NAME: __Paola M. Delarosa-Lloret____ Date: __28 Nov 24__

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)	☒	☐	☐	
1.3 Develop multiple *theory* perspectives (e.g., learning, instructional design, media, and visual design theories)	☒	☐	☐	
1.4 Participate in *professional development* and *reflection* (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	☒	☐	☐	
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	☒	☐	☐	
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)	☒	☐	☐	
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	☒	☐	☐	

Additional Notes as necessary:

I rated myself as low on all competencies because, while I have gained a solid foundational understanding through my coursework and readings, I recognize that true mastery comes with hands-on experience and consistent practice. I am committed to gradually applying what I have learned in real-world scenarios to build my skills and confidence. I aim to progress to a medium competency level, where I can demonstrate my abilities more effectively and contribute meaningfully to instructional design projects.

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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 ☒	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	☒	☐	☐	
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	☒	☐	☐	
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	☒	☐	☐	
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	☒	☐	☐	

Additional Notes as necessary: