Senior 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 am able to 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 am able to self-regulate my actions and behaviours.	1	2	3	4
Learn and Grow	I am able to 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 am able to take constructive criticism and make changes in myself.	1	2	3	4
Adaptable	I am able to adapt to new situations with relative effort and adjustment time.	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 emphasizes the strengths of each team member.	1	2	3	4
Patience	I am patient with individuals and groups in a variety of difficult situations.	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 and institutional structure.	1	2	3	4
	I fit in well 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 post-secondary education.	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

Management of Work Duties					
Initiative	I routinely take initiative.	1	2	3	4
Time Mgmt.	I use strategies that are effective in managing my workload and priorities.	1	2	3	4
	I complete within deadline dates and expectations.	1	2	3	4
Quality of Work	My work 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 work independently.	1	2	3	4
	I am reliable.	1	2	3	4
Leader	I routinely take on leadership roles as a senior educational developer.	1	2	3	4
	I act as a model and guide for colleagues and those learning about profession.	1	2	3	4
	I support the collective efforts of the Centre through my leaderly actions and words.	1	2	3	4

KNOWLEDGE, SKILLS AND ABILITIES (KNOW)

Teaching and Learning					
Curriculum Development	I have a broad knowledge of a number of curriculum development frameworks/models and their use/application in higher education.	1	2	3	4
	I can describe, enhance and teach others the 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 facilitate development of learning outcomes with faculty groups.	1	2	3	4
	I can fully explain how outcomes-based learning applies to curriculum development, along with providing additional background details.	1	2	3	4
	I can fully describe how to help faculty develop both program and course learning outcomes, along with providing additional background details.	1	2	3	4
	I can describe how a curriculum map is developed and the many ways it might be interpreted and experienced by faculty.	1	2	3	4
	I can fully explain 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 summarize key themes and concepts from various authors (books, reports, websites) who have advanced teaching, learning and technology integration in higher education.	1	2	3	4

	I can summarize key themes and concepts on the many theories on teaching, learning and technology in higher education, including major theories.	1	2	3	4
	I can summarize key themes and concepts on a number of student learning/development theories and frameworks.	1	2	3	4
	I can summarize key themes and concepts on aspects of learning unique to adults.	1	2	3	4
	I can summarize key themes and concepts on 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 summarize key themes and concepts of those who have advanced the science of learning and metacognition.	1	2	3	4
Teaching	I can successfully implement high impact practices that support student learning and explain why they are optimal for learning.	1	2	3	4
	I can successfully implement the strategies necessary for achieving good class management and how to adjust strategies for various situations.	1	2	3	4
	I can successfully implement appropriate examples of formative and summative assessment, including what examples are best for various situations.	1	2	3	4
	I can successfully implement 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 and implement 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 it.	1	2	3	4
	I take an evidence-based approach to my teaching. I can explain this approach and summarize key concepts and themes about how it affects student learning.	1	2	3	4
Research	I regularly access, digest and summarize new knowledge about research and investigations into teaching, learning and technology in higher education.	1	2	3	4
Philosophy of Teaching	I have a well-developed 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 formal education background in a discipline related to pedagogy, teaching and learning, curriculum design etc.	1	2	3	4
	I am pursuing some form of education in pedagogy, teaching and learning etc.	1	2	3	4
Research	I have a suitable set of abilities in both quantitative and qualitative research.	1	2	3	4
	I can model how to undertake quantitative and qualitative research/inquiry.	1	2	3	4
	I can support faculty in building quantitative and qualitative scholarly inquiry projects and research on teaching and learning.	1	2	3	4
Leadership	I have a well-developed set of skills and knowledge around educational leadership.	1	2	3	4

Educational Development

Principles and Practices	I have a strong breadth and depth of knowledge on educational development.	1	2	3	4
	I can summarize key themes and concepts on core principles and practices of effective educational development. I can highlight emerging principles and practices informed by research and science.	1	2	3	4
	I can summarize key themes and concepts on 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 these and recommend one for a situation or group of faculty.	1	2	3	4
	I can summarize key themes and concepts on aspects of learning unique to adults and can describe how to enhance my supports and services for their benefit.	1	2	3	4
	I routinely access research and new knowledge about educational development and its growth in higher education.	1	2	3	4
Org Culture	I can fully describe how my institution's culture informs my work.	1	2	3	4
	I can thoroughly 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
	I can act as a model for other educational developers on how to act upon feedback.	1	2	3	4
Philosophy of Ed Dev	I have a well-developed 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

Facilitation and Change Management

Principles and Practices	I can summarize key themes and concepts (books, reports, websites) on facilitation and change management.	1	2	3	4
	I can summarize key themes and concepts on principles and practices of facilitating sessions, workshops and change of practice initiatives.	1	2	3	4
	I can summarize key themes and concepts 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 institutional factors are part of change management practices.	1	2	3	4
Listening	I listen actively to identify the needs of others.	1	2	3	4
	I can model how to be an active listener when engaging with faculty.	1	2	3	4
Questioning	I create feedback statements and comprehension questions when listening.	1	2	3	4
	I can model how to ask appropriate questions when consulting and facilitating.	1	2	3	4
Facilitation	I am able to demonstrate effective facilitation skills especially with larger groups and those where challenges exist amongst the group.	1	2	3	4

	I can summarize key themes and concepts on group dynamics and how this impacts facilitation of a group of people.	1	2	3	4
	I have a strong grasp of 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 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 Resolutn	I have well-developed conflict resolution and mediation skills.	1	2	3	4
	I am able to model and explain those resolution and mediation skills to others.	1	2	3	4

Planning and Project Management					
Prioritization	I can successfully 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 closely monitor the 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 all sizes of projects.	1	2	3	4
Planning	I have strong skills and knowledge on designing 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 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 a number of effective ways to market and advertise programs and services.	1	2	3	4

APPLICATIONS OF LEARNING (DO)

Teaching and Learning					
Teaching	I am a well-respected educator resulting from successful teaching experiences at the post-secondary level (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 ensure my courses relate to significant evidence and insights into optimizing student learning.	1	2	3	4
	My course design examples and experience serve as a model for others.	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 depending on the conditions and optimizing student learning.	1	2	3	4
	I am able to make adjustments in applying the strategies and modify if required.	1	2	3	4
	I am able to model for others how to implement successful strategies.	1	2	3	4
Pacing and Timing	I have excellent pacing and timing of my facilitation and teaching experiences ensuring I have a smooth yet appropriate pace while adhering to specific timing.	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 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
	My teaching portfolio could serve as a model for faculty.	1	2	3	4

Educational Development					
Pedagogy Support	I successfully reply to all levels of 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 all levels of 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 in a LMS utilizing the majority of the core tools effectively (e.g., discussions, content pages, quizzes, rubrics, assignments, navigation, communication, grades)	1	2	3	4
	I can successfully 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 have a well-developed portfolio but am always building upon it 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
	My portfolio could serve as a model for other educational developers.	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
	I apply my skills and knowledge of facilitation to effectively work with administration.	1	2	3	4
Change	I facilitate change through educational development initiatives across institution.	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
	My communication skills and abilities serve as a model for others.	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
	My materials and resources serve as a model for others, as well as how I present and engage with the materials and resources.	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 and understand their needs and issues as it relates to institutional culture.	1	2	3	4
	I serve as a model for others on how to apply understanding of organizational culture and the role educational developers play within the institution.	1	2	3	4
Builds Teams	I routinely build effective teams.	1	2	3	4
	I manage effective teams and ensure they reach their potential.	1	2	3	4
	I can educate and train others on how to build and manage effective teams.	1	2	3	4

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 clearly 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 all sizes of 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
	I communicate and share updates on projects for all stakeholders.	1	2	3	4
Solve Problems	I solve ill-defined problems on my own.	1	2	3	4
	I can model and educate others on how to solve ill-defined problems.	1	2	3	4
Marketing and Outreach	I engage with faculty and departments across campus to assist in awareness of Centre offerings, build rapport and allow them to get know me.	1	2	3	4

	I engage in institutional activities to support the Centre and make ourselves and our work more visible.	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