



4-H SET Competency Self-Assessment

The self-assessment tool can be used by volunteers and staff—facilitators, peers, mentors and coaches to provide examples of what 4-H SET competencies look like to assess the level to which a 4-H SET facilitator has developed the competencies needed to effectively implement 4-H SET. It can also be used a training outline to assist trainers in determining the components needed in a 4-H SET training. Assessment tools are designed to be coaching tools, not performance reviews, so that individual facilitator’s competencies can be gauged and plans made to ensure progress toward knowledge and skills development.

Adapt, adapt, adapt...this tool is flexible. Use all or parts of this tool as relevant to your work. Some 4-H providers may choose to shorten this tool to make it more practical for a quick assessment for a short-term employee (also see short observation cards). You may decide to identify 3-4 areas that you want to strengthen the most.



4-H SET Competency Self-Assessment

Please fill in the circle that tells how much you currently are capable of using each of the following knowledge or skills when you work with youth in 4-H SET programs.

	Never	Sometimes	Usually	Most of the Time	Always
CARING ADULT					
I use language of respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen to youth in a non-judgmental way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate shared leadership through youth-adult partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage youth to think about what they are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make verbal contact with all youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage learners when they experience setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I offer praise and encouragement when youth take initiative and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify, build on, and celebrate the potential of all youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect youth of different talents, abilities, sexual orientation, and faiths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INCLUSIVE ENVIRONMENT (BELONGING)					
I help youth feel welcome and part of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I establish a climate of fairness and openness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond positively to the ranges of youth's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cultivate a sense of togetherness among youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value and act upon the ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I serve as a role model for inclusion and tolerance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I initiate, sustain, and nurture group interactions and relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Sometimes	Usually	Most of the Time	Always
SAFE ENVIRONMENT					
I conduct myself in a calm manner	0	0	0	0	0
I reduce or eliminate physical and environmental hazards	0	0	0	0	0
I re-emphasize ground rules related to conduct	0	0	0	0	0
I intervene when safety demands it	0	0	0	0	0
	0	0	0	0	0
SEE ONESELF IN THE FUTURE (SENSE OF HOPE)					
I project an optimistic, positive manner	0	0	0	0	0
I reinforce the idea that all youth can succeed	0	0	0	0	0
I offer positive encouragement and support even in the face of setbacks	0	0	0	0	0
I talk about the future and youth's role in it	0	0	0	0	0
VALUES AND PRACTICES SERVICE TO OTHERS					
I encourage youth to contribute to the communities in which they live	0	0	0	0	0
I voice support for giving back to the community through service	0	0	0	0	0
I believe in science's role in improving communities	0	0	0	0	0
I provide opportunities for youth to link their experiences to citizenship	0	0	0	0	0
I identify opportunities for youth to become civically engaged	0	0	0	0	0
	0	0	0	0	0
OPPORTUNITIES FOR SELF-DETERMINATION					
I provide experiences that encourage youth to share evidence	0	0	0	0	0
I identify opportunities for youth to compare claims with each other	0	0	0	0	0
I articulate strategies for data collection and analysis	0	0	0	0	0
I work with youth to identify sources of information	0	0	0	0	0
I actively consult, involve, and encourage youth to contribute to others.	0	0	0	0	0
I provide opportunities for youth to determine program expectations and direction	0	0	0	0	0

	Never	Sometimes	Usually	Most of the Time	Always
ENGAGEMENT IN LEARNING	0	0	0	0	0
I guide youth in learning for themselves.	0	0	0	0	0
I create opportunities for problem solving via discussion, debate, and negotiation	0	0	0	0	0
I work with youth to establish appropriate goals for their age	0	0	0	0	0
I provide opportunities for youth to link their experiences to the real world	0	0	0	0	0
I use a variety of questioning and motivational approaches	0	0	0	0	0
I use multiple learning approaches to meet learners needs	0	0	0	0	0
	0	0	0	0	0
OPPORTUNITIES FOR MASTERY					
I suggest challenges that can be explored by direct investigation	0	0	0	0	0
I encourage youth to make predictions	0	0	0	0	0
I assist youth in developing hypotheses related to their investigations	0	0	0	0	0
I allow youth to conduct formal and open-ended tests and experiments	0	0	0	0	0
I have youth discuss their findings with each other and evaluate evidence critically	0	0	0	0	0
I encourage youth to share their knowledge by teaching others and leading new activities	0	0	0	0	0
I help youth see setbacks as opportunities for new explorations	0	0	0	0	0
I support youth to set new goals, and try new ideas and approaches	0	0	0	0	0
I provide opportunity for youth to use appropriate technology	0	0	0	0	0