

NAME: Raenalyn LoomisDate: 05/11/2022

page 1 of 4

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 communication skills (e.g., writing, oral, visual/graphic design)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	After designing, creating, and delivering presentations, as well as participating in numerous significant discussion boards, I think that I improved most of my communication skills.
1.2 Enhance Interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IDE 761 helped me to develop and enhance some of project management skills. As an instructor and as someone transitioning to an ID role, I rated this high because I have the best of both worlds, although I still need to work on a business context.
1.3 Develop multiple theory perspectives (e.g., learning, instructional design, media, and visual design theories)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	After successfully creating my first eLearning tutorial in IDE 552, I learned a lot about visual design and how to think of learners more carefully.
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"/>	I still haven't participated in any yet since I started the program, but I am seeking out to participate when given a chance.
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"/>	IDE 641 gave me the foundations and some practice in evaluation design, but I think I still have to work on data analysis/ interpretation.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	IDE 712 gave me the foundations and provided the opportunity to practice analyzing human performance decisions.
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I still need more practice in the instructional design field.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and plan analysis process (e.g., timeline, people)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	IDE 712 gave me foundations and practice in exploring tools and techniques to investigate the performance problem.
2.2 Validate performance gaps through multiple analysis techniques (e.g., interview, observation, job/task/document analysis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The readings, class discussions, and other materials in IDE 641 and IDE 712 gave me the foundations and some practice on how to conduct one.
2.3 Identify and describe target learners using multiple analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Throughout the program, I have learned more and more about addressing and learning the target learners using several techniques.

NAME: Raenalyn LoomisDate: 05/11/2022

page 2 of 4

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2.4 Describe <u>working</u> and <u>learning environments</u> for target audience using multiple analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IDE 631 and IDE 632 gave me a lot of opportunities to practice in describing working and learning environment. Before taking the program, I did not know how crucial it is in the learning process.
2.5 Describe required <u>content/ prerequisites</u> 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"/>	Although I haven't had the experience in working with SMEs to identify the skills and knowledge needed in the course, as an instructor, I can describe it and determine the sequence of the content in order to achieve the desired learning outcomes.
2.6 Describe <u>types/ level of knowledge and skills</u> to be learned (e.g., learning analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I really learned a lot in IDE 621 as I can describe a given learning situation using different learning theories.
2.7 Identify <u>characteristics of technologies</u> and their use to support different types of instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In IDE 611, I gained experience with a variety of technology tools relevant to educational contexts that the course introduced and what the peers have shared. I am thrilled to learn more educational technologies in international contexts in IDE 772.
2.8 Create <u>needs assessment report</u> on performance gap based on analysis data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It may not be an actual report, but I have learned on how to collect and interpret analysis data by identifying the gap that exists separating actual current state and the optional desired state.

Additional Notes as necessary:

Putting effort into practicing the standards and reflecting on them during course activities really helped me in self-assessing my progress on developing and building my competence. I am happy that at the end of each semester, I can say that I improved some competencies because of the knowledge, skills, and values the program has been providing me.

NAME: Raenalyn LoomisDate: 05/11/2022

page 3 of 4

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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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In IDE 641, I learned that an ID should be able to not only develop instructional design materials but also function in a larger scale evaluation context, such as program evaluation.
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All courses taught me how to gather the information for defining the problem and identifying the instructional goal through a needs assessment.
3.3 Identify instructional strategies , learning , tech resources required to provide content and engage learners in closing identified gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IDE 631, I explored and experienced instructional design on how to review the major aspects of ISD in the context of typical ID problems and situations and integrate theory with practice to identify and close the gap.
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"/>	I gained knowledge in designing instructional components and leading instruction and/or educational projects.
3.5 Create design plan for non-instructional / informational interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It was mostly educational interventions, so I still need to learn more about the non-instructional ones.
3.6 Secure and/or modify existing instructional materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All courses prepared me in this competency, but I still need more practice in modifying.
3.7 Develop new instructional , evaluation , and implementation materials based on plan, using appropriate techniques and technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	With my experience in developing an ISD model and the hands-on experience that IDE 737 provides, I believe that I have the knowledge and skills to develop new units of instruction.
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"/>	IDE 737 gives me the chance to practice this competency.
3.9 Pilot test , critique , and/or finalize learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Peer critiques in most courses really helped me to practice this competency. It may not be the actual pilot testing or implementing the design, but I gained the foundations.

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"/>	IDE 641 provided me with the foundations, but I need more practice.
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NAME: Raenalyn LoomisDate: 05/11/2022

page 4 of 4

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4.2 Implement evaluation plan and <u>evaluate</u> instructional/ non-instructional interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I had the chance to design an evaluation plan and conduct evaluations for the IDE 641 course. Discussions that covered professional standards in conducting evaluations of educational programs enriched this experience.
4.3 Collect, analyze, summarize, and <u>report</u> implementation and evaluation <u>data</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I may have the knowledge, but I still need to have an experience working with Program Directors and Subject Matter Experts to evaluate and revise courses or course elements based on feedback gathered from instructors and students.
4.4 <u>Revise</u> instructional/ non-instructional solutions <u>based on evaluative data</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Although I have gained knowledge on evaluative data during the formative and summative evaluation plan activities in IDE 641, I still need to have more experience in revising instructional solutions as an ID.

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply <u>business skills</u> to plan and manage instructional design function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Through IDE 761, I learned Educational Project Management as a well-defined area of practice that includes many of the same activities as project management in business settings.
5.2 Manage collaborative <u>relationships</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The courses used a combination of individual and collaborative work activities, so I was able to improve on how to engage and work closely with teams to complete major projects.
5.3 <u>Lead</u> , maintain <u>quality</u> , and <u>manage</u> ID projects and deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In most group projects, I initiated the deliverables, managed the team in setting meeting times, and made sure that each of us are working within the deadline.

Additional Notes as necessary:

I liked how I see the difference when I first assessed myself almost 8 months ago. These competencies serve as a guide in my personal development as an instructional designer and hopefully support my ongoing professional development in my future career. The ones I rated low are now medium level because of how this program helped me build those competencies, while the ones I rated medium are now high because those are the competencies that I already gained from my teaching experience, as well as I gained the confidence that I can apply it in real world situations in the ID field