

<p>These standards are based on ADDIE and professional practice guidelines for instructional designer work. Please honestly and critically rate your level of competence in each statement. Add notes to support self-rating.</p> <p><b>LOW</b> - you are aware of this standard through readings, presentations, and other information in/outside of course work</p> <p><b>MEDIUM</b> - you have experience practicing much of this standard &amp; are building knowledge &amp; skills to become competent</p> <p><b>HIGH</b> - you are currently practicing this standard regularly, at a high level, in all course work and related ID efforts (full competence applying to any situation)</p>				
	Low <input checked="" type="checkbox"/>	Medium <input checked="" type="checkbox"/>	High <input checked="" type="checkbox"/>	Add short note listing specific examples or experiences that support your rating

**1.0 ONGOING PROFESSIONAL DEVELOPMENT**

1.1 Enhance <b>communication</b> skills (e.g., writing, oral, visual/graphic design)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have gained these skills through 20 years as a Soldier and have further enhanced those skills, from an ID perspective, through the Spring Semester.
1.2 Enhance <b>interpersonal</b> skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My interpersonal skills are quite strong and I feel that these skills translate well to ID. I feel that this program has greatly enhanced my strength regarding this ID principle.
1.3 Develop multiple <b>theory</b> perspectives (e.g., learning, instructional design, media, and visual design theories)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This program has strongly enhanced my understanding of ID theories and has provided me with multiple perspectives relating to them.
1.4 Participate in <b>professional development</b> and <b>reflection</b> (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My abilities to participate in, and reflect upon the learning activities within this program have developed dramatically.
1.5 Enhance <b>research/ evaluation</b> practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My research techniques have continued to grow through the second semester. Further, my evaluations skills and understanding have improved greatly though the IDE 641 coursework.
1.6 Practice <b>evidence-based design</b> decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I feel that coursework, throughout the second semester, has enhanced this skill for me, but I do not yet believe I meet the high standard.
1.7 Maintain <b>professional, ethical,</b> and <b>legal</b> practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	my proficiency in this standards has developed regarding ID, but I am still working towards a high standard.

**2.0 PLANNING AND ANALYSIS [ADDIE]**

2.1 Acknowledge performance gaps and <b>plan analysis</b> process (e.g., time line, people)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performance gap identification and analysis practices were greatly improved during the Spring semester.
2.2 Validate performance gaps through <b>multiple analysis techniques</b> (e.g., interview, observation, job/task/document analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	IDE 712 has helped me to enhance my proficiencies in this standard, but I am still developing my analysis techniques.
2.3 Identify and describe <b>target learners</b> using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now understand how to identify target learners, but am working on using multiple analysis techniques.
2.4 Describe <b>working and learning environments</b> for target audience using multiple analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I can now identify and differentiate these environments and, through analysis, describe them effectively.
2.5 Describe required <b>content/ prerequisites</b> for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am now proficient at identifying content required to close performance gaps, but require further content analysis technique development.
2.6 Describe <b>types/ level of knowledge and skills</b> to be learned (e.g., learning analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now possess a thorough understanding of learning levels, but may improve upon application.
2.7 Identify <b>characteristics of technologies</b> and their use to support different types of instruction and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My understanding of educational technology has grown, but as this area evolves frequently, I feel that I am not yet achieving a high on this standard.
2.8 Create <b>needs assessment report</b> on performance gap based on analysis data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now appreciate the importance of needs assessment and understand it. I do require more practice, however.

**Additional Notes as necessary:**

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**MEDIUM** - you have experience practicing much of this standard & are building knowledge & skills to become competent  
**HIGH** - you are currently practicing this standard regularly, at a high level, in all course work and related ID efforts (full competence)

	Low <input checked="" type="checkbox"/>	Medium <input checked="" type="checkbox"/>	High <input checked="" type="checkbox"/>	Add note listing specific examples or work experiences that support your rating
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**3.0 DESIGN AND DEVELOPMENT [ADDIE]**

3.1 Select or create appropriate <b>instructional design</b> or <b>evaluation model</b> to enact design plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My understanding of formative and summative evaluations, coupled with increased enhancements regarding ID, have expanded my proficiency in this standard.
3.2 Determine <b>content</b> , instructional <b>goals</b> , learning <b>objectives</b> , <b>assessments</b> to close gap	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can now accomplish this standard, but more practice is needed to achieve a high standard.
3.3 Identify instructional <b>strategies</b> , <b>learning</b> , <b>tech resources</b> required to provide content and engage learners in closing identified gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am far more proficient with this competency now, but I would like to develop it further prior to real-world application.
3.4 Create <b>design plan</b> (goals/obj/ assess/ strategies), <b>evaluation</b> and <b>mgt plan</b> using gap analysis and learning/design /graphic theory outlining instructional solution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now maintain a strong understanding of this competency, but will benefit from further development.
3.5 Create design plan for <b>non-instructional</b> / <b>informational</b> interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can now create these interventions, but must improve to meet the high standard.
3.6 Secure and/or modify <b>existing instructional</b> materials to meet plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I am now able to modify existing materials to meet a need.
3.7 Develop <b>new instructional</b> , <b>evaluation</b> , and <b>implementation</b> materials based on plan, using appropriate techniques and <b>technology</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My skills have developed greatly in this competency, but I require more practice in identifying appropriate technologies.
3.8 Develop learning <b>assessment</b> activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and <b>technologies</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am now capable of developing assessment protocols that align with learning goals, objectives, and outcomes. I will be able to achieve the high standard with more actual application.
3.9 Pilot <b>test</b> , <b>critique</b> , and/or <b>finalize</b> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now understand what this means and feel comfortable conducting this competency in practice. I do need further development here though.

**4.0 IMPLEMENTATION AND EVALUATION [ADDIE]**

4.1 <b>Implement</b> and <b>disseminate</b> instructional and non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now feel comfortable with executing this standard, but will benefit from more practice.
4.2 Implement evaluation plan and <b>evaluate</b> instructional/ non-instructional interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IDE 641 has allowed me to move to the high standard for this competency.
4.3 Collect, analyze, summarize and <b>report</b> implementation and evaluation <b>data</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am now more comfortable with my data analysis skills, but require more practice.
4.4 <b>Revise</b> instructional/ non-instructional solutions <b>based on evaluative data</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I now feel comfortable with my ability to perform this competency.

**5.0 MANAGEMENT AND LEADERSHIP**

5.1 Develop and apply <b>business skills</b> to plan and manage instructional design function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My business skills have developed greatly through the knowledge gained from IDE 761.
5.2 Manage collaborative <b>relationships</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I feel comfortable managing these types of relationships in all settings.
5.3 <b>Lead</b> , maintain <b>quality</b> , and <b>manage</b> ID projects and deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I am comfortable leading and managing, and now have a strong understanding of ID to supplement my existing skills.

Additional Notes as necessary: