

NAME: Emma PateDate: 5/9/25

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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 ☒	Medium ☒	High ☒	Add short note listing specific examples or experiences that support your rating
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1.0 ONGOING PROFESSIONAL DEVELOPMENT

1.1 Enhance <u>communication</u> skills (e.g., writing, oral, visual/graphic design)	☐	☐	☒	I have always had strong communication skills and have worked in positions that required customer service and collaborative work.
1.2 Enhance <u>Interpersonal</u> skills (e.g., meeting presentation, selling, negotiation, instructor, supervising)	☐	☐	☒	I am currently and have in my past participates in extensive presentation, instruction, and supervision work.
1.3 Develop multiple <u>theory</u> perspectives (e.g., learning, instructional design, media, and visual design theories)	☐	☒	☐	I have now done work in designing theory-based media in IDDE courses has been but have yet to apply this to real world instructional design
1.4 Participate in <u>professional development</u> and <u>reflection</u> (e.g., literature/ workshops/ networking/ International trends/ new tech tools)	☐	☒	☐	In my last workplace a significant focus was on improving networking and professional development.
1.5 Enhance <u>research/ evaluation</u> practice skills (e.g., literature review/ research & evaluation design, data analysis, data interpretation)	☐	☒	☐	I did this extensively in undergrad and have great interest in it but have not actively participated in-or conducted research since.
1.6 Practice <u>evidence-based design</u> decision-making (e.g., given context, literature, data)	☐	☒	☐	I now have experience making evidence based design decisions based on theoretical performance problems.
1.7 Maintain <u>professional</u> , <u>ethical</u> , and <u>legal</u> practices (e.g., fair use, copyright)	☐	☐	☒	I now have extensive knowledge of how to maintain high levels of ethics, and how to properly credit literature.

2.0 PLANNING AND ANALYSIS [ADDIE]

2.1 Acknowledge performance gaps and <u>plan analysis</u> process (e.g., time line, people)	☐	☒	☐	Have experienced this process once or twice in working scenarios but have never had a large role in the plan analysis stage.
2.2 Validate performance gaps through <u>multiple analysis techniques</u> (e.g., interview, observation, job/task/document analysis)	☐	☐	☒	I have been responsible for conducting performance analysis via many techniques including survey, observations, and task tracking. I have also been able to apply this to ID through my MS program.
2.3 Identify and describe <u>target learners</u> using multiple analysis techniques	☐	☒	☐	This has never been something that I have put too much thought into because whenever I have participated in analysis in the past the target learners were extremely obvious.
2.4 Describe <u>working</u> and <u>learning environments</u> for target audience using multiple analysis techniques	☐	☒	☐	I now have a bit of IDDE specific experience with this from this semester, but I have also done

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				equivalent tasks to this as an SL.
2.5 Describe required <u>content/ prerequisites</u> for performance and identify instructional content required to close knowledge, skill, attitude gap (e.g., content analysis)	☐	☒	☐	I have done this on a small scale in work settings, but always with extensive supervision and direction from managers. Along with Pretty extensive experience doing this as an SL but not as much with identifying these gaps with content outside of my expertise.
2.6 Describe <u>types/ level of knowledge and skills</u> to be learned (e.g., learning analysis)	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.
2.7 Identify <u>characteristics of technologies</u> and their use to support different types of instruction and learning	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.
2.8 Create <u>needs assessment report</u> on performance gap based on analysis data	☐	☒	☐	I have done this once for a course project.

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3.0 DESIGN AND DEVELOPMENT [ADDIE]

3.1 Select or create appropriate instructional design or evaluation model to enact design plan	☐	☒	☐	I have created multiple design models for theoretical performance problems.
3.2 Determine content , instructional goals , learning objectives , assessments to close gap	☐	☐	☒	This was a direct responsibility of mine when I worked at UNT as an SI. I have since become even more familiar with the process in my MS program
3.3 Identify instructional strategies , learning , tech resources required to provide content and engage learners in closing identified gaps	☐	☒	☐	I am confident in my ability to identify necessary resources and instructional strategies from my time as an SL and with Americorps. I have done this to a decent extent in an IDDE context.
3.4 Create design plan (goals/obj/ assess/ strategies), evaluation and mgt plan using gap analysis and learning/design /graphic theory outlining instructional solution	☐	☒	☐	Have done this in multiple projects.
3.5 Create design plan for non-instructional / informational interventions	☐	☒	☐	I have completed an extensive non-instructional solution design plan.
3.6 Secure and/or modify existing instructional materials to meet plan	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.
3.7 Develop new instructional , evaluation , and implementation materials based on plan, using appropriate techniques and technology	☐	☒	☐	I have the theoretical understanding to accomplish this.
3.8 Develop learning assessment activities and instruments (e.g., tests to measure gap closure/ learning progress) using appropriate techniques and technologies	☐	☒	☐	I have the theoretical understanding to accomplish this.
3.9 Pilot test , critique , and/or finalize learning instructional, assessment, evaluation, and implementation plans, activities & materials	☐	☒	☐	I have the theoretical understanding to accomplish this.

4.0 IMPLEMENTATION AND EVALUATION [ADDIE]

4.1 Implement and disseminate instructional and non-instructional interventions	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.
4.2 Implement evaluation plan and evaluate instructional/ non-instructional interventions	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.
4.3 Collect, analyze, summarize and report implementation and evaluation data	☐	☒	☐	I have the theoretical knowledge of how to accomplish this.
4.4 Revise instructional/ non-instructional solutions based on evaluative data	☐	☒	☐	I have the theoretical knowledge necessary to complete this task.

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5.0 MANAGEMENT AND LEADERSHIP

5.1 Develop and apply <u>business skills</u> to plan and manage instructional design function	☐	☒	☐	have only shared collaborative roles in one IDDE project. However, have extensive professional experience in managing collaborative relationships. I also have the theoretical knowledge to complete this task.
5.2 Manage collaborative <u>relationships</u>	☐	☐	☒	have shared collaborative roles in many IDDE projects, and have extensive professional experience in managing collaborative relationships.
5.3 <u>Lead</u> , maintain <u>quality</u> , and <u>manage</u> ID projects and deliverables	☒	☐	☐	I have never been in an independent leadership role when it comes to projects and deliverables. Additionally, So far have only shared collaborative roles in one IDDE project.

Additional Notes as necessary: