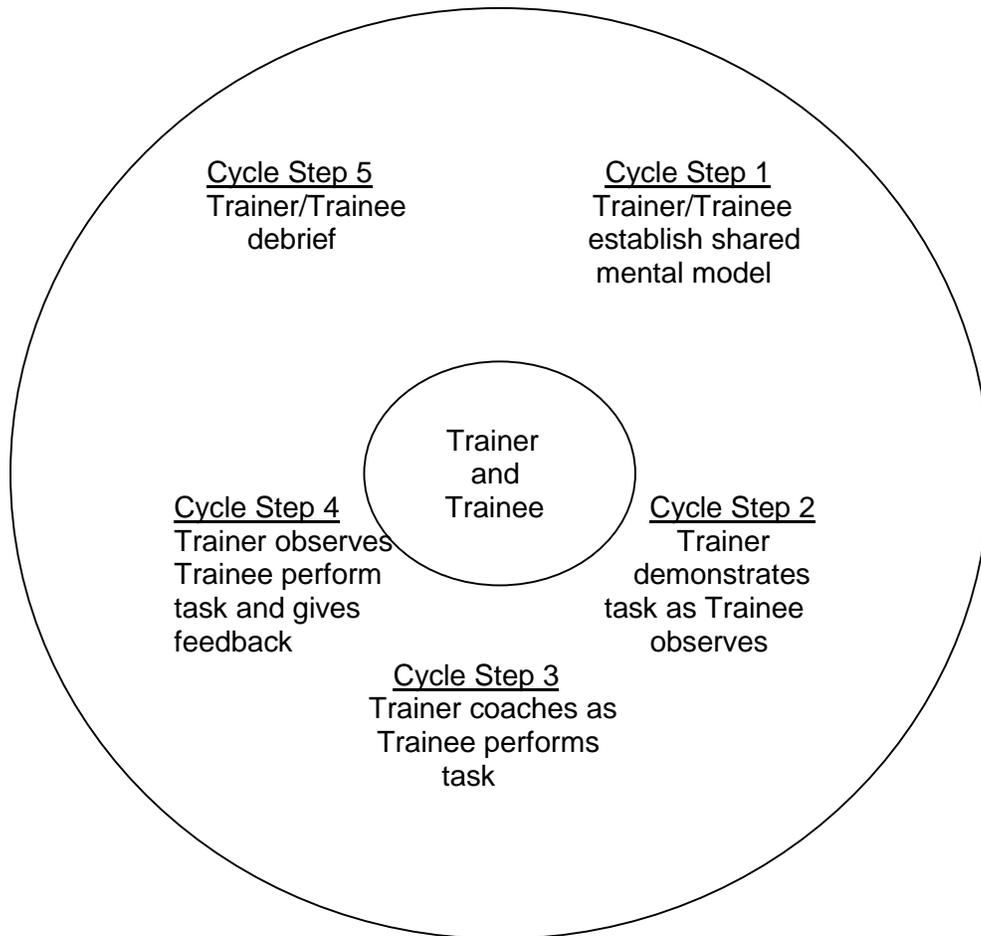


OJT Training Module Cover Sheet

Title: 728 How to use and interpret repeat photography
Type: X Skill <input type="checkbox"/> Knowledge
Performance Objective: Trainee will be able to... <ul style="list-style-type: none">• Estimate plant community history for development of state and transition models using existing repeat imagery for a selected area.• Link imagery to state and transition models to document “states” described.
Target Proficiency: <input type="checkbox"/> Awareness <input type="checkbox"/> Understanding <input type="checkbox"/> Perform with supervision X Apply independently <input type="checkbox"/> Proficiency, can teach others
Trainer Preparation: <ul style="list-style-type: none">• Be familiar with the assigned reading and review material in the lesson plan that follows.• Put together sets of repeat photography and/or imagery from available sources for several selected areas for use in the training.• Put together any existing documentation relevant to the selected areas, such as NRCS conservation plans, existing ecological site descriptions, etc.• Plan a visit to the field of the selected training sites.
Special Requirements: None
Prerequisite Modules: If available, <i>Remote Sensing-Photo Interpretation</i> training (self-paced or instructor-led) should be completed first to enhance this training.
Notes: None
Authors Johanna Pate Kim Stine
Approved by: Shawn McVey

The Five-Step OJT Cycle for Procedural Training (Skill)



OJT Module Lesson

Title: 728 How to use and interpret repeat photography	
WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
Cycle Step 1	<p>You and trainee review the objectives of the module. Note that this procedure can be applied to areas with access as well as to remote areas where access is limited and photo image interpretation and mapping may be necessary.</p> <p>You and trainee review:</p> <ul style="list-style-type: none"> • Available photographs and/or imagery, noting the type, scale, and date for each. • Sources of local photography, such as SWCD/NRCS field offices and the local FSA offices. • Documentation available for the selected training sites. <p>Show trainee the Farm Service Agency Aerial Photography Field Office (imagery products) website, which maintains digital and hardcopy maps from 1955 to the present. Available products and prices can be accessed at the website.</p>
Cycle Step 2	Show trainee the following:
1. How to interpret repeat photography	<p>Demonstrate the local procedure, which may include:</p> <ul style="list-style-type: none"> • Using available documentation for same era as photo to establish a base. • Transitioning from base forward, backward, or both as appropriate to establish trends in vegetative changes. • Relating trends to existing documentation or knowledge to describe “states” over time for available material.
2. Field trip to enhance training	Take trainee to the field. Visit selected sites to view the current vegetative “state” and compare it to the most current and historic photography. (Optional)
Cycle Step 3	Coach trainee as trainee uses a provided set of photographs or images for another site to estimate “states” for the site from the repeat photography. (Field visit is optional.)
Cycle Step 4	Repeat Cycle Step 3 without coaching.
Cycle Step 5	Provide feedback and debrief trainee. Reinforce specific items as needed until trainee is able to perform independently.

OJT Module Lesson Measurement of Learning

Title: 728 How to use and interpret repeat photography	
WHAT	WHY, WHEN, WHERE, HOW, SAFETY, QUALITY
Trainee's learning is measured.	During project activities, assign this task to the trainee. Sign off on performance when target proficiency is achieved.
Follow-up	Follow-up within 6 months to make sure training is retained.

Performance Report Form

<p>Complete attachment: Trainee Performance Report Form template.pdf</p> <p>or</p> <p>SF-182 Trainee and/or supervisor access AgLearn to verify completion of the module via its SF-182</p>
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