

iCELS rubric for educator self-assessment (2023)

Educator name: \_\_\_\_\_

Background: this self-assessment is developed to align with core roles of an iCELS educator and builds on iCELS QA and DASH documents

Goal: formative, to encourage self-reflection, provide input to help guide educator growth

Instruction: Please reflect on your responsibilities as an educator as listed below, note at least one area of strength and one for practice for each area of skill. In the last column briefly describe a potential approach to addressing the area for practice, this could include resources or collaborative work.

Skill	Behavior(s) that demonstrate strength	Area(s) for practice	Approach proposed
Case and program development Ability to:			
support established process, tools and templates			
utilize established process, tools and templates			
communicate and otherwise coordinate with program sponsor			

Skill	Behavior(s) that demonstrate strength	Area(s) for practice	Approach proposed
communicate and otherwise coordinate with iCELS team members			
Contribute to iCELS educator or facilitator development opportunities			
Program delivery Ability to:			
Establish a supportive learning environment incorporating structured prebriefing			
Maintain an engaging learning environment encouraging participation and discussion			
Structure debriefing to support psychological safety, identify strengths and address gaps in participant performance			
Model our iCELS core belief			