Educator Self-Assessment

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| --- | --- | --- | --- |
| Skill or Characteristic | 1(not at all) | 3(somewhat) | 5(very much) |
| I enjoy facilitating groups of young people |  |  |  |
| I am committed to the content and messages of this evidence-based program (EBP) |  |  |  |
| I am comfortable delivering program content and activities |  |  |  |
| I manage my time well and stay on schedule |  |  |  |
| I am able to connect participants’ comments to ideas/topics that came up earlier in the group |  |  |  |
| I am able to meet the participants “where they are” and engage them |  |  |  |
| I do not get involved in power struggles with participants |  |  |  |
| I value others’ opinions, experiences, and positions even if they are different from mine |  |  |  |
| I am comfortable with correcting misinformation |  |  |  |
| I am able to deal with challenging participant situations |  |  |  |
| I am able to listen to group members without interrupting |  |  |  |
| I am usually aware when my buttons get pushed and know how to handle it |  |  |  |
| I give clear and concise directions for activities |  |  |  |
| I honor and validate contributions from group members |  |  |  |
| I am able to accurately summarize participants’ comments |  |  |  |
| I truly respect participants |  |  |  |
| I am confident I can take care of training logistics |  |  |  |
| I believe that participants perceive me as genuine |  |  |  |
| I am committed to ensuring a safe and inclusive environment that is conducive to learning |  |  |  |
| I am intentional about planning and reflecting on each group session |  |  |  |

*Adapted from: ETR. Making Proud Choices Training of Trainers*