Instructional Design, Development, and Evaluation Standards of Practice

NAME: _____Beth Woodell_____ Date: 5/31/2023

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.

<u>**LOW**</u> - you are aware of this standard through readings, presentations, and other information in/outside of course work

<u>**MEDIUM**</u> - you have experience practicing much of this standard & are building knowledge & skills to become competent

<u>**HIGH**</u> - 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)	☐	☐	☒	I (still) have many years of standup training, writing, and editing experience. One can always improve one's skills, though. The activities in all the research and graphic design courses have helped me "up my game" by introducing me to tools I might not have known to use, and also expose me to the work of other students whose graphics skills I admire.
1.2 Enhance **_Interpersonal_** skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	☐	☒	☐	When I was in the workforce, I signed up for workshops and other activities that enhance these skills. Now that I am in this program, I see other resources, like LinkedIn Learning, that I can use to enhance these skills. I can always use more enhancement in this area.
1.3 Develop multiple **_theory_** perspectives (e.g., learning, instructional design, media, and visual design theories)	☐	☒	☐	Prior to entering this degree program, I was unaware of theories underlying design and instruction. IDE 621, 631, 632, and 737 have expanded my skill and knowledge base around how to select the best model for a given instructional event (e.g., mastery learning, CRI, leveraging Gagné's nine events, etc.).
1.4 Participate in **_professional development_** and **_reflection_** (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	☐	☒	☐	All the courses I've taken in this program have given me avenues to enhance what I can offer to a future client, should I return to the workforce.
1.5 Enhance **_research/ evaluation_** practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	☐	☒	☐	Literature searches sure are different from when I was in graduate school previously (there wasn't even a World Wide Web, let alone the need for DOIs and other digital tags on academic assets). I've learned a lot about finding valid, credible sources online and citing them in APA format (something else I didn't do in my first master's; we used MLA style). In my post-master's work, I hope to continue to build my quantitative analysis and data interpretation skills.
1.6 Practice **_evidence-based design_** decision-making (e.g., given context, literature, data)	☐	☒	☐	Now that I know what different design theories are out there, I'm more equipped to evaluate and choose a

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.

Standard	☐	☐	☐	Notes
				design based on publicly available materials that employ those designs successfully.
1.7 Maintain **_professional_**, **_ethical_**, and **_legal_** practices (e.g., fair use, copyright)	☐	☒	☐	In my past work experiences, it wasn't always necessary to give credit, especially for images. I know to be more careful now.

2.0 PLANNING AND ANALYSIS [ADDIE]

Standard	☐	☐	☐	Notes
2.1 Acknowledge performance gaps and **_plan analysis_** process (e.g., timeline, people)	☐	☒	☐	IDE 712 really upped my game in the available tools to use in gap analysis. I am looking forward to using one or more of the tools we researched when I am assigned to an analysis gig with a future client.
2.2 Validate performance gaps through **_multiple analysis techniques_** (e.g., interview, observation, job/task/document analysis)	☐	☒	☐	The techniques we learned in IDE 712 validated some of the techniques I was already using, such as one-on-one interviews and focus groups. An additional technique in my skillset now is the use of document analysis, especially in SAP projects where the business process documents are provided by the implementer as part of the blueprinting process.
2.3 Identify and describe **_target learners_** using multiple analysis techniques	☐	☒	☐	In addition to identifying their extant skills, I now have ways of intuiting learner attitudes and using the info as part of a diffusion (OCM) plan. Although I've always encountered users resistant to change, I now have labels for the attitudes and methods of mitigating those attitudes by leveraging others in the adopting group.
2.4 Describe **_working_** and **_learning environments_** for target audience using multiple analysis techniques	☐	☐	☒	I had a fairly robust skill set for describing many different types of working and learning environments. IDE 611 and 712 gave me appreciation for virtual and asynchronous remote learning environments and the challenges they pose.
2.5 Describe required **_content/ prerequisites_** for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	☐	☒	☐	Of use to me has been the notion of closing the performance gap. Maybe I was identifying performance gaps in my work and didn't know it, but the assignments in IDE 631 and 712 have elevated my awareness of the need to identify, describe, and perhaps quantify a performance gap prior to designing and developing instructional materials.
2.6 Describe **_types/ level of knowledge and skills_** to be learned (e.g., learning analysis)	☐	☒	☐	This ties back to the ability to identify a performance gap. If I don't know what the gap is, I can't begin to identify what knowledge and skills would close that gap. Keeping the performance gap in

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.				
				mind as I design keeps me on track for identifying the type and level of KSA's to be learned.
2.7 Identify **_characteristics of technologies_** and their use to support different types of instruction and learning	☐	☒	☐	Through other courses, I've gotten exposure to a number of new technologies (virtual reality, augmented reality, etc.) and hope to utilize some of them if/when I go back to the workforce. Some of that, of course, depends on the client (you'd be surprised how stingy some of these companies are).
2.8 Create **_needs assessment report_** on performance gap based on analysis data	☐	☐	☒	I believe my skill with analysis tools enhances the content and quality of any needs assessment report I write. I can back up my assertions and observations with actual data collected from standard tools.

Additional Notes as necessary:

NAME: _____Beth Woodell_____ Date: 5/31/2023

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)				
	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	☐	☒	☐	Although I suspect if/when I return to the workforce, I still will have little to no choice in the selection of a design or evaluation model, at least now I feel better equipped to give useful input, when asked, into the suitability of the selected design to address performance gaps.
3.2 Determine **_content_**, instructional **_goals_**, learning **_objectives_**, **_assessments_** to close gap	☐	☐	☒	I believe writing useful objectives at all six Bloom's levels and writing targeted assessment questions are two of my strong skills. In my work environments, much emphasis is given to performance-based objectives—observable and measurable.
3.3 Identify instructional **_strategies, learning_**, **_tech resources_** required to provide content and engage learners in closing identified gaps	☐	☒	☐	IDE 611, as well as my peers' work experience, gave me the ability to recommend new tech resources and tools (whether a client has those resources is another matter).
3.4 Create **_design plan_** (goals/obj/ assess/ strategies), **_evaluation_** and **_mgt plan_** using gap analysis and learning/design /graphic theory outlining instructional solution	☐	☒	☐	The final projects in IDE 631 and 632 have given me some additional experience. So did the bulk of the coursework in IDE 641, which required us to draw up a comprehensive summative evaluation plan. The collaborative project we did in 631 was a new experience for me in that it involved a non-technical problem and performance gap; usually I'm working on computer performance gaps.
3.5 Create design plan for **_non-instructional_** / **_informational_** interventions	☐	☒	☐	IDE 632 gave me a few ideas on diffusion techniques I can use side by side with the instructional interventions used on a given problem. Not being present on most social media, I admit there are techniques I don't think of that others think of easily, such as organizational messages through Facebook and Twitter. Still,
3.6 Secure and/or modify **_existing instructional_** materials to meet plan	☐	☐	☒	Entering this program, I had substantial experience in modifying existing instruction. I now have a few more tools to justify my choice of

Instructional Design, Development, and Evaluation Standards of Practice   Updated: August 2020
NAME: _____Beth Woodell_____ Date: **5/31/2023**

page 5 of 6

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.

			☒	changes made to existing instruction and believe I can defend my choices to a client.
3.7 Develop **_new instructional_**, **_evaluation_**, and **_implementation_** materials based on plan, using appropriate techniques and **_technology_**	☐	☐	☒	Entering this program, I had substantial experience in modifying existing instruction. I now have a few more tools to justify my choice of changes made to existing instruction and believe I can defend my choices to a client.
3.8 Develop learning **_assessment_** activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and **_technologies_**	☐	☒	☐	IDE 641 was an eye-opener in the types, purposes, and techniques of both formative and summative evaluation. I had done some summative evaluations before (Kirkpatrick 1, mostly) but not really any formative evaluations.
3.9 Pilot **_test_**, **_critique,_** and/or **_finalize_** learning instructional, assessment, evaluation, and implementation plans, activities & materials	☐	☒	☐	My piloting skills are the same as when I started this program.

4.0 IMPLEMENTATION AND EVALUATION [ADD*IE*]

4.1 **_Implement_** and **_disseminate_** instructional and non-instructional interventions	☐	☐	☒	Of course, I didn't get a chance to actually implement an instruction, but all my years of training experience don't go away.
4.2 Implement evaluation plan and **_evaluate_** instructional/ non-instructional interventions	☐	☒	☐	After taking IDE 641, I realized my research interests lie more with assessment than with evaluation. However, I do see all the ways the techniques and tools in 641 can aid in me developing evaluations for the same instruction I had hoped to develop assessments for.
4.3 Collect, analyze, summarize and **_report_** implementation and evaluation **_data_**	☐	☒	☐	IDE 641 gave me some experience in collecting, summarizing, and analyzing evaluation data. So, too, did IDE 611 to a brief extent.
4.4 **_Revise_** instructional/ non-instructional solutions **_based on evaluative data_**	☐	☒	☐	All evaluation can be said to be formative in the sense that it is iterative: why would you evaluate an object if you were not planning to incorporate the improvements? I now have more experience in making recommendations on revisions, based on formative evaluation data collected in group projects.

5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply **_business skills_** to plan and manage instructional design function	☐	☒	☐	I do not want to be a project manager or get PMP-certified in the future, but everyone can benefit from the skills involved. IDE 761 gave me a refresher on some of the most important tools and introduced some new ones to me.

Instructional Design, Development, and Evaluation Standards of Practice   Updated: August 2020

NAME: _____Beth Woodell_____ Date: 5/31/2023

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.				
5.2 Manage collaborative **_relationships_**	☐	☒	☐	I believe my skills are the same in this area as when I started this program…emotional intelligence and treating team members with respect goes a long way.
5.3 **_Lead_**, maintain **_quality_**, and **_manage_** ID projects and deliverables	☐	☒	☐	I believe my skills are the same in this area as when I started this program.

Additional Notes as necessary: