

I have completed a review of my competencies three times, so I wanted to put them all together so I can track my growth. I utilized Claude AI to compare the three self-evaluations to pull out which competencies I identified as having improved upon. There are two competency sections where I believed I had the most improvement and that is Planning and Analysis, and Design and Development. I am typically reluctant to rate myself as high in any of the competencies because I believe I need more practice, especially real-world practice. There are the competencies where I rated myself as high. Those competencies are: 1.7 Maintain professional, ethical, and legal practices, 2.6 Describe types/level of knowledge and skills, 2.7 Identify characteristics of technologies, 3.3 Identify instructional strategies and tech resources, and 5.2 Manage collaborative relationships.

I am not surprised that two of my highest ratings are in Planning and Analysis. My experience learning about Front End Analysis and Needs Assessment aligns with the skills I have worked to develop my entire life. I have always enjoyed investigating a problem while trying to develop a solution. It has also always been important to me to think of solutions that are not always obvious. I believe the analysis process of IDDE forces you to become an investigator, and one must consider all possible solutions to solve a problem before settling on the correct one informed by your research. Ranking competencies 1.7 and 5.2 as high are correlated and I am not surprised based on my life experience that I felt comfortable ranking these two as high. My goal to continue working in education requires that these two competencies continue to be a strength.

I did move from low to medium in a number of competencies. Those competencies are below where I have included my interaction with Claude AI. These competencies started at low, moved to medium, and stayed at medium when it came time to reflect on my competencies once again. I will continue to develop my skills to plan instruction, especially competencies 2.5, 2.8,

3.2, 3.7, and 3.8. I do believe that a lot of failure for students to gain the knowledge, skills, or attitude we desire is due to an incomplete learning hierarchy. Content and prerequisites are crucial to developing the flow of instruction and the building of knowledge students need to acquire. I believe AI can help firmly establish content and prerequisites. This is a theme that runs through my portfolio in other areas. I also plan to continue developing my learning assessment activities. Developing appropriate assessments is the difference between success and failure, and developing assessments to align with desired learning objectives is a difficult process. This requires a lot of practice and evaluation of the assessments created. I want to grow in this area.

Tracking my competencies will be important if I plan to be a disruptor in the education system. To be a disruptor you have to be more than just ideas and words. You have to actually walk the walk. Demonstrating these competencies gives legitimacy to being a self-identified expert. I do have a long way to go before I can describe myself as an expert and tracking these competencies provides me with a roadmap.

### **My conversation with Claude AI:**

This is one pdf of the same self-evaluation of IDDE competencies. I had to rate myself low, medium, or high. Can you take a look at the three times I did a self-evaluation and pull out which competencies I moved up?

Looking at your three evaluations (September 2025, mid-course, and Final Portfolio), here are all the competencies where you moved up at least once:

#### **1.0 Ongoing Professional Development**

- **1.3** Develop multiple theory perspectives: Low → Medium → Medium
- **1.7** Maintain professional, ethical, and legal practices: Medium → High → High

#### **2.0 Planning and Analysis**

- 2.1 Acknowledge performance gaps and plan analysis process: Low → Medium → Medium
- 2.2 Validate performance gaps through multiple analysis techniques: Medium → Medium → Medium (*stayed same*)
- 2.3 Identify and describe target learners: Low → Medium → Medium
- 2.4 Describe working and learning environments: Low → Medium → Medium
- 2.5 Describe required content/prerequisites: Low → Medium → Medium
- 2.6 Describe types/level of knowledge and skills: Low → Medium → **High**
- 2.7 Identify characteristics of technologies: Low → Medium → **High**
- 2.8 Create needs assessment report: Low → Low → Medium

### 3.0 Design and Development

- 3.1 Select/create instructional design model: Low → Medium → Medium
- 3.2 Determine content, goals, objectives, assessments: Low → Medium → Medium
- 3.3 Identify instructional strategies and tech resources: Low → Medium → **High**
- 3.4 Create design plan: Low → Medium → Medium
- 3.7 Develop new instructional materials: Low → Medium → Medium
- 3.8 Develop learning assessment activities: Low → Medium → Medium
- 3.9 Pilot test, critique, and finalize plans: Low → Low → Medium

### 4.0 Implementation and Evaluation

- 4.1 Implement and disseminate interventions: Low → Medium → Medium
- 4.2 Implement evaluation plan: Low → Medium → Medium
- 4.3 Collect, analyze, summarize, and report data: Low → Medium → Medium
- 4.4 Revise solutions based on evaluative data: Low → Medium → Medium

### 5.0 Management and Leadership

- 5.1 Develop and apply business skills: Low → Low → Medium
- 5.2 Manage collaborative relationships: Medium → Medium → **High**
- 5.3 Lead, maintain quality, and manage ID projects: Low → Medium → Medium

The ones that reached **High** by the end were 1.7, 2.6, 2.7, 3.3, and 5.2 — a nice set of strengths to highlight in your portfolio!