

NAME: Paola M. Delarosa-Lloret Date: 23 Sep 24

page 1 of 2

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 <u>communication</u> skills (e.g., writing, oral, visual/graphic design)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I do have experience with written and oral communication within the Army.
1.2 Enhance <u>Interpersonal</u> skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I have served as an instructor and a supervisor on multiple occasions.
1.3 Develop multiple <u>theory</u> perspectives (e.g., learning, instructional design, media, and visual design theories)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This semester has been my exposure to these topics.
1.4 Participate in <u>professional development</u> and <u>reflection</u> (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Enhance <u>research/ evaluation</u> practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As an HR professional, I have experience with data analysis and data interpretation within personnel management and metrics.
1.6 Practice <u>evidence-based design</u> decision-making (e.g., given context, literature, data)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7 Maintain <u>professional</u> , <u>ethical</u> , and <u>legal</u> practices (e.g., fair use, copyright)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This semester has been my exposure to these topics.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and <u>plan analysis</u> process (e.g., time line, people)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Limited experience in my last position.
2.2 Validate performance gaps through <u>multiple analysis techniques</u> (e.g., interview, observation, job/task/document analysis)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Limited experience in my last position.
2.3 Identify and describe <u>target learners</u> using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Limited experience in my last position.
2.4 Describe <u>working and learning environments</u> for target audience using multiple analysis techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	
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"/>	
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"/>	
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"/>	Limited experience in my last position.

Additional Notes as necessary:

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	Low ☒	Medium ☐	High ☐	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
- 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
- 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**
- 3.9 Pilot **test**, **critique**, and/or **finalize** learning instructional, assessment, evaluation, and implementation plans, activities & materials

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4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

- 4.1 **Implement** and **disseminate** instructional and non-instructional interventions
- 4.2 Implement evaluation plan and **evaluate** instructional/ non-instructional interventions
- 4.3 Collect, analyze, summarize and **report** implementation and evaluation **data**
- 4.4 **Revise** instructional/ non-instructional solutions **based on evaluative data**

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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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