

# 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?
---	------------------	-----------------------	-----------------------	---

## PROFESSIONAL FOUNDATIONS

<b>1. Communicate effectively in visual, oral and written form. (E)</b>		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			I have usually provided feedback in environments concerning presentations and speech, but have not solicited it or focused on constructive feedback for others.
j) Disseminate status, summary, or action-oriented reports (A)	X			No experience with this performance statement.
<b>2. Apply research and theory to the discipline of instructional design.(A)</b>	X			No experience with this performance statement.
a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A)	X			No experience with this performance statement.
b) Explain key concepts and principles related to instructional design (E)	X			No experience with this performance statement.
c) Apply results of instructional design research, theory, and practice (A)	X			No experience with this performance statement.
d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A)	X			No experience with this performance statement.
e) Apply systems thinking to instructional design and performance improvement projects (E)	X			No experience with this performance statement.

# Reflecting on Instructional Designer Competencies

*Documenting your level of competence in the Instructional Designer Standards*

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Lo w 1	Me d 2	High Com 3	Why this rating and where did you develop this level of competence?
<b>PROFESSIONAL FOUNDATIONS (Continued)</b>				
<b>3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. (E)</b>	X			Time will grant me future opportunities to begin building my instructional design assets!
a) Participate in professional development activities (E)	X			I have only attended a few activities which would be considered relevant to instructional design.
b) Establish and maintain contacts with other professionals (E)	X			I am beginning to make these connections, both within academia and the edutech sector.
c) Acquire and apply new technology skills in instructional design practice (E)		X		I have invested a great deal of time in seeking out and trying new technologies relevant to instructional practice. I've tested over 45 apps or software in the last year alone.
d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D)	X			No experience with this performance statement.
<b>4. Apply data collection and analysis skills in instructional design projects. (A)</b>	X			I've had no chances yet to use these techniques.
a) Identify the data to be collected (A)	X			No experience with this performance statement.
b) Use a variety of data collection tools and procedures (E)	X			No experience with this performance statement.
c) Apply appropriate data collection methodologies to needs assessment and evaluation (A)	X			No experience with this performance statement.
d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A)	X			No experience with this performance statement.
<b>5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)</b>	X			
a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A)	X			I am unaware of these nuances so far in my development.
b) Plan for and respond to ethical, legal, and political consequences of design decisions (A)	X			I am unaware of these nuances so far in my development.
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.
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.

# Reflecting on Instructional Designer Competencies

*Documenting your level of competence in the Instructional Designer Standards*

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Lo w Inf o 1	Me d Pr ac 2	High Com p 3	Why this rating and where did you develop this level of competence?
<b>PLANNING AND ANALYSIS</b>				
<b>6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A)</b>	X			No experience with this performance statement.
a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A)	X			No experience with this performance statement.
b) Describe the nature of a learning or performance problem (E)	X			No experience with this performance statement.
c) Determine the root causes of identified discrepancies (A)	X			No experience with this performance statement.
d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A)	X			No experience with this performance statement.
e) Estimate costs and benefits of possible solutions (A)	X			No experience with this performance statement.
f) Prepare and disseminate a needs assessment report (A)	X			No experience with this performance statement.
<b>7. Identify and describe target population and environmental characteristics. (E)</b>	X			I have never done this with regard to instruction.
a) Determine characteristics of the target population that may impact the design and delivery of instruction (E)	X			I am only now beginning the process of studying target populations as a result of my work in entrepreneurial efforts for education.
b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A)	X			I have studied a great deal of these elements during my courses in the Syracuse Higher Education Master's Program (HED).
c) Identify the infrastructure that is available to support the design and delivery of instruction (A)	X			No experience with this performance statement.
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.
<b>8. Select and use analysis techniques for determining instructional content. (E)</b>	X			No experience with this competency.
a) Identify the scope of required content in accordance with needs assessment findings (E)	X			No experience with this performance statement.
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			No experience with this performance statement.

## 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			No experience with this performance statement.
e) Determine subordinate and prerequisite skills and knowledge (E)	X			No experience with this performance statement.
f) Use appropriate techniques to analyze various types and sources of content (E)	X			No experience with this performance statement.
<b>9. Analyze the characteristics of existing and emerging technologies and their potential use. (E)</b>	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			No experience with this performance statement.
c) Assess the benefits and limitations of existing and emerging technologies (A)	X			No experience with this performance statement.

**Reflecting on Instructional Designer Competencies**  
*Documenting your level of competence in the Instructional Designer Standards*

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Low Inf o 1	Med Pra c 2	High Com p 3	Why this rating and where did you develop this level of competence?
<b>DESIGN AND DEVELOPMENT</b>				
<b>10. Use an instructional design and development process appropriate for a given project. (E)</b>	X			No experience with this competency.
a) Select or create an instructional design process based the nature of the project (E)	X			I am optimistic I will learn how to do this during my work with the group project in instructional design this semester.
b) Modify the instructional design process as project parameters change (A)	X			No experience with this performance statement.
c) Describe a rationale for the selected, created or modified instructional design process (A)	X			No experience with this performance statement.
<b>11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)</b>	X			No experience with this competency.
a) Determine the overall scope of instructional programs and/or products (A)	X			No experience with this performance statement.
b) Identify and sequence instructional goals (E)	X			No experience with this performance statement.
c) Specify and sequence the anticipated learning and performance outcomes (E)	X			No experience with this performance statement.
<b>12. Design instructional interventions. (E)</b>	X			No experience with this competency.
a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E)	X			No experience with this performance statement.
b) Apply appropriate interaction design and interactive learning principles (E)	X			No experience with this performance statement.
c) Use appropriate message and visual design principles (E)	X			No experience with this performance statement.
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.
<b>13. Plan non-instructional interventions. (A)</b>	X			No experience with this competency.
a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A)	X			No experience with this performance statement.

# 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			No experience with this performance statement.
c) Create design specifications for non-instructional interventions (A)	X			No experience with this performance statement.
<b>14. Select or modify existing instructional materials. (E)</b>	X			No experience with this competency.
a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E)	X			No experience with this performance statement.
b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A)	X			No experience with this performance statement.
c) Validate selection or modification of existing instruction (A)	X			No experience with this performance statement.
d) Integrate existing instructional materials into the design (E)	X			No experience with this performance statement.

Competency / Performance Statement <small>E=essential, A=Advanced, M=Managerial</small>	Low Inf o 1	Med Pra c 2	High Com p 3	Why this rating and where did you develop this level of competence?
---	----------------------	----------------------	-----------------------	---

## DESIGN AND DEVELOPMENT (Continued)

<b>15. Develop instructional materials. (E)</b>	X			No experience with this competency.
a) Develop specifications that serve as the basis for media production (E)	X			No experience with this performance statement.
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			No experience with this performance statement.
d) Collaborate with production specialists (E)	X			No experience with this performance statement.
<b>16. Design learning assessment (A).</b>	X			No experience with this competency.
a) Identify the learning processes and outcomes to be measured (E)	X			Limited experience utilizing this for my personal tutoring and SAT courses.
b) Construct reliable and valid methods of assessing learning and performance (A)	X			Limited experience utilizing this for my personal tutoring and SAT courses.

## 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		No experience with this performance statement.
<b>EVALUATION AND IMPLEMENTATION</b>			
<b>17. Evaluate instructional and non-instructional interventions. (A)</b>	X		No experience with this competency.
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.
<b>18. Revise instructional and non-instructional solutions based on data. (E)</b>	X		No experience with this competency.
a) Identify product and program revisions based on review of evaluation data (A)	X		No experience with this performance statement.
b) Revise the delivery process based on evaluation data (E)	X		No experience with this performance statement.
c) Revise products and programs based on evaluation data (E)	X		No experience with this performance statement.
<b>19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)</b>	X		No experience with this competency.
a) Create a vision of change that aligns learning and performance goals with organizational goals (M)	X		No experience with this performance statement.
b) Plan for the implementation of the interventions (A)	X		No experience with this performance statement.
c) Plan for the dissemination of the interventions (M)	X		No experience with this performance statement.
d) Plan for the diffusion of the interventions (M)	X		No experience with this performance statement.
e) Disseminate the interventions (A)	X		No experience with this performance statement.
f) Monitor implementation, dissemination, and diffusion progress (M)	X		No experience with this performance statement.
g) Identify required modifications to implementation, dissemination, and diffusion processes (A)	X		No experience with this performance statement.
	X		



# Reflecting on Instructional Designer Competencies

*Documenting your level of competence in the Instructional Designer Standards*

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 P r a c t i c e	High C o m p e t e n c y	Why this rating and where did you develop this level of competence?
<b>MANAGEMENT</b>				
<b>20. Apply business skills to managing the instructional design function. (M)</b>	X			No experience with this competency.
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.
<b>21. Manage partnerships and collaborative relationships. (M)</b>	X			No experience with this competency.
a) Identify stakeholders and the nature of their involvement (A)	X			No experience with this performance statement.
b) Build and promote effective relationships between the design team and stakeholders (M)	X			No experience with this performance statement.
c) Manage cross functional teams (M)	X			No experience with this performance statement.
d) Conduct project reviews with design team members and stakeholders (M)	X			No experience with this performance statement.
<b>22. Plan and manage instructional design projects. (A)</b>	X			I hope to develop new skills regarding this competency this semester!
a) Establish project scope and goals (A)	X			Hopefully will learn more about this soon.
b) Write proposals for instructional design projects (A)	X			Hopefully will learn more about this soon.
c) Use a variety of planning and management tools for instructional design projects (A)	X			Hopefully will learn more about this soon.
d) Allocate resources to support the project plan (M)	X			No experience with this performance statement.

## 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		No Hopefully will learn more about this soon. Hopefully will learn more about this soon.
f) Identify and resolve project issues (M)	X		Hopefully will learn more about this soon.

---