

## PROJECT WET TENNESSEE GUIDELINES FOR FACILITATOR MENTORING

The facilitator mentoring program provides a system for training new workshop facilitators at their own pace and with the support of seasoned facilitators. It allows Project WET to train new facilitators through an on-going process and in a way that values their experience and respects their busy lives.

### QUALITIES OF A GOOD FACILITATOR

Workshop facilitators are very special people. Without their time, energy, and enthusiasm Project WET would not have attained the status we enjoy today within environmental education circles. What makes a good facilitator? Consider the following qualities.

works well in groups	capable	enthusiastic
stays on task	sharp	resourceful
organized	flexible	open-minded
cooperative	energetic	willing to learn
friendly	quick to lend a hand	sense of humor
responsible	easy to talk to	empathetic
active learner	relaxed as presenter	reliable

### FACILITATOR-IN-TRAINING

The facilitator-in-training is an individual who wishes to become a workshop facilitator for Project WET. Trainees will learn the skills necessary for preparing and facilitating great workshops, through the assistance and support of a mentor.

### FACILITATOR MENTOR

The facilitator mentor is a seasoned facilitator who agrees to support and assist trainees in learning the skills to conduct educator workshops. Mentors will be required to integrate the trainee into the workshop program at all different stages and with an expanding role. Mentors will be asked to assess the trainee's readiness to facilitate workshops independently.

## PROGRAM GUIDELINES

To enroll in the facilitator mentoring program, you must complete the following requirements, not necessarily in this order:

- Complete an Application Form** (attached).
- Complete a Project WET educator workshop**
- Meet with the State Coordinator**

You will discuss with the state coordinator your teaching and/or natural resource experience and reasons for wanting to become a facilitator. Together, you will review the list of prospective mentors and develop a plan for completing the mentoring program. You will discuss the support you can expect to receive from Project WET and the expectations and requirements of facilitators.

Once enrolled, you must complete the following requirements:

#### **Participate in Two Workshops\***

You will work with a mentor on the planning, delivery, and follow-up of at least two workshops. The mentor need not be the same for each workshop.

- For the **first workshop**, the trainee is expected to prepare for and lead approximately **30%** of the workshop (approximately 2 hours). Your role may include the following: conducting the ice breaker or overview of the guide, reviewing the history and purpose of the Project, introducing and leading an activity, facilitating participant modeling of activities, or other elements with which you are most comfortable. During the remainder of the workshop, the trainee will remain involved by contributing to discussions, assisting the

mentor-facilitator, and assisting workshop participants. You should pay close attention to the audience and the actions of your mentor.

- ❑ For the **second workshop** the trainee will prepare for and lead approximately **60%** of the workshop (approximately 4 hours). Your role may include any elements of the workshop.

Trainees receive no stipend for their participation in the two workshops, as this is training time.

*\*If you are a facilitator for PLT or Project WILD and wish to be mentored as a facilitator for Project WET you must participate as a Trainee in only one workshop. You are expected to lead at least 50% of the workshop.*

- ❑ **Evaluate the Workshops**

At the conclusion of each workshop, the trainee and mentor shall review the day's events, what worked well, and what might have been done differently. The trainee and mentor will each complete independent evaluations of the trainee and submit them to the state coordinator.

- ❑ **Submit Evaluation Forms**

The trainee will submit his/her self-evaluation forms to the state coordinator and should call the office to confirm that the mentors' evaluation forms have been received.

- ❑ **Meet with the State Coordinator**

The trainee will meet with the state coordinator to discuss his/her readiness to serve as a facilitator. This meeting is an opportunity to discuss the interests and availability of the trainee to conduct workshops, to identify additional training needs, and to review other details.

**PROJECT WET TENNESSEE  
FACILITATOR MENTORING PROGRAM APPLICATION FORM**

Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Mailing address \_\_\_\_\_

Phone(work): \_\_\_\_\_ (home) \_\_\_\_\_ (cell) \_\_\_\_\_

E-mail: \_\_\_\_\_

Are you currently trained as a facilitator in Project WILD? \_\_\_\_\_ PLT? \_\_\_\_\_  
Other, please specify \_\_\_\_\_

When and where did you participate in a Project WET educator workshop?

Why do you want to become a workshop facilitator?

What skills and attributes do you possess that will make you a good facilitator?

Please describe your experiences in environmental education, teaching and/or presenting in groups, or managing natural resources, as you believe they relate to the role of a good facilitator.

How would you put your facilitator training to use? Are there specific groups you wish to train?

Please provide two references that are familiar with your work in education and/or the environment.

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

Daytime phone: \_\_\_\_\_ Daytime phone: \_\_\_\_\_

Relationship to you: \_\_\_\_\_ Relationship to you: \_\_\_\_\_

*I have read the Guidelines for Facilitator Mentoring and, by signing this form, agree to the procedures outlined.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form by mail or fax to: **Michelle Rogers** Phone: **931-221-6480**  
**P.O. Box 4718** Fax: **931-221-6481**  
**Clarksville, TN 37044**

**PROJECT WET TENNESSEE  
MENTOR EVALUATION FORM**

Mentor Name: \_\_\_\_\_ Trainee Name: \_\_\_\_\_

Date and location of workshop completed with Trainee: \_\_\_\_\_

Did the Trainee assist you in preparing for the workshop? \_\_\_\_yes \_\_\_\_no If yes, how? \_\_\_\_\_

Duties assigned to the Trainee at the workshop: \_\_\_\_\_

**Assessment Rubric:** Under each skill, please identify the level of mastery (advanced, proficient, novice) you feel the Trainee has attained. **Identify (underline)** those phrases that most closely describe the performance of the Trainee. Skills labeled “proficient” are expected also be found in advanced facilitators, so you will highlight phrases from more than one skill level for each skill. Characteristics under “novice” are generally those a facilitator should leave behind as he/she progresses.

SKILLS	LEVELS OF MASTERY		
	ADVANCED	PROFICIENT	NOVICE
<b>Knowledge of water-related content</b>  <i>Level of mastery:</i> (Check one) ___A ___P ___N	<ul style="list-style-type: none"> <li>• Extensive knowledge.</li> <li>• Can contribute more than is covered in background information from <i>Guide</i>.</li> <li>• Able to answer most any question related to topic.</li> <li>• Cites sources of additional information.</li> <li>• Confident.</li> <li>• Appears to be an expert in water-related topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss content with infrequent use of notes.</li> <li>• May not be able to offer content beyond background information from <i>Guide</i>.</li> <li>• Appears confident in what they know and do not know.</li> <li>• Able to answer most common questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Must rely on notes and background information as a guide to discuss content.</li> <li>• Lacks confidence in presenting information.</li> <li>• Uncomfortable answering questions not covered in notes or background information.</li> <li>• May provide incorrect information.</li> </ul>
<b>Note: Underlining phrases that most closely describe the trainee is MORE IMPORTANT than choosing a particular mastery level.</b>			
<b>Knowledge of relevant educational topics</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• Sensitive to needs and concerns of teachers.</li> <li>• Conversant in teaching theory and strategies.</li> <li>• Can define and discuss learning styles, modifications, authentic assessment, and other topics.</li> <li>• Able to answer most any related question.</li> <li>• Confident.</li> <li>• Appears to be an expert in topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer most common questions and/or cite sources of additional information.</li> <li>• Provides lessons that are classroom-ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Must rely on notes and information from guide to discuss teaching theory and strategies.</li> <li>• Lacks confidence in presenting information.</li> <li>• May be unable to answer questions.</li> <li>• Lessons provided to teachers may require considerable further preparation on their part.</li> </ul>

<b>Preparation and Organization</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• Very prepared.</li> <li>• Prepared to deal with the unexpected.</li> <li>• Workshop starts and ends on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared.</li> <li>• Provides mixture of active and passive times in workshop.</li> <li>• Brings all necessary supplies.</li> <li>• Has clear agenda on board or hand-out.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly prepared.</li> <li>• Has agenda.</li> <li>• May lack some equipment or supplies.</li> <li>• Unexpected changes cause major interruptions.</li> <li>• Their portion of workshop may use considerably more or less time than allotted.</li> </ul>
<b>Communication</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• At ease and confident.</li> <li>• Makes eye contact.</li> <li>• Uses participants' names.</li> <li>• Smiles and has a sense of humor.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks loudly and clearly.</li> <li>• Easy to talk to.</li> <li>• Comfortable in front of group.</li> </ul>	<ul style="list-style-type: none"> <li>• Nervous in front of group.</li> <li>• Avoids eye contact.</li> <li>• Speaks too quietly, too quickly, or is difficult to understand.</li> </ul>
<b>Presentation Skills</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• Extremely capable presenter.</li> <li>• Uses audio-visual aids effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Capable presenter.</li> <li>• Workshop flows smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on notes.</li> <li>• May not use visual aids.</li> </ul>
<b>Encourages Participation</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• Stimulates comments and participation from participants.</li> <li>• Invites differing opinions.</li> <li>• Involves all participants.</li> <li>• Makes the workshop enjoyable and meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages comments and participation.</li> <li>• Allows differing opinions.</li> <li>• Treats all participants with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks ability to encourage comments and participation.</li> <li>• Does not give equal time to differing opinions.</li> <li>• Does not involve all participants.</li> <li>• Appears to have "favorites."</li> </ul>
<b>Professionalism</b>  <i>Level of mastery:</i> ___A ___P ___N	<ul style="list-style-type: none"> <li>• Resourceful and flexible.</li> <li>• Shows leadership.</li> <li>• Deals gracefully with difficulty.</li> <li>• Inspires confidence in their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible, reliable, and punctual.</li> <li>• Prepared for workshop.</li> <li>• Cooperative and quick to help.</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat lacking in reliability or punctuality.</li> <li>• Unable to deal with the unexpected.</li> </ul>

In general, do you feel this Trainee has the skills and demeanor to serve as an effective facilitator?

\_\_\_\_\_yes \_\_\_\_\_no

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Are you willing to mentor future trainees? \_\_\_\_\_yes \_\_\_\_\_no

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**P.O. Box 4718**  
**Clarksville, TN 37044**

**Phone: 931-221-6480**  
**Fax: 931-221-6481**

**PROJECT WET TENNESSEE  
TRAINEE EVALUATION FORM**

**Trainee Name:** \_\_\_\_\_ **Mentor Name:** \_\_\_\_\_

Is this your first or second workshop completed as a Trainee? \_\_\_first workshop \_\_\_second workshop

Date and location of workshop completed with Mentor: \_\_\_\_\_

Did you assist you in preparing for the workshop? \_\_\_yes \_\_\_no If yes, how? \_\_\_\_\_

Duties at the workshop: \_\_\_\_\_

**Assessment Rubric:** Under each skill, please identify the level of mastery (advanced, proficient, novice) you feel you have attained. **Identify (underline)** those phrases that most closely describe your performance as a Trainee. Skills labeled “proficient” are expected also be found in advanced facilitators, so you will highlight phrases from more than one skill level for each skill. Characteristics under “novice” are generally those you should leave behind as you progress.

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What do you believe are your strengths as a facilitator? \_\_\_\_\_

\_\_\_\_\_

In what areas do you feel you need improvement as a facilitator? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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