# Intermediate Educational Developer/Learning Consultant Self-Assessment Tool

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| *Skills, Knowledge and Attributes Identified as Important for Developers* | *Statements about Items* | *Rating*  1 = Not true of me  2 = Somewhat true of me  3 = Moderately true of me  4 = Very true of me |

### ATTRIBUTES AND QUALITIES (BE)

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| **Commitment to Improving Self** | | | | | |
| **Self-Awareness** | I can distinguish my own motivations and actions. | 1 | 2 | 3 | 4 |
|  | I take appropriate actions and next steps to enhance my self-awareness. | 1 | 2 | 3 | 4 |
| **Self-Regulation** | I can self-regulate my actions and behaviours. | 1 | 2 | 3 | 4 |
| **Learn and Grow** | I can quickly learn new knowledge and skills. | 1 | 2 | 3 | 4 |
|  | I have a good collection of effective strategies I use to learn. | 1 | 2 | 3 | 4 |
|  | I am able to monitor my learning, modifying and changing strategies if needed. | 1 | 2 | 3 | 4 |
|  | I have a growth mindset. | 1 | 2 | 3 | 4 |
| **PD** | I am aware of the areas in which I would benefit from professional development. | 1 | 2 | 3 | 4 |
|  | I have a learning plan to address my own professional learning needs. | 1 | 2 | 3 | 4 |
| **Criticism** | I am open to constructive criticism for self-improvement. | 1 | 2 | 3 | 4 |
|  | I can take constructive criticism and make changes in myself. | 1 | 2 | 3 | 4 |
| **Adaptable** | I can adapt to new situations with relative effort and adjustment time. | 1 | 2 | 3 | 4 |

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| **Professional Conduct** | | | | | |
| **Respectful** | I demonstrate respect with others. | 1 | 2 | 3 | 4 |
|  | I adhere to all department and institutional requests of employees. | 1 | 2 | 3 | 4 |
| **Humble** | I demonstrate humility in my actions and words. | 1 | 2 | 3 | 4 |
|  | I am a compassionate and caring individual. | 1 | 2 | 3 | 4 |
| **Inclusivity** | I engage in inclusive interactions and communications. | 1 | 2 | 3 | 4 |
| **Team Player** | I am a team player who fairly contributes to group projects and tasks. | 1 | 2 | 3 | 4 |
|  | I engage in respectful interactions with my team members. | 1 | 2 | 3 | 4 |
|  | I promote collaboration and emphasis on strengths each team member brings. | 1 | 2 | 3 | 4 |
| **Patience** | I am patient with individuals and groups. | 1 | 2 | 3 | 4 |
|  | I persevere in helping faculty and students resolve their requests and reach goals. | 1 | 2 | 3 | 4 |
|  | I have tolerance for uncertainty in my job and workplace. | 1 | 2 | 3 | 4 |
| **Fit** | I work effectively within my organizational /institutional structure. | 1 | 2 | 3 | 4 |
|  | I feel I fit in with my departmental colleagues. | 1 | 2 | 3 | 4 |
| **Conduct** | I professionally conduct myself in all situations at work. | 1 | 2 | 3 | 4 |
|  | I respect the decisions and directions of those who are in leadership positions. | 1 | 2 | 3 | 4 |
|  | I take responsibility for my inappropriate actions and communications. | 1 | 2 | 3 | 4 |
|  | I am punctual. | 1 | 2 | 3 | 4 |
|  | I exhibit professional etiquette in my interactions with people. | 1 | 2 | 3 | 4 |
|  | I maintain confidentiality. | 1 | 2 | 3 | 4 |
|  | I present a professional image. | 1 | 2 | 3 | 4 |
| **Passion** | I am passionate about enhancing teaching and learning in higher education. | 1 | 2 | 3 | 4 |
|  | I embed that passion in the work I do, the interactions I have and the kinds of new learning I take on. | 1 | 2 | 3 | 4 |
| **Diplomacy** | I am diplomatic in all of my work activities and interactions. | 1 | 2 | 3 | 4 |
| **Trust** | I am a trustworthy person. | 1 | 2 | 3 | 4 |
| **Empathy** | I am an empathic person. | 1 | 2 | 3 | 4 |

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| **Management of Work Duties** | | | | | |
| **Initiative** | I take initiative in my job. | 1 | 2 | 3 | 4 |
| **Time Mgmt.** | I use methods and strategies that are effective in managing my workload. | 1 | 2 | 3 | 4 |
|  | I have work completed within deadline dates and expectations. | 1 | 2 | 3 | 4 |
| **Quality of Work** | My work quality always meets expectations and needs. | 1 | 2 | 3 | 4 |
|  | I produce high quality work. | 1 | 2 | 3 | 4 |
| **Creativity** | I employ creative solutions to problems or situations. | 1 | 2 | 3 | 4 |
|  | I uncover innovative approaches and new techniques for teaching and learning. | 1 | 2 | 3 | 4 |
| **Openness** | I thrive in environments with new ideas and approaches. | 1 | 2 | 3 | 4 |
|  | I am receptive to engaging in new experiences. | 1 | 2 | 3 | 4 |
| **Independent** | I figure out solutions to problems on my own first. | 1 | 2 | 3 | 4 |
|  | I am able to work independently. | 1 | 2 | 3 | 4 |

### KNOWLEDGE, SKILLS AND ABILITIES (KNOW)

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| **Teaching and Learning** | | | | | |
| **Curriculum Development** | I can describe the features of a number of curriculum development frameworks/models and their use/application in higher education. | 1 | 2 | 3 | 4 |
|  | I can describe principles of an effective curriculum development model/framework. | 1 | 2 | 3 | 4 |
|  | I can fully explain the parts of an effective learning outcome and can effectively teach it to others. | 1 | 2 | 3 | 4 |
|  | I can explain how outcomes-based learning applies to curriculum development. | 1 | 2 | 3 | 4 |
|  | I can describe how to help faculty develop program and course learning outcomes. | 1 | 2 | 3 | 4 |
|  | I can describe how a curriculum map is developed and interpreted. | 1 | 2 | 3 | 4 |
|  | I can explain the components of how to facilitate a conversation with faculty based on a completed curriculum map, along with some challenges that may arise. | 1 | 2 | 3 | 4 |
| **Teaching, Learning and Technology** | I can describe a number of key authors I have read (books, reports, websites) who have advanced teaching, learning and technology integration in higher education. | 1 | 2 | 3 | 4 |
|  | I can describe many theories on teaching, learning and technology in higher education, including major theories. | 1 | 2 | 3 | 4 |
|  | I can describe a number of student learning/development theories and frameworks. | 1 | 2 | 3 | 4 |
|  | I can describe aspects of learning unique to adults. | 1 | 2 | 3 | 4 |
|  | I can describe group dynamics and how to best manage it for success. | 1 | 2 | 3 | 4 |
| **Metacognition and Learning** | I can explain how learning works, why learning about learning is important and the myths surrounding student learning. | 1 | 2 | 3 | 4 |
|  | I can demonstrate a variety of strategies for use in the classroom for helping students learn, as well as learn about learning. | 1 | 2 | 3 | 4 |
|  | I can describe the key authors I have read who have advanced the science of learning and metacognition. | 1 | 2 | 3 | 4 |
| **Teaching** | I can successfully demonstrate high impact practices that assist in optimal student learning and explain why they are optimal for learning. | 1 | 2 | 3 | 4 |
|  | I can demonstrate the strategies necessary for achieving good class management and how to adjust strategies for various situations. | 1 | 2 | 3 | 4 |
|  | I can demonstrate appropriate examples of formative and summative assessment, including what examples are best for various situations. | 1 | 2 | 3 | 4 |
|  | I can demonstrate a collection of key strategies for building rapport with students, including how the strategies work. | 1 | 2 | 3 | 4 |
|  | I can build a useful course outline (syllabus) for my classes, including modelling a few other formats such as a graphic syllabus. | 1 | 2 | 3 | 4 |
|  | I can create a well-developed class lesson plan including approximate timing, questions, strategies and details for implementation. My lesson plans can serve as models for others. | 1 | 2 | 3 | 4 |
|  | I regularly update my knowledge about teaching skills and trends. I have a variety of avenues through which I gain this knowledge and reflect upon its use and application. | 1 | 2 | 3 | 4 |
|  | I take an evidence-based approach to my teaching. I can explain this approach and demonstrate how it affects student learning. | 1 | 2 | 3 | 4 |
| **Research** | I regularly read new research and investigations into teaching, learning and technology in higher education. | 1 | 2 | 3 | 4 |
| **Philosophy of Teaching** | I have composed my philosophy of teaching and learning based on personal experiences and evidence-based principles. | 1 | 2 | 3 | 4 |
|  | I can assist people in developing their own philosophy of teaching and learning. | 1 | 2 | 3 | 4 |
| **Education in Pedagogy** | I have at least one of my degrees/certificates in pedagogy, teaching and learning, curriculum design etc. | 1 | 2 | 3 | 4 |
|  | I am pursuing some form of formal education in pedagogy, teaching and learning, curriculum design etc. | 1 | 2 | 3 | 4 |

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| **Educational Development** | | | | | |
| **Principles and Practices** | I can describe a number of authors I have read (books, reports, websites) who have advanced the profession of educational development. I have a good breadth of reading I’ve done on educational development. | 1 | 2 | 3 | 4 |
|  | I can describe core principles and practices of effective educational development. I can describe emerging principles and practices informed by research and science. | 1 | 2 | 3 | 4 |
|  | I can describe a number of common formats, supports and services to support faculty in their practice in institutions of higher education. I can describe the pros and cons of each of those formats, supports and services. | 1 | 2 | 3 | 4 |
|  | I can describe aspects of learning unique to adults and can describe how I’d alter or enhance my supports and services for their benefit. | 1 | 2 | 3 | 4 |
|  | I stay current on research about educational development and its growth. I have a variety of avenues through which I gain new knowledge and reflect upon it. | 1 | 2 | 3 | 4 |
| **Org Culture** | I can describe how my institution’s culture informs my work. | 1 | 2 | 3 | 4 |
|  | I can describe the key initiatives and areas of focus for the institution. | 1 | 2 | 3 | 4 |
|  | I can describe how I take my understanding of organizational culture and adapt it to how I consult, develop and implement supports. | 1 | 2 | 3 | 4 |
| **Technology** | I have a wide range of skills and knowledge of technology to be able to model, support and inform faculty about teaching and learning with technology. | 1 | 2 | 3 | 4 |
|  | I have a strong set of core technology skills I use frequently in my work (e.g., document production, spreadsheets, web page basics, video/audio, etc.) | 1 | 2 | 3 | 4 |
| **Reflection** | I regularly solicit feedback on my educational development practice. | 1 | 2 | 3 | 4 |
|  | I take feedback and engage in critical reflections of my work. | 1 | 2 | 3 | 4 |
| **Philosophy of Ed Dev** | I have composed my philosophy of educational development based on personal experiences and evidence-based principles. | 1 | 2 | 3 | 4 |
| **Peer Mentor/Coach** | I am able to mentor and coach colleagues in educational development around skills, knowledge and values I have developed and can share. | 1 | 2 | 3 | 4 |

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| **Facilitation and Change Management** | | | | | |
| **Principles and Practices** | I can describe a number of key authors I have read (books, reports, websites) who have provided knowledge and skills around facilitation and change management. | 1 | 2 | 3 | 4 |
|  | I can describe a number of principles and practices of facilitating sessions, workshops and change of practice initiatives. | 1 | 2 | 3 | 4 |
|  | I can describe a number of common formats, supports and services used in educational development to support change in practice and programs. I can explain the pros and cons of each format, support and service. | 1 | 2 | 3 | 4 |
|  | I can explain how various institutional factors and conditions are part of change management practices. | 1 | 2 | 3 | 4 |
| **Listening** | I listen actively to identify the needs of others. | 1 | 2 | 3 | 4 |
| **Questioning** | I am able to create feedback statements/comprehension questions when listening. | 1 | 2 | 3 | 4 |
| **Facilitation** | I can demonstrate effective facilitation skills required of educational developers. | 1 | 2 | 3 | 4 |
|  | I can describe group dynamics and how this impacts facilitation of a group. | 1 | 2 | 3 | 4 |
|  | I have a strong grasp and demonstrable ability of the core skills (pacing, timing, communication, planning, understanding points of view, managing change, redirecting, empathic comments etc.) for facilitating effective sessions. | 1 | 2 | 3 | 4 |
| **Team Building** | I know the essential components for building an effective team. | 1 | 2 | 3 | 4 |
|  | I have a repertoire of activities I am able to use to develop strong teams of people. | 1 | 2 | 3 | 4 |
|  | I am aware of the pitfalls and challenges when building teams. | 1 | 2 | 3 | 4 |
| **Conflict Resolution** | I have conflict resolution and mediation skills I can employ when required. | 1 | 2 | 3 | 4 |
|  | I am able to model and explain those resolution and mediation skills to others. | 1 | 2 | 3 | 4 |

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| **Planning and Project Management** | | | | | |
| **Prioritization** | I am able to fairly accurately prioritize a set of tasks/duties and create a plan to meet needs, due dates and time required to do the work. | 1 | 2 | 3 | 4 |
|  | I can closely monitor a prioritized list and make adjustments if required. | 1 | 2 | 3 | 4 |
| **Project Mgmt.** | I can describe the key components of managing projects. | 1 | 2 | 3 | 4 |
|  | I have the skills and knowledge to plan small to large projects. | 1 | 2 | 3 | 4 |
| **Planning** | I have the skills and knowledge about how to design and develop programming. | 1 | 2 | 3 | 4 |
|  | I can describe the essential planning components. | 1 | 2 | 3 | 4 |
|  | I have well-developed organizational skills and abilities. | 1 | 2 | 3 | 4 |
|  | I have well-developed skills in attending to details, avoiding errors and ensuring key items are completed within suitable time frames. | 1 | 2 | 3 | 4 |
| **Thinker** | I am able to describe the key components of critical thinking. | 1 | 2 | 3 | 4 |
|  | I am able to critically think through situations, problems and complex tasks. | 1 | 2 | 3 | 4 |
|  | I have problem solving skills and abilities. | 1 | 2 | 3 | 4 |
| **Marketing** | I know how to market programs and services to diverse groups. | 1 | 2 | 3 | 4 |

**APPLICATIONS OF LEARNING (DO)**

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| **Teaching and Learning** | | | | | |
| **Teaching** | I have gained teaching experiences at the post-secondary level (5-7 yrs.) | 1 | 2 | 3 | 4 |
|  | In my teaching and facilitation/consulting experiences, I am able to apply high impact teaching and learning strategies. | 1 | 2 | 3 | 4 |
|  | In my teaching and facilitation/consulting experiences, I am able to fairly and accurately assess and evaluate learning progress and achievements. | 1 | 2 | 3 | 4 |
|  | In my teaching and facilitation/consulting experiences, I am able to build rapport with my students/learners and maintain good professional relationships. | 1 | 2 | 3 | 4 |
|  | In my teaching and facilitation/consulting experiences, I am able to maintain good pacing and timing throughout a session or class. | 1 | 2 | 3 | 4 |
|  | I apply my experiences and understandings of pedagogy, teaching and learning to appropriate applications, projects and initiatives within my position. | 1 | 2 | 3 | 4 |
| **Designs Courses** | I design courses using evidence-based models always looking to ensure my courses relate to the appropriate literature. | 1 | 2 | 3 | 4 |
| **Metacognition** | I am able to acquire new knowledge and skills of how my learning works. | 1 | 2 | 3 | 4 |
|  | I apply metacognitive learning strategies to my own learning and regulate their effectiveness, monitor for changes and make adjustments. | 1 | 2 | 3 | 4 |
|  | I have a collection of metacognitive teaching strategies I could share with faculty for incorporation into their practices. | 1 | 2 | 3 | 4 |
| **Teaching Strategies** | I select and appropriately use impactful teaching strategies in my teaching practice. | 1 | 2 | 3 | 4 |
|  | I am able to make adjustments in applying the strategies and modify if required. | 1 | 2 | 3 | 4 |
| **Pacing and Timing** | I have strong pacing and timing of my facilitation and teaching experiences ensuring I have a smooth yet appropriate pace while adhering to specific timing events. | 1 | 2 | 3 | 4 |
|  | I am able to adjust my pacing and timing, while acutely aware of how I am doing in the moment, and make changes for enhancing learning of students. | 1 | 2 | 3 | 4 |
| **Opportunities** | When available, I apply for and engage in teaching opportunities to keep myself current and integrated with faculty across campus. | 1 | 2 | 3 | 4 |
| **Research** | I routinely conduct scholarly inquiry/ research on my teaching and learning. | 1 | 2 | 3 | 4 |
|  | I have made public my scholarly inquiry/research activity (e.g., conference, publication, session, etc.) | 1 | 2 | 3 | 4 |
|  | I have completed an ethical review for conducting research. | 1 | 2 | 3 | 4 |
| **Teaching Portfolio** | I am building upon a teaching portfolio of my experiences and practices and routinely provide critical reflections on my learning and uploaded artifacts. | 1 | 2 | 3 | 4 |

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| **Educational Development** | | | | | |
| **Pedagogy Support** | I can reply to more complex pedagogy requests and consultations, often expanding and enhancing the engagement to provide a fulsome response. | 1 | 2 | 3 | 4 |
| **Pedagogy Apps and Plan** | I can apply my knowledge, skills and abilities of good pedagogical course and class design appropriate to requests, projects and other initiatives. | 1 | 2 | 3 | 4 |
|  | I have a training plan for enhancing my teaching and learning skills and knowledge. | 1 | 2 | 3 | 4 |
| **Tech Support** | I successfully reply to more complex technology requests and consultations, often expanding and enhancing the engagement to provide a fulsome response. | 1 | 2 | 3 | 4 |
| **Technology Apps and Plan** | I apply my experiences and understandings of technology to appropriate applications, projects and initiatives within my position. | 1 | 2 | 3 | 4 |
|  | I can design a well-developed online course utilizing many the core tools effectively (e.g., discussions, content pages, quizzes, rubrics, assignments, navigation, communication, grades) | 1 | 2 | 3 | 4 |
|  | I can successfully participate and moderate a web conferencing course/class utilizing the tools and independently troubleshooting access and navigation issues. | 1 | 2 | 3 | 4 |
|  | I have a training plan for enhancing my technology skills and knowledge. | 1 | 2 | 3 | 4 |
| **Portfolio** | I am building upon my educational development portfolio with artifacts of my knowledge, skills and attributes along with associated actions and activities. | 1 | 2 | 3 | 4 |
|  | I routinely provide critical reflections of my learning educational development. | 1 | 2 | 3 | 4 |
| **Facilitation and Change Management** | | | | | |
| **Facilitation** | I apply my skills and knowledge of facilitation to effectively work with faculty. | 1 | 2 | 3 | 4 |
|  | I apply my skills and knowledge of facilitation to effectively work with students. | 1 | 2 | 3 | 4 |
| **Communicates** | I communicate effectively in all forms of media. | 1 | 2 | 3 | 4 |
|  | I am an effective speaker with good eye contact, speed and quality of language, appropriate facial and body expressions, pacing and articulation of words. | 1 | 2 | 3 | 4 |
|  | I write effectively for various audiences and purposes. | 1 | 2 | 3 | 4 |
| **Material Design** | I design and develop my materials and resources in an accessible manner. | 1 | 2 | 3 | 4 |
|  | My materials and resources conform to the department’s formatting guidelines. | 1 | 2 | 3 | 4 |
| **Change Management** | I support change in individuals through applying my understandings of the principles of change management. | 1 | 2 | 3 | 4 |
| **Org Culture** | I apply my knowledge of disciplinary differences effectively in my work. | 1 | 2 | 3 | 4 |
|  | I work effectively with faculty. | 1 | 2 | 3 | 4 |
| **Builds Teams** | I build effective teams. | 1 | 2 | 3 | 4 |
|  | I manage effective teams and ensure they reach their potential. | 1 | 2 | 3 | 4 |

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| **Planning and Project Management** | | | | | |
| **Planning** | I organize my work time to effectively and efficiently undertake and complete a variety of activities, tasks and duties. | 1 | 2 | 3 | 4 |
|  | I conduct a needs assessment before I launch into a project or planning activity. | 1 | 2 | 3 | 4 |
|  | I communicate with stakeholders to identify their needs, goals and actions. | 1 | 2 | 3 | 4 |
|  | I organize a variety of complex resources (e.g., schedules, venues, formats, people and communications). | 1 | 2 | 3 | 4 |
|  | I conduct productive meetings, am able to manage and monitor them and achieve successful results through a well-facilitated experience. | 1 | 2 | 3 | 4 |
|  | I evaluate educational development programing utilizing appropriate tools, strategies and models often innovating and finding new metrics and measures. | 1 | 2 | 3 | 4 |
| **Project Mgmt.** | I manage medium-sized projects effectively (e.g., keep on track, monitor, adjust, provide updated reports, enhance) and conclude with appropriate reports. | 1 | 2 | 3 | 4 |
|  | I assess the outcomes of a project. I interpret the outcomes and provide suggestions and next steps for action. | 1 | 2 | 3 | 4 |
| **Solve Problems** | I solve ill-defined problems on my own. | 1 | 2 | 3 | 4 |
| **Marketing and Outreach** | I engage with faculty and departments across campus to assist in awareness of Centre offerings and to build rapport. | 1 | 2 | 3 | 4 |
|  | I sometimes lead the Centre staff in promoting offerings and sessions. | 1 | 2 | 3 | 4 |
| **Program Evaluation** | I develop program evaluations to assist Chairs and faculty members in obtaining frequent and varied feedback on their programs. | 1 | 2 | 3 | 4 |

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Attribution: Significant additions and changes to a similar chart found in McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). *Educational Development Guide Series: No. 1. The Educational Developer’s Portfolio*. Ottawa, Canada: Educational Developers Caucus.  
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