

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

DIRECTIONS: Self-Assess your level of competence by marking whether you have developed: (1) informational knowledge [Info], (2) practice experience [Prac], (3) or full competency [Comp] for each of the Instructional Designer competencies and performance statements below. Provide a brief description of why you feel you are at this level and where you have developed this level of competences (e.g., specific course, work experience outside of IDD&E, etc). If you have no knowledge of the statement, then leave it blank for now. Be honest. It is very rare that any one person will be competent in ALL of these areas.

This document will eventually become part of your Master's Portfolio.

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Low Info 1	Med Prac 2	High Comp 3	Courses where you developed these competencies	Did you develop these competencies at work?
PROFESSIONAL FOUNDATIONS					
1. Communicate effectively in visual, oral and written form. (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 705, EDIT 710, EDIT 590	Work
a) Write and edit messages that are clear, concise, and grammatically correct (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Yes
b) Deliver presentations that effectively engage audiences and communicate clear messages (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 705	Yes
c) Use active listening skills (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Yes
d) Present written and oral messages that take into account the type of information being delivered and the diverse backgrounds, roles, and varied responsibilities of the audience (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 710, EDIT 590	Yes
e) Facilitate meetings effectively (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Yes
f) Use effective collaboration and consensus-building skills (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 705	Yes
g) Use effective negotiation and conflict resolution skills (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Yes
h) Use effective questioning techniques (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 590	Yes
i) Solicit, accept, and provide constructive feedback (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 705, EDIT 590	Yes
j) Disseminate status, summary, or action-oriented reports (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Yes
2. Apply research and theory to the discipline of instructional design.(A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 710, EDIT 590	Work
a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
b) Explain key concepts and principles related to instructional design (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
c) Apply results of instructional design research, theory, and practice (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 590	Yes
e) Apply systems thinking to instructional design and performance improvement projects (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 710	Yes

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PROFESSIONAL FOUNDATIONS (Continued)					
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704	Work
a) Participate in professional development activities (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		X
b) Establish and maintain contacts with other professionals (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		X
c) Acquire and apply new technology skills in instructional design practice (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 710	
4. Apply data collection and analysis skills in instructional design projects. (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 590	Work
a) Identify the data to be collected (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 590	X
b) Use a variety of data collection tools and procedures (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 590	X
c) Apply appropriate data collection methodologies to needs assessment and evaluation (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 590	X
d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 704, EDIT 590	X
5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 710, EDIT 590	Work
a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 710	
b) Plan for and respond to ethical, legal, and political consequences of design decisions (A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 710	
c) Recognize and respect the intellectual property rights of others (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 710, EDIT 590	X
d) Adhere to regulatory guidelines and organizational policies (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 710	X
e) Comply with organizational and professional codes of ethics (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDIT 710, EDIT 590	X

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PLANNING AND ANALYSIS					
6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705, EDIT 710	
a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705, EDIT 710	
b) Describe the nature of a learning or performance problem (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c) Determine the root causes of identified discrepancies (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705	
d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705	
e) Estimate costs and benefits of possible solutions (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
f) Prepare and disseminate a needs assessment report (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Identify and describe target population and environmental characteristics. (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705	Work
a) Determine characteristics of the target population that may impact the design and delivery of instruction (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704	Work
b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
c) Identify the infrastructure that is available to support the design and delivery of instruction (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705	
e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Select and use analysis techniques for determining instructional content. (E)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705	Work
a) Identify the scope of required content in accordance with needs assessment findings (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b) Elicit, synthesize, and validate content from subject matter experts (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705	Work
c) Analyze existing instructional products to determine adequacy or inadequacy of content, instruction, and learning (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d) Determine the breadth and depth of intended content coverage given instructional constraints (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
e) Determine subordinate and prerequisite skills and knowledge (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705	
f) Use appropriate techniques to analyze various types and sources of content (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705	
9. Analyze the characteristics of existing and emerging technologies and their potential use. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705	
a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704	
b) Evaluate the capacity of given instructional and learning environments to support selected technologies (A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EDIT 705	

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c) Assess the benefits and limitations of existing and emerging technologies (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705	
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DESIGN AND DEVELOPMENT				
10. Use an instructional design and development process appropriate for a given project. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
a) Select or create an instructional design process based on the nature of the project (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
b) Modify the instructional design process as project parameters change (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
c) Describe a rationale for the selected, created or modified instructional design process (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
a) Determine the overall scope of instructional programs and/or products (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
b) Identify and sequence instructional goals (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
c) Specify and sequence the anticipated learning and performance outcomes (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
12. Design instructional interventions. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
b) Apply appropriate interaction design and interactive learning principles (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Use appropriate message and visual design principles (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Apply appropriate motivational design principles (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
e) Accommodate social, cultural, political, and other individual factors that may influence learning (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Plan non-instructional interventions. (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
b) Justify why non-instructional interventions are appropriate (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Create design specifications for non-instructional interventions (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Select or modify existing instructional materials. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Validate selection or modification of existing instruction (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Integrate existing instructional materials into the design (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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DESIGN AND DEVELOPMENT (Continued)				
15. Develop instructional materials. (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
a) Develop specifications that serve as the basis for media production (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Produce instructional materials in a variety of delivery formats (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
d) Collaborate with production specialists (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Design learning assessment (A).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
a) Identify the learning processes and outcomes to be measured (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Construct reliable and valid methods of assessing learning and performance (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 705
c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EVALUATION AND IMPLEMENTATION				
17. Evaluate instructional and non-instructional interventions. (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
a) Design evaluation plans (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704
b) Implement formative evaluation plans (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
c) Implement summative evaluation plans (E)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
d) Prepare and disseminate evaluation report (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EDIT 704, EDIT 705
18. Revise instructional and non-instructional solutions based on data. (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	← Assess at competency level based on below
a) Identify product and program revisions based on review of evaluation data (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Revise the delivery process based on evaluation data (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Revise products and programs based on evaluation data (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	← Assess at competency level based on below
a) Create a vision of change that aligns learning and performance goals with organizational goals (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Plan for the implementation of the interventions (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Plan for the dissemination of the interventions (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Plan for the diffusion of the interventions (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Disseminate the interventions (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Monitor implementation, dissemination, and diffusion progress (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Identify required modifications to implementation, dissemination, and diffusion processes (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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MANAGEMENT				
20. Apply business skills to managing the instructional design function. (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	← Assess at competency level based on below
a) Align instructional design efforts with organization's strategic plans and tactics (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Establish standards of excellence for the instructional design function (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Develop a business case to promote the critical role of the instructional design function (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Recruit, retain, and develop instructional design personnel (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Develop financial plans and controls for the instructional design function (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Obtain and maintain management and stakeholder support for the design function (f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Market instructional design services and manage customer relations (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Manage partnerships and collaborative relationships. (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	← Assess at competency level based on below
a) Identify stakeholders and the nature of their involvement (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Build and promote effective relationships between the design team and stakeholders (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Manage cross functional teams (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Conduct project reviews with design team members and stakeholders (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Plan and manage instructional design projects. (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	← Assess at competency level based on below
a) Establish project scope and goals (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Write proposals for instructional design projects (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Use a variety of planning and management tools for instructional design projects (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Allocate resources to support the project plan (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Manage multiple priorities to maintain project time line (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Identify and resolve project issues (M)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	