

<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"/>	Being a graduate of SU Maxwell with a minor from SI Newhouse School of Public Communications began my journey in effectively utilizing communication in both my personal and professional life. These institutions provided me the foundational skills that I have utilized in my professional life. My professional experience of developing communication materials allowed me to put into practice what I learned. I am low on the visual/graphic design standards. All that I know about visual/graphic design has been self-taught while relying on instinct.
1.2 Enhance Interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In my previous job, my role was to build connections and establish learning opportunities for students in Central New York. This required me to build relationships and essentially sell to businesses and organizations the idea that they should partner with my school. I established internship sites, set up the terms of these internships, and supported everyone involved with educating students. This job also allowed me to practice these skills at conferences, meetings, and etc. I have some experience supervising others such as tutors and etc., but not on a large organizational scale.
1.3 Develop multiple theory perspectives (e.g., learning, instructional design, media, and visual design theories)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of some of these standards but have not gone deep enough into the learning required to be adept at developing multiple theories.
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 have not had the opportunity to participate in professional development in IDDE.

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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"/>	Conducting research such as literature review has always been a stronger skill of mine. I enjoy the research process and synthesizing that information to complete an assessment or evaluation of a topic or idea.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Working in a non-traditional school for 14 years, there were always new practices being implemented to improve teacher and student performance. Whether it was developing a daily goal setting practice, or restorative practices, new methods to improve the school experience for students were always based on evidence-based design. We were always redesigning the school day based on data we collected throughout the year. The entire staff engaged in learning how to implement these new practices while constantly evaluating their effectiveness.
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am always thinking about how I use copyrighted material and fair use material. There is always more to learn about how to use copyrighted material legally and professionally. I know that I do not know all of the legal uses.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and plan analysis process (e.g., time line, people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While working in a non-traditional school, I was involved in teams that identified performance gaps, but there was no formal process practiced.
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"/>	In my previous IDDE courses that required multiple analysis techniques, I used multiple techniques in order to identify a performance gap. I utilized document analysis, interviews, and developed focus group questions. I have not had the opportunity to practice observations to identify performance gaps.
2.3 Identify and describe target learners using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have not had the formal opportunity to identify and describe target learning using multiple

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				<p>analysis techniques. However, I have observed learners and been a part of developing interventions to help fix a performance problem. Although, I could not identify what techniques may have been used.</p>
2.4 Describe <u>working</u> and <u>learning environments</u> for target audience using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I have not had the opportunity to put his into practice.</p>
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I have developed lessons that identified content/prerequisites and developed instructional content, but no formal analysis was done to complete these lessons.</p>
2.6 Describe <u>types/ level of knowledge and skills</u> to be learned (e.g., learning analysis)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I have not completed a formal learning analysis. I have evaluated students on whether they demonstrated pre-determined knowledge and skills. I have not been a part of the process to identify the learning analysis.</p>
2.7 Identify <u>characteristics of technologies</u> and their use to support different types of instruction and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I have always pushed for different technology in the classroom to support different types of instruction and learning. I helped bring new technology into the classroom at the non-traditional school where I worked, but I was not a part designing how that technology would be used in the classroom.</p>
2.8 Create <u>needs assessment report</u> on performance gap based on analysis data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>I did complete a needs assessment in IDE 712, but have not done an official one outside of my coursework.</p>

Additional Notes as necessary:

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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)

	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
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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"/>	The only experience I have is my coursework in IDDE. I have not had the opportunity to complete the entire process that has a deliverable that is implemented.
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When I was student teaching I had the opportunity to plan content, goals, and learning objectives, but not the development of assessments to close gap.
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"/>	I have had some practice of this when I was working in the non-traditional school, and I developed a large unit in Global History. I had students of various skills and knowledge. They all had some kind of performance gap that approaching the unit as it was traditionally taught would not work. I developed different strategies and utilized different learning tech resources that were not used in the past to hopefully close the learning gap the students demonstrated. There was some level of success with individual students. The biggest performance gap that I could not overcome was the reading and writing ability of some of the students. They needed to first have a certain set of skills that had eluded them through their entire school career.
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"/>	I have not had the opportunity to go through this entire process with some kind of end deliverable.
3.5 Create design plan for non-instructional / informational interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When I worked in the non-traditional school, I had to have available internship opportunities ready for students to access at any time. This information also

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				included details on internship sites that were important for students to know so they were not spending time on a site that would not be compatible.
3.6 Secure and/or modify <i>existing instructional</i> materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Working in the non-traditional school, existing instructional materials had to always be changed to meet plans that were constantly changing. Student work was always being evaluated and this required constant changes to instructional materials. I still need to be able to adequately connect modification of materials to well-designed plans.
3.7 Develop <i>new instructional, evaluation, and implementation</i> materials based on plan, using appropriate techniques and <i>technology</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have used appropriate techniques and technology to develop new instruction, but not for evaluations.
3.8 Develop learning <i>assessment</i> activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and <i>technologies</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have developed surveys to assess student learning progress, but there is more practice I need utilizing appropriate techniques and technologies.
3.9 Pilot <i>test, critique,</i> and/or <i>finalize</i> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is more practice I need to pilot test, critique, and finalize learning instructional, assessment, evaluation, and implementation plans, activities and materials. The experience I have was a lot of one and done, without time to evaluate and critique.

4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 <i>Implement</i> and <i>disseminate</i> instructional and non-instructional interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have participated in instructional and non-instructional interventions when I worked in the non-traditional school. Mostly, non-instructional interventions. The decisions were mostly team based and not decisions that I solely had the opportunity to make. Although, most of the non-instructional interventions were in the moment and not pre-planned.
4.2 Implement evaluation plan and <i>evaluate</i> instructional/ non-instructional interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have not planned evaluation plans. I have done informal evaluations of instructional/non-instructional interventions. There

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				was not a lot of planning involved, or developing a plan to effectively evaluate.
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The experience I have is through my IDDE courses.
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Any experience I have is through my IDDE courses. I have not had the opportunity to use evaluation data after implementing instruction.

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply business skills to plan and manage instructional design function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have not had the opportunity to apply business skills to plan and manage instruction design function.
5.2 Manage collaborative relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In my role in the non-traditional school, I had to operate as a project manager assisting learners, educators, and mentors as they collaborated on a student project. Most of the work done in the school was collaborative and I had to maintain many relationships between different people.
5.3 Lead , maintain quality , and manage ID projects and deliverables	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My only experience is in my IDDE coursework and the group projects I have worked on. There is more I need to learn when it applies to real world scenarios.

Additional Notes as necessary:

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	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"/>	This is the same rating I made back in September. I view marking this as high as being at expert level. I do not believe I am an expert in this area when it comes to the ADDIE process. I believe I still have room to grow in communicating instructional strategies and why the strategies I picked will be effective.
1.2 Enhance Interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I marked this as Med in September and I do believe my interpersonal skills are strong, but again I view high as expert level and there are still areas to grow as an instructor and selling. I need more strategies to sell my ideas and why I believe in decisions I make in the ADDIE process.
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"/>	I decided to go from low to medium here because I believe the product I created on my own, or in a group demonstrated that I have more skills in develop multiple theory perspectives when it comes to learning, instructional design, and definitely utilizing visual design theories.
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 am keeping this at low because I haven't engaged in any workshops this semester to show growth. I am not opposed to workshops. When the opportunity is available, I will be glad to take it.
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 am keeping this the same as my September review. The group project had some data analysis when it came to analyzing student data, but there weren't many more opportunities than that to practice this skill. I do like collecting a diverse array of data to analyze what is causing a performance gap.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The group project gave me the opportunity to put this into practice

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			and I believe I did well. I understand this competency more than the first time I filled out this standards sheet.
1.7 Maintain professional , ethical , and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			Collecting data and analyzing requires strict ethical guidelines. Data is easy to manipulate. I value my ethical stance on all matters. I believe I demonstrated my professional, ethical, and legal practices well with my group.

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"/>	Completing the group project helped me understand this standard more as I did not fully comprehend its description in September.
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"/>	I thoroughly enjoy this step in the ADDIE process. I enjoy the process of collecting data from different sources and in different formats. I still have skills to learn when it comes to developing surveys to collect data and framing questions in the best way to collect the information I need.
2.3 Identify and describe target learners using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The group project gave me some practice at targeting learners using multiple analysis techniques. I feel that with the practice, I can comfortably say I moved from low to med here.
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I moved from low to med because I was able to put this into practice during the group project.
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"/>	Through a lot of discussion, and analysis along with my group I was able to assist in defining content and prerequisites needed for our learners to close a performance gap. It is possible to get too far into the weeds with this one, but it is necessary to be clear eyed and identify the appropriate content and prerequisites learners need to close a performance gap.
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"/>	I have a better understanding of this standard and how it is applied in the ADDIE process.

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2.7 Identify <i>characteristics of technologies</i> and their use to support different types of instruction and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	My group utilized effective technologies for instruction and learning to help learners close their performance gap based on the learning strategies we wanted to implement.
2.8 Create <i>needs assessment report</i> on performance gap based on analysis data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have done this once for my class and I need more opportunities for practice to feel comfortable moving from low to med.

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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 <i>instructional design</i> or <i>evaluation model</i> to enact design plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I placed myself at low in September, but I am moving myself to med here, again due to the experience of going through the ADDIE process.
3.2 Determine <i>content</i> , instructional <i>goals</i> , learning <i>objectives</i> , <i>assessments</i> to close gap	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have had more practice and therefore am bumping myself up here. I do need more practice, especially in areas that are outside the realm of K-12 education.
3.3 Identify instructional <i>strategies</i> , <i>learning</i> , <i>tech resources</i> required to provide content and engage learners in closing identified gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This standard was put into practice during the group project. It was clear that the instructional strategies had to be different than what was already being used in the classroom because what was being used has not been working. Analyzing the diverse data is essential to developing strong instructional strategies in closing a performance gap.
3.4 Create <i>design plan</i> (goals/obj/ assess/ strategies), <i>evaluation</i> and <i>mgt plan</i> using gap analysis and learning/design /graphic theory outlining instructional solution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I have had more practice with this standard, which moves me from low to med. I am not practicing this regularly enough to warrant a high self-rating. The design plan my team came up with used data effectively to develop instructional strategies and implementation plan to help with the closure of the performance gap.
3.5 Create design plan for <i>non-instructional</i> / <i>informational</i> interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I haven't put this into practice yet with the IDDE skills I have developed.
3.6 Secure and/or modify <i>existing instructional</i> materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Our group project keeping getting modifications as we dug deeper into the data we collected and the performance gap we identified. We kept re-evaluating our approach to make sure it all aligned well.

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3.7 Develop <i>new instructional, evaluation, and implementation</i> materials based on plan, using appropriate techniques and <i>technology</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I moved from low to med here because I put this into practice during our group project. We developed an implementation plan that utilizes effective evaluations. We complimented this plan with appropriate technology.
3.8 Develop learning <i>assessment</i> activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and <i>technologies</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We established multiple opportunities for learners to demonstrate they have closed the performance gap that uses effective instructional strategies in our group project. I made my positive contribution to the group that demonstrates I should move from low to med here.
3.9 Pilot <i>test, critique,</i> and/or <i>finalize</i> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Even though we developed instruction for the group project, we did not actually get to test it. So, I still have not had the opportunity to actually put into practice instruction through ADDIE model.

4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 <i>Implement</i> and <i>disseminate</i> instructional and non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Developing a storyboard for implementation of instruction is much clearer to me now. This is the act of instructing the instructors.
4.2 Implement evaluation plan and <i>evaluate</i> instructional/ non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I feel comfortable completing this process, although I have not had the opportunity to actually do it in the real world. I believe I can develop evaluation techniques to produce data required to complete a report.
4.3 Collect, analyze, summarize and <i>report</i> implementation and evaluation <i>data</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I can put this report together. I have put together a report in a different IDDE class, but not one following implementation of instruction. This was a report put together on data collected from surveys, interviews, and etc.
4.4 <i>Revise</i> instructional/ non-instructional solutions <i>based on evaluative data</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I can revise instruction based on data collected. I feel comfortable revising. I strongly believe in the process of revising and changing instruction once you have collected data.

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5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply <i>business skills</i> to plan and manage instructional design function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I'm not quite sure I can identify the business skills needed.
5.2 Manage collaborative <i>relationships</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I worked well with my group to communicate, share ideas, and revise instruction together.
5.3 <i>Lead</i> , maintain <i>quality</i> , and <i>manage</i> ID projects and deliverables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I can lead a project, but I just have not had the real world application yet to move me from med to high.

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	I do not believe I am an expert in this area when it comes to the ADDIE process. I believe I still have room to grow in communicating instructional strategies and why the strategies I picked will be effective.
1.2 Enhance Interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I continue to mark this this as Med and I do believe my interpersonal skills are strong, but again I view high as expert level and there are still areas to grow as an instructor and selling.
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"/>	I decided to keep the same level because although I have more skills to develop multiple theory perspectives when it comes to learning, instructional design, and definitely utilizing visual design theories I still have room to grow.
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 haven't had the opportunity to participate in much professional development.
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 am keeping this the same as my last review because I still have room to grow.
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I have done a good job during my projects, but I am still no expert.
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Collecting data and analyzing requires strict ethical guidelines. Data is easy to manipulate. I value my ethical stance on all matters. I believe I demonstrated my

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"/>	Completing the project management course helped me develop some new skills for creating a timeline and planning, but I believe I still need professional opportunities to
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			practice these skills to go from med to high.	
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"/>	I thoroughly enjoy this step in the ADDIE process. I enjoy the process of collecting data from different sources and in different formats. I still have skills to learn when it comes to developing surveys to collect data and framing questions in the best way to collect the information I need.
2.3 Identify and describe target learners using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I want to practice this in my professional career before I decide to inch this one up to high.
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Again, I would like to do this in a professional setting and have success before I move from med to high.
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"/>	I am reluctant to go from med to high because although I believe I did a decent job with my projects, I still need more practice to have full confidence.
2.6 Describe types/ level of knowledge and skills to be learned (e.g., learning analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This one I moved from med to high because I believe this has been a strength for me especially with my previous professional experience.
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"/>	I believe I am adept at utilizing diverse methods of technology use to achieve stated goals.
2.8 Create needs assessment report on performance gap based on analysis data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I moved this from low to med because I have had more practice and feel more confident in conducting a needs assessment to identify what is the performance gap and what needs to happen to close it.

Additional Notes as necessary:

<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)</p>				
	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"/>	I had the opportunity to practice making a model, but I believe I need more opportunities before I move this from med to high.
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I am going to be honest with this one, I'm not sure the IDDE program has been consistent with defining goals and objectives. Each course has had a slightly different definition of what goals and objectives are.
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"/>	I believe my IDDE practice combined with my previous work experience puts me at a high understanding of how to do this effectively.
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 checked="" type="checkbox"/>	<input type="checkbox"/>	The area I would like more practice is in evaluation and a management plan. That is why I am staying at med.
3.5 Create design plan for non-instructional / informational interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I haven't put this into practice yet with the IDDE skills I have developed.
3.6 Secure and/or modify existing instructional materials to meet plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I haven't had this opportunity explicitly, but I believe I can do an adequate job if given the opportunity. I would like practice in this area before I move it up to high.
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"/>	I would like more practice with evaluation before I move this up to high.
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"/>	I believe I have been creative with developing assessments that give every learner the opportunity to demonstrate if the performance gap has closed. I still want more practice.
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"/>	I moved from a low to med on this because I have had more practice with critiquing instruction and implementation plans.

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.

4.0 IMPLEMENTATION AND EVALUATION [ADD/E]

4.1 Implement and disseminate instructional and non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Developing a storyboard for implementation of instruction is much clearer to me now. This is the act of instructing the instructors. I would like more practice and a different format for producing a storyboard.
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I would like more evaluation practice before I move from med to high.
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I would like to complete a real project before I move up to high. I would like to complete a number of projects before I feel comfortable moving this to high.
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I can revise instruction based on data collected. I feel comfortable revising. I strongly believe in the process of revising and changing instruction once you have collected data.

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply business skills to plan and manage instructional design function	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Having taken the project management class I moved this rating from low to med.
5.2 Manage collaborative relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I believe my multiple group projects have demonstrated I can manage collaborative relationships. I still communicate with past project group members, so that relationship is still ongoing.
5.3 Lead , maintain quality , and manage ID projects and deliverables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I believe I can lead a project, but I just have not had the real world application yet to move me from med to high.

Additional Notes as necessary: