

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.  
**LOW** - you are aware of this standard through readings, presentations, and other information in/outside of course work  
**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 applying to any situation)

	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
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**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 enhanced those skills from an ID perspective during this course.
1.2 Enhance <b>Interpersonal</b> 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 I feel that these skills translate well to ID. I feel that this course has strengthened my grasp on 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"/>	IDE 621 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 checked="" type="checkbox"/>	<input type="checkbox"/>	The reflection journal activities have enhanced this competency for me. Further, the course work and dialogue within it have as well.
1.5 Enhance <b>research/ evaluation</b> practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My research techniques have grown significantly during this first semester. I am, however, still working towards proficiency regarding evaluation skills.
1.6 Practice <b>evidence-based design</b> decision-making (e.g., given context, literature, data)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have acquired a far better understanding of this ID competency through the design project from IDE 631. I still have some work to do.
1.7 Maintain <b>professional, ethical, and legal</b> practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am familiar with these practices as a result of Army education and undergraduate studies. Further, I have developed an understanding of how they translate to the ID world.

**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 checked="" type="checkbox"/>	<input type="checkbox"/>	Working through an actual analysis has given me a good foundation to grow from.
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"/>	I have developed a much better understanding of performance gap analysis through the IDE 631 design project.
2.3 Identify and describe <b>target learners</b> using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a better understanding of how to do this, but require more practice.
2.4 Describe <b>working and learning environments</b> for target audience using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can now differentiate these environments and, through analysis, describe them more 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am far more proficient at identifying content required to close performance gaps, but will benefit from further study and practice.
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 have developed this through an understanding of Bloom's taxonomy and the levels of learning.
2.7 Identify <b>characteristics of technologies</b> and their use to support different types of instruction and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My technological understanding regarding educational tech has expanded considerably, I am looking forward to learning more.
2.8 Create <b>needs assessment report</b> on performance gap based on analysis data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have a better understanding of this process now, but require more practice.

**Additional Notes as necessary:**

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	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

**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 checked="" type="checkbox"/>	<input type="checkbox"/>	My understanding of formative and summative assessment protocols has increased my proficiency in this competency.
3.2 Determine <b>content</b> , instructional <b>goals</b> , learning <b>objectives</b> , <b>assessments</b> to close gap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I now understand this process, but require further skill development.
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 checked="" type="checkbox"/>	<input 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"/>	The storyboarding for the IDE 631 project report helped to solidify an understanding of this competency. I still require further development here.
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 now possess an understanding of the purpose and process for informational interventions.
3.6 Secure and/or modify <b>existing instructional</b> materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I feel far more confident in my ability 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My skills have developed in this competency, but require further practice.
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 more confident in my ability to develop assessment protocols that align with learning goals, objectives, and outcomes.
3.9 Pilot <b>test</b> , <b>critique</b> , and/or <b>finalize</b> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input checked="" type="checkbox"/>	<input 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"/>	My implementation and dissemination skills have grown and my understanding of how to incorporate these functions has developed.
4.2 Implement evaluation plan and <b>evaluate</b> instructional/ non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I could accomplish this measure and now understand the purpose of interventions.
4.3 Collect, analyze, summarize and <b>report</b> implementation and evaluation <b>data</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am comfortable with my data analysis skills, but still require development here.
4.4 <b>Revise</b> instructional/ non-instructional solutions <b>based on evaluative data</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now understand the purpose of this competency and how to use evaluative tools to accomplish it.

**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"/>	I now understand the importance of business skills in relation to ID.
5.2 Manage collaborative <b>relationships</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	I am comfortable leading and managing, and now have a better understanding of ID to supplement my existing skills.

**Additional Notes as necessary:**