

4-H Science Competencies Self Assessment Tool

The self-assessment tool can be used by volunteers and staff — facilitators, peers, mentors, and coaches — to provide examples of what 4-H Science competencies look like to assess the level to which a 4-H Science facilitator has developed the competencies needed to effectively implement 4-H Science. It can also be used as a training outline to assist trainers in determining the components needed in a 4-H Science 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 when 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 Science Competency Self Assessment

Please fill in the circle that tells how much you currently are capable of using the knowledge and skills in these of these areas when you work with youth in 4-H Science programs.

	0 Never	1 Sometimes	2 Usually	3 Most of the Time	4 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 orientations, 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"/>



	0 Never	1 Sometimes	2 Usually	3 Most of the Time	4 Always
SAFE ENVIRONMENT					
I conduct myself in a calm manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reduce or eliminate physical and environmental hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I re-emphasize ground rules related to conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intervene when safety demands it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEE ONESELF IN THE FUTURE (SENSE OF HOPE)					
I project an optimistic, positive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reinforce the idea that all youth can succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I offer positive encouragement and support even in the face of setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk about the future and youth's role in it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VALUES AND PRACTICES SERVICE TO OTHERS					
I encourage youth to contribute to the communities in which they live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I voice support for giving back to the community through service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in science's role in improving communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for youth to link their experiences to citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify opportunities for youth to become civically engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPPORTUNITIES FOR SELF-DETERMINATION					
I provide experiences that encourage youth to share evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify opportunities for youth to compare claims with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I articulate strategies for data collection and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work with youth to identify sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively consult, involve, and encourage youth to contribute to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for youth to determine program expectations and direction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	0 Never	1 Sometimes	2 Usually	3 Most of the Time	4 Always
ENGAGEMENT IN LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide youth in learning for themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create opportunities for problem-solving via discussion, debate, and negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work with youth to establish appropriate goals for their age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for youth to link their experiences to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use a variety of questioning and motivational approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use multiple learning approaches to meet learner's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPPORTUNITIES FOR MASTERY					
I suggest challenges that can be explored by direct investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage youth to make predictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assist youth in developing hypotheses related to their investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I allow youth to conduct formal and open-ended tests and experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have youth discuss their findings with each other and evaluate evidence critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage youth to share their knowledge by teaching others and leading new activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help youth see setbacks as opportunities for new explorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support youth to set new goals, and try new ideas and approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunity for youth to use appropriate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4-H Science Competency Cards

4-H Science Core Competency



CARING ADULT

- 1 I use language of respect
- 2 I demonstrate shared leadership through youth-adult partnerships
- 3 I encourage youth to think about what they are learning
- 4 I encourage learners when they experience setbacks
- 5 I offer praise and encouragement when youth take initiative and leadership

4-H Science Core Competency



INCLUSIVE ENVIRONMENT (Belonging)

- 1 I help youth feel welcome and part of a group
- 2 I establish a climate of fairness and openness
- 3 I cultivate a sense of togetherness among youth
- 4 I serve as a role model for inclusion and tolerance
- 5 I initiate, sustain, and nurture group interactions and relationships

4-H Science Core Competency



SAFE ENVIRONMENT

- 1 I conduct myself in a calm manner
- 2 I reduce or eliminate physical and environmental hazards
- 3 I re-emphasize ground rules related to conduct
- 4 I intervene when safety demands it

4-H Science Core Competency



SEE ONESELF IN THE FUTURE (Sense of Hope)

- 1 I project an optimistic, positive manner
- 2 I reinforce the idea that all youth can succeed
- 3 I offer positive encouragement and support even in the face of setbacks
- 4 I talk about the future and youth's role in it

4-H Science Core Competency



VALUES AND PRACTICES SERVICE TO OTHERS

- 1** I encourage youth to contribute to the communities in which they live
- 2** I voice support for giving back to the community through service
- 3** I believe in science's role in improving communities
- 4** I provide opportunities for youth to link their experiences to citizenship
- 5** I identify opportunities for youth to become civically engaged

4-H Science Core Competency



OPPORTUNITIES FOR SELF-DETERMINATION

- 1** I provide experiences that encourage youth to share evidence
- 2** I identify opportunities for youth to compare claims with each other
- 3** I articulate strategies for data collection and analysis
- 4** I work with youth to identify sources of information
- 5** I provide opportunities for youth to determine program expectations and direction

4-H Science Core Competency



ENGAGEMENT IN LEARNING

- 1** I create opportunities for problem-solving via discussion, debate, and negotiation
- 2** I work with youth to establish appropriate goals for their age
- 3** I provide opportunities for youth to link their experiences to the real world
- 4** I use a variety of questioning and motivational approaches
- 5** I use multiple learning approaches to meet learner's needs

4-H Science Core Competency



OPPORTUNITIES FOR MASTERY

- 1** I suggest challenges that can be explored by direct investigation
- 2** I encourage youth to make predictions
- 3** I allow youth to conduct formal and open-ended tests and experiments
- 4** I have youth discuss their findings with each other and evaluate evidence critically
- 5** I encourage youth to share their knowledge by teaching others and leading new activities
- 6** I provide opportunity for youth to use appropriate technology

