Instructional Design, Development, and Evaluation Standards of Practice

NAME: _____**Raenalyn Maralit**_____ **Date:09/19**

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 ☒	Medium ☒	High ☒	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)	☐	☒	☐	
1.2 Enhance *Interpersonal* skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	☐	☒	☐	Aside from teaching, I have conducted monthly presentations for parents and colleagues to discuss classroom management.
1.3 Develop multiple *theory* perspectives (e.g., learning, instructional design, media, and visual design theories)	☐	☒	☐	In content delivery, I'm able to design instructional materials to incorporate with my lessons.
1.4 Participate in *professional development* and *reflection* (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	☒	☐	☐	I have been attending online and had in-person workshops, too.
1.5 Enhance *research/ evaluation* practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	☒	☐	☐	
1.6 Practice *evidence-based design* decision-making (e.g., given context, literature, data)	☒	☐	☐	
1.7 Maintain *professional*, *ethical*, and *legal* practices (e.g., fair use, copyright)	☐	☒	☐	
2.0 PLANNING AND ANALYSIS [ADDIE]				
2.1 Acknowledge performance gaps and *plan analysis* process (e.g., time line, people)	☒	☐	☐	
2.2 Validate performance gaps through *multiple analysis techniques* (e.g., interview, observation, job/task/document analysis)	☒	☐	☐	
2.3 Identify and describe *target learners* using multiple analysis techniques	☒	☐	☐	I'm not so familiar with analysis techniques and its practices.
2.4 Describe *working* and *learning environments* for target audience using multiple analysis techniques	☒	☐	☐	
2.5 Describe required *content/ prerequisites* for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	☐	☒	☐	I have experience in setting the goals and objectives prior to teaching the lesson.
2.6 Describe *types/ level of knowledge and skills* to be learned (e.g., learning analysis)	☐	☒	☐	
2.7 Identify *characteristics of technologies* and their use to support different types of instruction and learning	☒	☐	☐	
2.8 Create *needs assessment report* on performance gap based on analysis data	☒	☐	☐	

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Additional Notes as necessary:

Before finishing my undergraduate studies, I taught high school students as an intern. After that, I taught conversation classes for kids and adults for 5 years in Japan prior to moving to the US last year. I have been conducting foreign language classes (Japanese) online for college students. I may have experience in designing lessons, but my teaching experience was mostly in implementing the lesson and classroom management.

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  HIGH - you are currently practicing this standard regularly, at a high level, in all course work and related ID efforts (full competence)

	Low ☒	Medium ☒	High ☒	Add note listing specific examples or work experiences that support your rating
3.0 DESIGN AND DEVELOPMENT [A_DD_IE]				
3.1 Select or create appropriate *instructional design* or *evaluation model* to enact design plan	☐	☒	☐	
3.2 Determine *content*, instructional *goals*, learning *objectives*, *assessments* to close gap	☐	☒	☐	
3.3 Identify instructional *strategies, learning*, *tech resources* required to provide content and engage learners in closing identified gaps	☐	☒	☐	I designed learning courses according to the needs of college students in studying foreign languages online.
3.4 Create *design plan* (goals/obj/ assess/ strategies), *evaluation* and *mgt plan* using gap analysis and learning/design /graphic theory outlining instructional solution	☐	☒	☐	
3.5 Create design plan for *non-instructional* / *informational* interventions	☒	☐	☐	
3.6 Secure and/or modify *existing instructional* materials to meet plan	☐	☒	☐	
3.7 Develop *new instructional*, *evaluation*, and *implementation* materials based on plan, using appropriate techniques and *technology*	☐	☒	☐	
3.8 Develop learning *assessment* activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and *technologies*	☐	☒	☐	I developed detailed lesson plans, formative, and summative test in teaching English courses for high school students.
3.9 Pilot *test*, *critique,* and/or *finalize* learning instructional, assessment, evaluation, and implementation plans, activities & materials	☐	☒	☐	
4.0 IMPLEMENTATION AND EVALUATION [ADD_IE_]				
4.1 *Implement* and *disseminate* instructional and non-instructional interventions	☐	☒	☐	
4.2 Implement evaluation plan and *evaluate* instructional/ non-instructional interventions	☐	☒	☐	Teaching foreign language to college students requires evaluating their learning using rubrics, portfolios, and written assessments.
4.3 Collect, analyze, summarize and *report* implementation and evaluation *data*	☐	☒	☐	
4.4 *Revise* instructional/ non-instructional solutions *based on evaluative data*	☐	☒	☐	
5.0 MANAGEMENT AND LEADERSHIP				
5.1 Develop and apply *business skills* to plan and manage instructional design function	☒	☐	☐	
5.2 Manage collaborative *relationships*	☒	☐	☐	
5.3 *Lead*, maintain *quality*, and *manage* ID projects and deliverables	☒	☐	☐	

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Additional Notes as necessary:

I think that understanding the needs of learners and how to use and structure learning to fill that need is a skill that teachers have in common with instructional designers. I don't have extensive experience, so I rated myself medium for the competencies that relate to teaching.