

<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>LOW - you are aware of this standard through readings, presentations, and other information in/outside of course work</p> <p>MEDIUM - you have experience practicing much of this standard & are building knowledge & skills to become competent</p> <p>HIGH - 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 communication skills (e.g., writing, oral, visual/graphic design)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have gained these skills through 20 years as a soldier. These skills may translate to ID work, but I am still working on understanding how.
1.2 Enhance Interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My interpersonal skills are quite strong and while my ID knowledge is very limited, I feel that these skills translate well, especially once I have a stronger grasp on ID principles.
1.3 Develop multiple theory perspectives (e.g., learning, instructional design, media, and visual design theories)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While I have gained a minimal amount of theoretical understanding during the past 3 weeks, I am still far from being able to develop my own perspectives relating to them.
1.4 Participate in professional development and reflection (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The only exposure to these elements I have is what I have done as a student in the IDDE M.S. program. I have a long way to go on this.
1.5 Enhance research/ evaluation practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am growing rapidly in this arena as the work involved in this course requires me to expose myself to these functions.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have just recently began to understand what evidence-based design is. I am still a ways off from being able to practice it.
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	While my ability to adhere to these practices in the academic world is not yet tested, I am familiar with these practices as a result of Army education and undergraduate studies.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and plan analysis process (e.g., time line, people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have now come to understand how to identify a performance gap, but am still working towards being able to plan analysis.
2.2 Validate performance gaps through multiple analysis techniques (e.g., interview, observation, job/task/document analysis)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am beginning to gain a basic understanding of analysis techniques.
2.3 Identify and describe target learners using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of this standard but have yet to explore it deep enough to understand it.
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have begun to be able to differentiate these environments from one another, but cannot yet describe them using multiple analysis techniques.
2.5 Describe required content/ prerequisites for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of how to describe requirements that may close a performance gap, but have not yet gained an understanding the required instructional content used to close them.
2.6 Describe types/ level of knowledge and skills to be learned (e.g., learning analysis)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have been made aware of these standards through ID curriculum, but cannot describe them.
2.7 Identify characteristics of technologies and their use to support different types of instruction and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My knowledge in this area is limited, but I have a good understanding of the role technology plays in instruction and learning.
2.8 Create needs assessment report on performance gap based on analysis data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of this process and feel confident that I could accomplish this task, given instruction.

Additional Notes as necessary:

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3.0 DESIGN AND DEVELOPMENT [ADDIE]

3.1 Select or create appropriate instructional design or evaluation model to enact design plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am still learning about this element but have a baseline understanding of the concepts associated with it.
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of how this process should work, but I have a large skill gap in this area.
3.3 Identify instructional strategies , learning , tech resources required to provide content and engage learners in closing identified gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of this process and feel confident in my understanding of it, but still require more exposure to become competent.
3.4 Create design plan (goals/obj/ assess/ strategies), evaluation and mgt plan using gap analysis and learning/design /graphic theory outlining instructional solution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While I may be able to identify a performance gap, I am not yet able create a design plan, evaluation, or management plan.
3.5 Create design plan for non-instructional / informational interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have grown familiar with the wire-framing process, but am not yet a competent designer.
3.6 Secure and/or modify existing instructional materials to meet plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I feel confident in my ability modify existing materials to meet a need, but still require collateral skill building.
3.7 Develop new instructional , evaluation , and implementation materials based on plan, using appropriate techniques and technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of how this process works towards integration, but am not confident in my ability to execute this skill.
3.8 Develop learning assessment activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and technologies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am confident in my ability to develop assessment protocols that align with learning goals, objectives, and outcomes.
3.9 Pilot test , critique , and/or finalize learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am not aware of the process required to execute this skill.

4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 Implement and disseminate instructional and non-instructional interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have an understanding of how this is accomplished, but am not yet confident in my ability to do so successfully.
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I would feel comfortable accomplishing this measure if given the evaluation tools to do so.
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am comfortable with my data analysis skills, but still need to tie them into the ID world.
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand the need for this process and its level of criticality to the ADDIE process.

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply business skills to plan and manage instructional design function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a good grasp on business skills, but have not yet understood the relation to ID.
5.2 Manage collaborative relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I feel comfortable managing these types of relationships in all settings.
5.3 Lead , maintain quality , and manage ID projects and deliverables	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am comfortable leading and managing, but do not yet possess the ID knowledge to do so in the instructional environment.

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