

NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD JOINT GUIDELINES FOR FACILITATOR MENTORING

New Jersey is often referred to as a big “small town.” This is particularly true in the close-knit communities of environmental educators and natural resource professionals. Projects Learning Tree, WET, and WILD observe this closeness in our intersecting networks of current and prospective workshop facilitators. This joint facilitator mentoring program helps us to interact more effectively with our collective pool of dedicated friends and volunteers, and they with us.

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 Projects Learning Tree, WET, and WILD to train new facilitators through an on-going process and when their interest is high. The joint program also provides a framework for training facilitators from one Project in one or both of the others, in a way that values their accumulated experience and respects their busy lives.

QUALITIES OF A GOOD FACILITATOR

Workshop facilitators are very special people. Without their time, energy, and enthusiasm, each of the Projects 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
stays on task
organized
cooperative
friendly
responsible
active learner

capable
sharp
flexible
energetic
quick to lend a hand
easy to talk to
relaxed as presenter

enthusiastic
resourceful
open-minded
willing to learn
sense of humor
empathetic

FACILITATOR IN TRAINING

The facilitator in training is an individual who wishes to become a workshop facilitator in one or more of Projects Learning Tree, WET, and WILD. 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 in at least one of the Projects, 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.

To enroll in the facilitator mentoring program, you must complete the following requirements.

Complete an Application Form (attached).

Complete an Educator Workshop

You must be trained at an educator workshop in the Project for which you wish to facilitate before you will be considered for that Project.

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 also examine the expectations and requirements of facilitators, as outlined in the Facilitator Handbook, which you will keep.

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.

At the **first workshop**, the trainee is expected to 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 other facilitator(s), and assisting workshop participants. You should pay close attention to the mood and energy of the audience and the actions of your mentor.

At the **second workshop**, the trainee will lead approximately **60%** of the workshop (approximately 4 hours). Your role may include any of the 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 one of the Projects and wish to be mentored as a facilitator for another Project, 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, or discuss over the telephone, 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.

NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD FACILITATOR MENTORING PROGRAM APPLICATION FORM

Name: _____ Occupation: _____

Mailing address: _____

Phone (work): _____ (home): _____ E-mail: _____

Are you currently trained as a facilitator in PLT? _____ ...WET? _____ ...WILD? _____

When and where did you participate in an educator workshop for the Project(s) to which you are applying to be trained as a facilitator?

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 to 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 **Joint Guidelines for Facilitator Mentoring** and, by signing this form, agree to the procedures outlined. I understand that Project Learning Tree, Project WET, and/or Project WILD will train me to conduct educator workshops, provide me a Facilitator's Handbook, and support my work as a facilitator.*

Signature: _____

Date: _____

Mail this form to the Project(s) in which you wish to be trained as a facilitator. If you are applying to more than one Project, please note this on the application.

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e.jackson@dep.state.nj.us

Project WET
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DEP, Watershed Management
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(609) 984-0583
Ray.Nichols@dep.state.nj.us

NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD 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: On the line provided under each skill, please identify the level of mastery (advanced, proficient, novice) of the Trainee. Identify (highlight, circle, underline) those phrases that most closely describe the performance of the Trainee. Most facilitators possess a blend of mastery (i.e. some advanced and some proficient), so it is expected that you will highlight phrases from more than one level for each skill.

Skills	Levels of Mastery		
	Advanced	Proficient	Novice
Knowledge of Project history and purpose <i>Level of mastery:</i> _____	Able to discuss history and purpose easily and without use of notes. Makes it interesting. Comfortable answering questions about topic. Volunteers to conduct this part of workshop.	Able to discuss history and purpose with use of notes or audio-visuials. Comfortable answering questions, particularly when answer is covered in notes. Willing to conduct this part of workshop.	Must rely on notes and audio-visuials to discuss history and purpose. Uncomfortable answering questions about topic. Wants co-facilitator to conduct this part of workshop.
Knowledge of content <i>Level of mastery:</i> _____	Conversant in content. Uses notes only to stay organized. Can contribute more than is covered in the background information from guide. Able to answer most any question related to topic. Cites sources of additional information. Confident. Appears to be an expert in topic.	Able to discuss content with infrequent use of notes. May or may not be able to offer content beyond background information from guide. Appears confident in what they know and do not know. Able to answer questions and/or cite sources of additional information.	Must rely on notes and background information in guide to discuss content of activities. Lacks confidence in presenting information. Uncomfortable answering questions about topic. Unable to answer questions not covered in notes or background information.
Knowledge of teaching theory and strategies <i>Level of mastery:</i> _____	Conversant in teaching theory and strategies. Uses notes only to stay organized. Very familiar with education reform and state standards. Can define and discuss constructivism, learning styles, authentic assessment, and other topics in greater detail than is covered in the guide. Able to answer any related question. Confident. Appears to be an expert in topic.	Able to discuss teaching theory and strategies with infrequent use of notes. Familiar with education reform and state standards. May be able to offer information beyond that covered in the background section of the guide. Appears confident in what they know and do not know. Able to answer questions and/or cite sources of additional information.	Must rely on notes and information from guide to discuss teaching theory and strategies. Aware of education reform and state standards. Lacks confidence in presenting information. Uncomfortable answering questions about topic. Unable to answer questions not covered in notes.
Communication and presentation <i>Level of mastery:</i> _____	Extremely capable presenter. At ease in front of group. Uses audio-visual aids effectively. Makes eye contact and remembers participants' names. Stimulates comments and participation from participants. Solicits participants' objectives at beginning of workshop and reviews them at end. Modifies workshop to meet participants' objectives. Asks	Capable presenter. Relaxed in front of group. Uses audio-visual aids to support presentation. Makes eye contact. Encourages comments and participation from participants. Solicits participants' objectives at beginning of workshop and reviews them at end. Asks follow-up questions if only receiving "yes/no" answers. Waits for responses to questions.	Nervous in front of group. Relies on notes to make presentation. May or may not use audio-visual aids. Avoids eye contact. Asks questions with "yes/no" answers. Unlikely to give quiet time for participants to think about and respond to questions. Speaks softly. Appears stiff and uncomfortable. Often does not fill allotted time for their parts of

	probing questions that solicit more than "yes/no" answers. Gives participants' ample quiet time to think about and respond to questions. Speaks loudly and clearly. Smiles and has sense of humor. Easy to talk to. Confident.	Speaks loudly and clearly. Easy to talk to. Appears confident.	workshop.
Preparation and organization <i>Level of mastery:</i> _____	Very prepared. Has clear agenda on flip-chart and/or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Has extra supplies in case of changes in agenda. Provides appropriate balance of active and passive times in workshop. Workshop flows smoothly whether or not the agenda changes during the day. Workshop begins and ends on time.	Prepared. Has agenda on flip-chart or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Provides mixture of active and passive times in workshop. Workshop flows smoothly, though there may be some minor interruptions if agenda is changed during the day. Workshop begins and ends close to stated times.	Mostly prepared. Has agenda, but may not have on flip-chart or hand-outs. May lack equipment and supplies needed to conduct activities and workshop. Must regularly check agenda to identify next steps. Workshop does not flow smoothly. Workshop does not begin or end on time.
Demeanor <i>Level of mastery:</i> _____	Is unbiased in presentation of material. Invites differing opinions. Involves all participants and treats them with respect.	Does not convey bias in presentation of material. Allows differing opinions. Involves most participants and treats them with respect.	Expresses bias in presentation of material. Does not give equal time to differing opinions. Does not involve all participants. Appears to have "favorites."

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: _____

Mail this form to the Project(s) in which the trainee wishes to become a facilitator.

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NJ PROJECT LEARNING TREE, PROJECT WET, AND PROJECT WILD TRAINEE SELF-EVALUATION FORM

Trainee Name: _____ Mentor Name: _____

Date and location of workshop completed with Mentor: _____

Is this your first or second workshop completed as a Trainee? ___ first workshop ___ second workshop

Duties at workshop: _____

Assessment Rubric: On the line provided under each skill, please assess your level of mastery (advanced, proficient, novice). Identify (highlight, circle, underline) those phrases that you feel most closely describe your performance at the workshop. Most facilitators possess a blend of mastery (i.e. some advanced and some proficient), so it is expected that you will highlight phrases from more than one level for each skill.

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Preparation and organization <i>Level of mastery:</i> _____	Very prepared. Has clear agenda on flip-chart and/or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Has extra supplies in case of changes in agenda. Provides appropriate balance of active and passive times in workshop. Workshop flows smoothly whether or not the agenda changes during the day. Workshop begins and ends on time.	Prepared. Has agenda on flip-chart or hand-outs. Has equipment and supplies needed to conduct activities and workshop. Provides mixture of active and passive times in workshop. Workshop flows smoothly, though there may be some minor interruptions if agenda is changed during the day. Workshop begins and ends close to stated times.	Mostly prepared. Has agenda, but may not have on flip-chart or hand-outs. May lack equipment and supplies needed to conduct activities and workshop. Must regularly check agenda to identify next steps. Workshop does not flow smoothly. Workshop does not begin or end on time.
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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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