Novice Educational Developer/Learning Consultant
Self-Assessment Tool

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)

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 can 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

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

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 meets expectations and needs.	1	2	3	4
	I produce good 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 try to 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)

Teaching and Learning						
Curriculum Development	I can describe the features of key 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 explain the parts of an effective learning outcome and can 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 both 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.	1	2	3	4
Teaching, Learning and Technology	I can describe several 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 some major theories on teaching, learning and technology in higher education.	1	2	3	4
	I can describe several 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 some of the key authors I have read who have advanced the science of learning and metacognition.	1	2	3	4
Teaching	I can demonstrate high impact practices that assist in optimal student learning.	1	2	3	4
	I can demonstrate the strategies necessary for achieving good class management.	1	2	3	4
	I can demonstrate appropriate examples of formative and summative assessment.	1	2	3	4
	I can demonstrate a collection of key strategies for building rapport with students.	1	2	3	4

	I can build a useful course outline (syllabus) for my classes.	1	2	3	4
	I can create a well-developed class lesson plan including approximate timing, questions, strategies and details for implementation.	1	2	3	4
	I regularly update my knowledge about teaching skills and trends.	1	2	3	4
	I take an evidence-based approach to my teaching.	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

Educational Development

Principles and Practices	I can describe several key authors I have read (books, reports, websites) who have advanced the profession of educational development.	1	2	3	4
	I can describe core principles and practices of effective educational development.	1	2	3	4
	I can describe several common formats, supports and services to support faculty in their practice in institutions of higher education.	1	2	3	4
	I can describe aspects of learning unique to adults.	1	2	3	4
	I stay current on research about educational development and its growth.	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
Technology	I have a good 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 good 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 solicit feedback on my educational development practice.	1	2	3	4
	I take constructive criticism to heart and use it to enhance practice.	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

Facilitation and Change Management

Principles and Practices	I can describe several 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 key principles and practices of facilitating sessions, workshops and change of practice initiatives.	1	2	3	4
	I can describe several common formats, supports and services used in educational development to support change in practice and programs.	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 can create feedback statements and 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 of people.	1	2	3	4

	I have the core skills (pacing, timing, communication, planning, understanding points of view, managing change, redirecting, empathic comments etc.) for facilitating effective sessions and workshops.	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 can use to develop strong teams of people.	1	2	3	4

Planning and Project Management

Prioritization	I can 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 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 can describe the key components of critical thinking.	1	2	3	4
	I can 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)

Teaching and Learning

Teaching	I have gained some teaching experiences at the post-secondary level (1-5 yrs.)	1	2	3	4
	In my teaching and facilitation/consulting experiences, I can apply high impact teaching and learning strategies.	1	2	3	4
	In my teaching and facilitation/consulting experiences, I can fairly and accurately assess and evaluate learning progress and achievements.	1	2	3	4
	In my teaching and facilitation/consulting experiences, I can build rapport with my students/learners and maintain good professional relationships.	1	2	3	4
	In my teaching and facilitation/consulting experiences, I can 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
Literature	I am experimenting with some new strategies learned through the literature.	1	2	3	4
Metacognition	I apply metacognitive learning strategies to my own learning.	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
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 conduct scholarly inquiry/ research on my teaching and learning.	1	2	3	4
	I have completed an ethical review for conducting research.	1	2	3	4
Teaching Portfolio	I have created a teaching portfolio of my experiences and practices and routinely provide critical reflections on my learning and uploaded artifacts.	1	2	3	4

Educational Development

Pedagogy Support	I successfully reply to course-related pedagogy requests and consultations.	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 pedagogy, teaching and learning skills and knowledge.	1	2	3	4
Tech Support	I successfully reply to course-related technology requests and consultations.	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 independently design an online course in a LMS utilizing many of the core tools effectively (e.g., discussions, content pages, quizzes, rubrics, assignments, navigation, communication, grades)	1	2	3	4
	I can successfully participate in 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 have an 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 in the field of educational development and teaching.	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

Planning and Project Management

Planning	I organize my work time to undertake and complete a variety of activities, tasks and duties effectively and efficiently.	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.	1	2	3	4
	I evaluate educational development programing utilizing appropriate tools, strategies, and models.	1	2	3	4
Project Mgmt.	I manage small to medium-sized projects (e.g., keep on track, monitor, adjust)	1	2	3	4
	I assess the outcomes of a project.	1	2	3	4

Solve Problems	I solve ill-defined problems with support.	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 help the Centre staff promote offerings and sessions.	1	2	3	4