verbal cues showed that they were also more fully engaged, and the audience actually grew in numbers, as opposed to decreasing as it was during the first observation.**   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.*  **It is apparent that the submitter understands how to use training and coaching techniques effectively to help inspire newer interpreters towards interpretive excellence by providing opportunities that enable these interpreters to help visitors make intellectual and emotional connections with the meanings and significance in the resource.** |
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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.* |