

# Closure and Evaluation



## Purpose:

- To bring a sense of closure to the training.
- To identify learning that has taken place.
- To provide feedback on the training for improvement.

## Time:

30 minutes

## Materials:

### Handout:

- The *Power of the Wind* Competency Assessment
- Resources for Post-Pre Assessment Evaluation form

## Trainer Notes:

### STEP 1: Closure

*As a closure activity, think of something that will be significant to the group and brings some closure. One possibility is to have each person describe the training as either a pinwheel or a sailboat and why they chose that one. This gives them a chance to express something and let's everyone know a little more about their impression of this training. This is one of those activities that is a remark without comment and tends to go very quickly.*

Throughout the last two days you were able to experience key components in *The Power of the Wind*. As you begin to implement this curriculum, keep in mind the SET Abilities, how to effectively include content, where to find resources, the engineering design process, and the Experiential Learning Cycle.

Thank you for taking two days to participate in this training. Hopefully this has been a positive experience for you. Please complete both the assessment and evaluation before you leave.

### STEP 2: Assessment and Evaluation

We have created a post- pre-assessment for this training because it is very important to us that the training increases your knowledge and skills to implement *The Power of the Wind*. The assessment is a self-assessment and we hope you will share it with us in complete





confidentiality, not because we would be looking to see each individual's progress, but, so we could do a cumulative effect and see where there was learning. This would help us determine where the training or trainers are either effective or not effective so we can improve. Please take a few minutes to complete the self-assessment.

***Give people a chance to complete the self - assessment in silence once done ask participants.***

- What is your reaction to this assessment tool?
- Were there specific areas that surprised or troubled you?
- Did this tool help you think about other learning you wish that had occurred?

***Ask each person to complete the evaluations and note it is only through this feedback that we can continue to learn what works and what doesn't and how to make this the best learning experience possible. Collect the evaluations as people get done. Thank them as they leave.***





# HANDOUT *The Power of the Wind* Competency Assessment

## Science, Engineering, and Technology- Professional Competency Assessment *The Power of the Wind*

### About your training experiences ...

We are interested in how you view your training experiences with *The Power of the Wind* Training. Please check circle in the the box that best describes how much you agree with the following statements both AFTER and BEFORE the training.

#### AFTER THE TRAINING

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

#### BEFORE THE TRAINING

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
					<b>Caring Adult</b>					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I demonstrate shared leadership though youth/adult partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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"/>
<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"/>
<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"/>
					<b>Belonging</b>					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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"/>
<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"/>
<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"/>





# HANDOUT *The Power of the Wind* Competency Assessment

## AFTER THE TRAINING

## BEFORE THE TRAINING

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
					<b>Sense of Hope</b>					
<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"/>
<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"/>
					<b>Self-Determination</b>					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I provide experiences that encourage youth to share scientific evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I identify opportunities for youth to compare scientific claims with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I encourage youth to articulate strategies for data collection and analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I actively consult, involve, and encourage youth to contribute their ideas, expertise, and thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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"/>
					<b>Engagement in Learning</b>					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I guide youth in learning, rather than telling them what I already know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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"/>
<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"/>
<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"/>





# HANDOUT *The Power of the Wind* Competency Assessment

## AFTER THE TRAINING

## BEFORE THE TRAINING

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

### Mastery

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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"/>
<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"/>
<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"/>
<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"/>
<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"/>
<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"/>
<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"/>
<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"/>
<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"/>





# HANDOUT *The Power of the Wind* Training Evaluation

## Help us improve future trainings!

1. Overall, how would you rate the training you received for *The Power of the Wind*?  
 Excellent  
 Good  
 Fair  
 Poor
2. What factors made you rate the training the way you did?
3. What do you feel was the most beneficial part of the training?
4. What, if anything, would you change about the training? If you wouldn't change anything, please write "nothing."
5. What could 4-H staff do to support you in leading *The Power of the Wind* activities?





# HANDOUT *The Power of the Wind* Training Evaluation

6. What would you still like to know about using *The Power of the Wind* with others? What questions do you still have?
7. Now that you've participated in the training, how would you rate your level of disagreement or agreement with the following statements?

	Strongly Disagree	Disagree	Somewhat Agree	Somewhat Agree	Agree	Strongly Agree
a. I understand the 4-H Experiential Learning Cycle						
b. I feel prepared to lead <i>The Power of the Wind</i> activities.						
c. I am confident I could apply experiential learning techniques to <i>The Power of the Wind</i> activities.						
d. I am confident I could facilitate youth learning about <i>The Power of the Wind</i> .						
e. I am confident I could facilitate lessons that build SET abilities in youth.						

**The following questions are to help us better understand the diverse experiences of 4-H leaders and volunteers. All questions are optional.**

8. Including this year, how many years have you been a 4-H staff or volunteer? \_\_\_\_\_
9. Including this year, how many years have you been a staff member or volunteered with other 4-H science, engineering, or technology activities? \_\_\_\_\_
10. Do you have a professional background or experiences related to science, engineering, or technology? If yes, please explain.

