

<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Communication is something I have practiced both as a Soldier and as a lifelong learner.
1.2 Enhance Interpersonal skills (e.g., meeting, presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have had the pleasure to serve in numerous positions that require strong interpersonal skills, and they are something we can all approve but I feel confident to rate this as medium.
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"/>	Before taking this class, I had a plethora of experience instructing and using certain theories required to instruct. However, this class taught me theories behind the instructional design and in such a way that I feel comfortable in my understanding and use of them.
1.4 Participate in professional development and reflection (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have always held a strong personal belief about professional development and reflection and fell as if both are required to build and maintain professionals.
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"/>	I personally enjoy researching topics, especially ones that interest me or ones that I want to understand more.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 has 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 checked="" type="checkbox"/>	<input type="checkbox"/>	As an OD practitioner and taking this course, I feel as though my ability to analyze plans is something I am good at but also getting better at.
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"/>	
2.3 Identify and describe target learners using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Working and learning environments are as crucial to learn as the designed instruction itself. Facilities that lack the resources required in the course design and/or facilities that are not inviting for the learner will result in the learning objectives not being met.
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"/>	As an 20+ year instructor, I have learned and used different techniques to facilitate learning and close knowledge, skill and attitude gaps.
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"/>	As an OD Practitioner I am strive to understand the root cause instead of the symptom of a problem. This understanding allows me to determine solutions, including learning, that can be used to correct the problem.
2.7 Identify characteristics of technologies and their use to support different types of instruction and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Technology has always interested me and is something I have worked diligently to better understand. This course has helped catch me up on technology but offered tools that allow me to self-develop on my own.
2.8 Create needs assessment report on performance gap based on analysis data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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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"/>	
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I greatly improved on establishing proper objectives and in doing so, this enhanced my skills and ability.
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"/>	
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"/>	
3.5 Create design plan for non-instructional / informational interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6 Secure and/or modify existing instructional materials to meet plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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"/>	
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Knowledge Base and Learning Observation Checklist assist me to refine my evaluations skills.
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I now understand what right looks like and feel comfortable to revise instruction but not yet comfortable developing instruction from inception.

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.
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5.2 Manage collaborative *relationships*

Relationships and networking are key to success.

5.3 *Lead*, maintain *quality*, and *manage* ID projects and deliverables

I felt particularly strong in this area before starting this degree program. However, this degree program has helped refine and make me stronger in this category.

Additional Notes as necessary: