

<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1.2 Enhance interpersonal skills (e.g., meeting, presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1.3 Develop multiple theory perspectives (e.g., learning, instructional design, media, and visual design theories)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My understanding of theory has improved but is something I need to continue to study.
1.4 Participate in professional development and reflection (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1.5 Enhance research/ evaluation practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	My job requires and instilled ethics in me. I pride myself about being an ethical person.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and plan analysis process (e.g., time line, people)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.2 Validate performance gaps through multiple analysis techniques (e.g., interview, observation, job/task/document analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This area is one of my greatest areas of improvement.
2.3 Identify and describe target learners using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 Describe required content/ prerequisites 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"/>	
2.6 Describe types/ level of knowledge and skills to be learned (e.g., learning analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Identify characteristics of technologies and their use to support different types of instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Create needs assessment report on performance gap based on analysis data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Another area of significant improvement.

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 instructional design or evaluation model to enact design plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 Identify instructional strategies , learning , tech resources required to provide content and engage learners in closing identified gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In the beginning I thought this is something I knew little about, but I was quite good at it.
3.5 Create design plan for non-instructional / informational interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.6 Secure and/or modify existing instructional materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.7 Develop new instructional , evaluation , and implementation materials based on plan, using appropriate techniques and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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 type="checkbox"/>	<input checked="" type="checkbox"/>	I studies Organization Development with Penn State and assessments are key and taught, practiced, and evaluated in the program.
3.9 Pilot test , critique , and/or finalize learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This degree program combined with my previous experience moved this competency to high.

4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 Implement and disseminate instructional and non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have not conducted evaluations using theory.
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply business skills to plan and manage instructional design function	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I am a strategic leader
5.2 Manage collaborative relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Relationships and networking are key to success.
5.3 Lead , maintain quality , and manage ID projects and deliverables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

NAME: Justin A. Hood

Date: 5/24/2022

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