

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

DIRECTIONS: Self-Assess your level of competence by marking whether you have developed: (1) informational knowledge [Info], (2) practice experience [Prac], (3) or full competency [Comp] for each of the Instructional Designer competencies and performance statements below. Provide a brief description of why you feel you are at this level and where you have developed this level of competences (e.g., specific course, work experience outside of IDD&E, etc). If you have no knowledge of the statement, then leave it blank for now. Be honest. It is very rare that any one person will be competent in ALL of these areas.

This document will eventually become part of your Master’s Portfolio.

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Low Info 1	Me d Pra c 2	High Co mp 3	Why this rating and where did you develop this level of competence?
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PROFESSIONAL FOUNDATIONS

1. Communicate effectively in visual, oral and written form. (E)		X		My education, extracurricular experience, and natural abilities grant me an effective grasp of visual, oral, and written communication.
a) Write and edit messages that are clear, concise, and grammatically correct (E)			X	I developed notably strong writing skills at a classically-modeled school which specializes in rhetorical structure and clear communication. I’ve taught courses for the SAT writing and GRE verbal tests, and have published two written theses approved by academic boards.
b) Deliver presentations that effectively engage audiences and communicate clear messages (E)			X	I have defended two theses in front of judging panels, won a business sales pitch competition, won several state awards for original oratories in the national forensic league, achieved national recognition for presentational abilities in domestic political affairs.
c) Use active listening skills (E)			X	I have studied the relevance and application of active listening (see (f) below), and personally enjoy making connections to others’ ideas. I was trained as a part-time student counselor, hosted discussion forums on my college campus, and joined three think tanks to discuss ideas with others (on economics, agnosticism, and women’s empowerment).
d) Present written and oral messages that take into account the type of information being delivered and the diverse backgrounds, roles, and varied responsibilities of the audience (A)			X	My StrengthsQuest top strengths of <i>maximizer</i> and <i>individualization</i> reinforce my perception that I naturally enjoy considering audience variability when presenting important information. Through my experience with student government, extemporaneous political speaking competitions, and my research in educational psychology, I learned how to present technical or specific information in accessible ways to the lay person.
e) Facilitate meetings effectively (A)			X	I chartered and presided over a student organization for 2 years. I led weekly meetings of 10 officers, each of whom had subordinates. While my control of time and preparation could be improved, my incessant focus on ultimate objectives and effective delegation have improved my facilitation in the past few years.
f) Use effective collaboration and consensus-building skills (A)			X	I studied under nationally acclaimed Dr. Emily Hunter in her course on “Negotiation and Conflict Resolution.” After dozens of role-playing simulations and assessments, I was awarded an in-class recognition as a top-performing collaborative facilitator and consensus-builder.
g) Use effective negotiation and conflict resolution skills (A)			X	See (f). In addition, I applied these skills in a door-to-door intensive sales job with Southwestern Advantage, which required a great deal of emotional resilience and composure.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

h) Use effective questioning techniques (A)		X		I have served on judging panels for students' academic works, and have tutored using variations of the Socratic method for about five years. In addition, I have cross-examined presenters in speech competitions and in academic interviews several times in my career.
i) Solicit, accept, and provide constructive feedback (E)	X	X		Throughout several IDDE courses (including 621, 641, 761, and 737) I practiced using feedback to improve my design process and quality of production. In 737 specifically I gained experience soliciting feedback.
j) Disseminate status, summary, or action-oriented reports (A)	X			While I have not gained significant practice with this competency, I have learned about its role and how it can be implemented effectively.
2. Apply research and theory to the discipline of instructional design.(A)	X	X		Overall, I feel prepared to apply research and theory in my ID.
a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A)	X	X		I can identify and explain the relationships between ID theories, their research, and how they impact design practices in several industries.
b) Explain key concepts and principles related to instructional design (E)	X	X		I can explain the ADDIE process in addition to how front-end analysis, project management, audits, and evaluation impact the overall goals of a project.
c) Apply results of instructional design research, theory, and practice (A)	X			I believe I vaguely understand the parameters surrounding this statement, and can learn from such results as they arise in my work.
d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A)	X			I believe I understand how my other fields of study (Economics, Entrepreneurship, Management) intersect with learning improvement.
e) Apply systems thinking to instructional design and performance improvement projects (E)	X	X		In IDE 632 I created my own model for technological integration solutions and was able to root it in literature and practice. I feel confident I can achieve this form of systems thinking to any project.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

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PROFESSIONAL FOUNDATIONS (Continued)				
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. (E)	X	X		I believe I am capable of remaining current on practices in ID, especially with regard to technology.
a) Participate in professional development activities (E)	X	X		Aside from attending SXSW Edu 2018 (sponsored by Syracuse University), I spend my free time getting certified for the Google Educator suite of skills.
b) Establish and maintain contacts with other professionals (E)	X	X		I have networked with a few relevant professionals through Syracuse and the Google Educator forums.
c) Acquire and apply new technology skills in instructional design practice (E)			X	I have completed Level 1 Certification for Google's Educator suite, and I am currently completing Level 2. I have already used these skills to help teachers prepare content.
d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D)	X			No experience with this performance statement.
4. Apply data collection and analysis skills in instructional design projects. (A)	X			All forms of practical experience within this category are from IDE 641: Techniques in Educational Evaluation.
a) Identify the data to be collected (A)	X			Performed this skill only within the project included with IDE 641.
b) Use a variety of data collection tools and procedures (E)	X			Performed this skill only within the project included with IDE 641.
c) Apply appropriate data collection methodologies to needs assessment and evaluation (A)	X			Performed this skill only within the project included with IDE 641.
d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A)	X			Performed this skill only within the project included with IDE 641.
5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)	X			
a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A)	X			Limited exposure to issues on accessibility and technological diffusion in a global context.
b) Plan for and respond to ethical, legal, and political consequences of design decisions (A)	X			Have considered such issues in the design of Zambian Voter Education (IDE 631) and my discussion of Finnish educational technology (IDE 771).
c) Recognize and respect the intellectual property rights of others (E)			X	I have dealt with intellectual property in many ways including web development, music publishing and aggregation, book publishing, and professional videography.
d) Adhere to regulatory guidelines and organizational policies (E)	X			No experience with this performance statement.

Reflecting on Instructional Designer Competencies

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e) Comply with organizational and professional codes of ethics (E)		X	I have learned from and participated in activities designed to propagate organizational and professional codes of ethics.
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Reflecting on Instructional Designer Competencies

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Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Lo w I n f o r m a t i o n	Me d i u m	High C o m p e t e n c y	Why this rating and where did you develop this level of competence?
PLANNING AND ANALYSIS				
6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A)	X			Limited experience.
a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A)	X			Limited experience through the IDE 761 Project Management course.
b) Describe the nature of a learning or performance problem (E)	X	X		Experience through the Front-End Analysis, Project Management, and Instructional Design II courses.
c) Determine the root causes of identified discrepancies (A)	X	X		Experience through the Front-End Analysis course in using and constructing models for identifying causes.
d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A)	X	X		Experience through the Front-End Analysis and Instructional Design II courses.
e) Estimate costs and benefits of possible solutions (A)	X			Limited experience through the Educational Evaluation course.
f) Prepare and disseminate a needs assessment report (A)	X			Limited experience through the Educational Evaluation course.
7. Identify and describe target population and environmental characteristics. (E)	X	X		Comfortable experience with these skills from a theoretical perspective.
a) Determine characteristics of the target population that may impact the design and delivery of instruction (E)	X	X		Limited experience through the Instructional Design I and Capstone courses.
b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A)	X	X		Experience through the Instructional I, Capstone, and Global Ed Tech courses.
c) Identify the infrastructure that is available to support the design and delivery of instruction (A)	X	X		Experience through the Global Ed Tech course.
d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A)	X			This was also an aspect of my conversations with professors in the HED program.
e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E)	X			No experience with this performance statement.
8. Select and use analysis techniques for determining instructional content. (E)	X			Limited experience across courses.
a) Identify the scope of required content in accordance with needs assessment findings (E)	X			Limited experience across courses.
b) Elicit, synthesize, and validate content from subject matter experts (E)	X			No experience with this performance statement.
c) Analyze existing instructional products to determine adequacy or inadequacy of content, instruction, and learning (E)	X			Limited experience across courses.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

d) Determine the breadth and depth of intended content coverage given instructional constraints (E)	X	X	Limited experience through Instructional Design I, Front-End Analysis, and Capstone courses.
e) Determine subordinate and prerequisite skills and knowledge (E)	X		Limited experience from Project Management course.
f) Use appropriate techniques to analyze various types and sources of content (E)	X		No experience with this performance statement.
9. Analyze the characteristics of existing and emerging technologies and their potential use. (E)	X		No experience with this competency.
a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E)		X	I have written several articles, blogs, and sections of my 2016 thesis on the impact of emerging technologies on education. My current work involves sharing that information with college students to help them benefit their own learning.
b) Evaluate the capacity of given instructional and learning environments to support selected technologies (A)	X		Limited theoretical knowledge and practice across courses.
c) Assess the benefits and limitations of existing and emerging technologies (A)	X		Discussion and writings in Instructional Tech and Global Ed Tech courses.

Reflecting on Instructional Designer Competencies

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DESIGN AND DEVELOPMENT				
10. Use an instructional design and development process appropriate for a given project. (E)	X	X		Project greatly improved exposure to these skills.
a) Select or create an instructional design process based the nature of the project (E)	X	X		Great experience, primarily through Capstone and Instructional Design II courses.
b) Modify the instructional design process as project parameters change (A)	X	X		Great experience, primarily through Project Management course.
c) Describe a rationale for the selected, created or modified instructional design process (A)	X	X		Experience through Capstone and Project management courses.
11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)	X	X		Great experience, primarily through Project Management course.
a) Determine the overall scope of instructional programs and/or products (A)	X	X		Great experience, primarily through Project Management course.
b) Identify and sequence instructional goals (E)	X	X		Great experience, primarily through Project Management course.
c) Specify and sequence the anticipated learning and performance outcomes (E)	X	X		Great experience, primarily through Project Management course.
12. Design instructional interventions. (E)	X			Relatively little experience with this category.
a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E)	X	X		Experience through Instructional Design II and Educational Evaluations courses.
b) Apply appropriate interaction design and interactive learning principles (E)	X	X		Limited experience through Instructional Design I course.
c) Use appropriate message and visual design principles (E)	X			Limited experience across courses.
d) Apply appropriate motivational design principles (E)	X			No experience with this performance statement.
e) Accommodate social, cultural, political, and other individual factors that may influence learning (E)	X			No experience with this performance statement.
f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E)	X			No experience with this performance statement.
13. Plan non-instructional interventions. (A)	X			Limited experience in Front-End Analysis course.
a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A)	X			Considered during Front-End Analysis course and practice.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

b) Justify why non-instructional interventions are appropriate (A)	X			Considered during Front-End Analysis course and practice.
c) Create design specifications for non-instructional interventions (A)	X			Considered during Front-End Analysis course and practice.
14. Select or modify existing instructional materials. (E)	X			Limited experience across courses.
a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E)	X			Limited experience across courses.
b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A)	X			Limited experience in Educational Evaluations course.
c) Validate selection or modification of existing instruction (A)	X			Limited experience in Educational Evaluations course.
d) Integrate existing instructional materials into the design (E)	X			Limited experience across courses.

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DESIGN AND DEVELOPMENT (Continued)

15. Develop instructional materials. (E)	X			No experience with this competency.
a) Develop specifications that serve as the basis for media production (E)	X			Limited experience in Capstone and Instructional Design I courses.
b) Produce instructional materials in a variety of delivery formats (E)			X	I have produced videos, graphics, flash cards, handouts, flyers, work sheets, and games for students to use in their learning process. My current job utilizes Keynote, Camtasia, Youtube, Audacity, and Google Forms to produce and manage content that students use. I have more than 3,000 hours of experience producing media, and at least 300 hours producing materials for learning or training.
c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E)	X			Limited experience in Capstone and Instructional Design I courses.
d) Collaborate with production specialists (E)	X			No experience with this performance statement.
16. Design learning assessment (A).	X	X		Strong experience across several courses.
a) Identify the learning processes and outcomes to be measured (E)	X	X		Strong experience across several courses.
b) Construct reliable and valid methods of assessing learning and performance (A)	X	X		Strong experience across several courses, especially Educational Evaluations.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E)	X	X		Strong experience across several courses, especially Educational Evaluations, Project Management, and Capstone.
EVALUATION AND IMPLEMENTATION				
17. Evaluate instructional and non-instructional interventions. (A)	X			Little discussion or experience regarding non-instructional interventions.
a) Design evaluation plans (A)	X			No experience with this performance statement.
b) Implement formative evaluation plans (E)	X			No experience with this performance statement.
c) Implement summative evaluation plans (E)	X			No experience with this performance statement.
d) Prepare and disseminate evaluation report (A)	X			No experience with this performance statement.
18. Revise instructional and non-instructional solutions based on data. (E)	X			No experience with this competency.
a) Identify product and program revisions based on review of evaluation data (A)	X	X		Strong experience in Educational Evaluations.
b) Revise the delivery process based on evaluation data (E)	X			Little experience across courses.
c) Revise products and programs based on evaluation data (E)	X			Experience across courses.
19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)	X			No experience with this competency.
a) Create a vision of change that aligns learning and performance goals with organizational goals (M)	X	X		Experience in Project Management and Instructional Design I.
b) Plan for the implementation of the interventions (A)	X	X		Experience in Project Management and Instructional Design I.
c) Plan for the dissemination of the interventions (M)	X	X		Experience in Project Management and Instructional Design I.
d) Plan for the diffusion of the interventions (M)	X	X		Experience in Project Management and Instructional Design I.
e) Disseminate the interventions (A)	X			No experience with this performance statement.
f) Monitor implementation, dissemination, and diffusion progress (M)	X			Simulated monitoring through Project Management course.
g) Identify required modifications to implementation, dissemination, and diffusion processes (A)	X	X		Experience in Project Management and Instructional Design I.
	X			

Reflecting on Instructional Designer Competencies

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MANAGEMENT				
20. Apply business skills to managing the instructional design function. (M)	X			No practical experience in this sector or role.
a) Align instructional design efforts with organization's strategic plans and tactics (M)	X			No experience with this performance statement.
b) Establish standards of excellence for the instructional design function (M)	X			No experience with this performance statement.
c) Develop a business case to promote the critical role of the instructional design function (M)	X			No experience with this performance statement.
d) Recruit, retain, and develop instructional design personnel (M)	X			No experience with this performance statement.
e) Develop financial plans and controls for the instructional design function (M)	X			No experience with this performance statement.
f) Obtain and maintain management and stakeholder support for the design function (f)	X			No experience with this performance statement.
g) Market instructional design services and manage customer relations (M)	X			No experience with this performance statement.
21. Manage partnerships and collaborative relationships. (M)	X			No experience with this competency.
a) Identify stakeholders and the nature of their involvement (A)	X			Simulated practice in Project Management.
b) Build and promote effective relationships between the design team and stakeholders (M)	X			Simulated practice in Project Management.
c) Manage cross functional teams (M)	X			Simulated practice in Project Management.
d) Conduct project reviews with design team members and stakeholders (M)	X			No experience with this performance statement.
22. Plan and manage instructional design projects. (A)	X			Experience in Project Management.
a) Establish project scope and goals (A)	X			Simulated practice in Project Management.
b) Write proposals for instructional design projects (A)	X			Simulated practice in Project Management.
c) Use a variety of planning and management tools for instructional design projects (A)	X			Experience in Project Management.
d) Allocate resources to support the project plan (M)	X			Simulated practice in Project Management.

Reflecting on Instructional Designer Competencies

Documenting your level of competence in the Instructional Designer Standards

e) Manage multiple priorities to maintain project time line (M)	X			Simulated practice in Project Management.
f) Identify and resolve project issues (M)	X			Simulated practice in Project Management.