

NAME: Soboleva Violetta Date: 10/18/2022

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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 communication skills (e.g., writing, oral, visual/graphic design)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I can present results of my work as a presentation, video, infographics and support it with oral/written description
1.2 Enhance interpersonal skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can persuade a client what they need by guiding them through instruction-related questions
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 can apply learning theories and combine them depending on the instruction nature
1.4 Participate in professional development and reflection (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I follow instructional design-related journals and stay in touch with colleagues and am always willing to learn new things
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 have experience in qualitative data interpretation and can always interpret data for evaluation project or research
1.6 Practice evidence-based design decision-making (e.g., given context, literature, data)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	With the help of instructional design models such as ADDIE, Dick and Carey's model, I can make decisions based on the context
1.7 Maintain professional, ethical, and legal practices (e.g., fair use, copyright)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I know principles of APA style, quoting and copyright practices

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and plan analysis process (e.g., time line, people)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I worked on several instructional design projects and have experience in finding performance gaps and planning reaching the desired performance within the set time frame
2.2 Validate performance gaps through multiple analysis techniques (e.g., interview, observation, job/task/document analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	With the Gilbert's model and other human performance models I can validate performance gaps
2.3 Identify and describe target learners using multiple analysis techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Target learners can be described during the analysis stage and during development of the storyboard
2.4 Describe working and learning environments for target audience using multiple analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Working/learning environment is described in the storyboard set in detail as well as in the instructional materials
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 type="checkbox"/>	<input checked="" type="checkbox"/>	With instructional design materials completed during the program, I worked on multiple projects and developed storyboards, materials for teachers/students related to instruction
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"/>	With Bloom and Fink's taxonomies I can describe students' levels of

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				knowledge acquisition
2.7 Identify <u>characteristics of technologies</u> and their use to support different types of instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Bates ACTIONS model works best with technology integration into instruction
2.8 Create <u>needs assessment report</u> on performance gap based on analysis data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Various HPT models can help in gathering data for such reports

Additional Notes as necessary: With practical projects in the IDD&E department I can implement instructional design competencies in various circumstances listed in the comments

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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 type="checkbox"/>	<input checked="" type="checkbox"/>	In the IDE 632 course we had experience of creating our own model and after learning more than 10 instructional design models and experience in adapting them for a particular circumstances, I can do that
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"/>	Throughout the course of the whole program we were learning how to establish goals, objectives and assessment in line and I made it in the Capstone Project with the real client
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 type="checkbox"/>	<input checked="" type="checkbox"/>	Suitable resources for successful instruction can be chosen with the ACTIONS model we learned in IDE 632
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"/>	Throughout the IDE 641 course we had experience with real projects and formative/summative assessment and evaluation plan/report creation
3.5 Create design plan for <i>non-instructional</i> / <i>informational</i> interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	With the experience of designing intervention according to the Diffusion of Innovation (Rogers) model I can do that
3.6 Secure and/or modify <i>existing instructional</i> materials to meet plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Instructional materials modification is always required to meet the needs of the target audience and desired performance, and its what we learned throughout the program
3.7 Develop <i>new instructional</i> , <i>evaluation</i> , and <i>implementation</i> materials based on plan, using appropriate techniques and <i>technology</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	All courses of IDD&E program were designed the way that students would learn now to develop, evaluate and implement materials and with experience in such projects during the program I can do that
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"/>	Formative/Summative assessment techniques were taught during IDE 641 course and I worked on a "Shared Competencies" project where I developed such activities
3.9 Pilot <i>test</i> , <i>critique</i> , and/or <i>finalize</i> learning instructional, assessment, evaluation, and implementation plans, activities & materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Such activities were studied during IDE 631, 632, 641 and 737 courses where we did both self and peer critique of our instructions

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4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 Implement and disseminate instructional and non-instructional interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	As a teacher I usually implemented instructional interventions but as an instructional designer now I can feel more confident during such process
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summative assessment plan was one of the final IDE 641 projects I worked on
4.3 Collect, analyze, summarize and report implementation and evaluation data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I wrote several evaluation reports during IDE 641 course assignments
4.4 Revise instructional/ non-instructional solutions based on evaluative data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	With Instructional Design models I learned in IDE 631, 632 courses I can revise instructional solutions

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"/>	With the project in IDE 761 I learned how to develop and manage business plan as well as with experience of working in a start-up
5.2 Manage collaborative relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dr. Edmonds was teaching us how to manage relationships a lot during IDE 632
5.3 Lead , maintain quality , and manage ID projects and deliverables	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Such skills is something we were learning throughout the whole program courses and assignments

Additional Notes as necessary: In comparison with my first experience of self-evaluation after IDE 631 course in December 2021 I see a great progress in my ID competencies and I feel much more confident as a professional now. I also see how all assignments we had during program align with these competences.