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 E=essential, A=Advanced, M=Managerial	Low Info 1	Med Prac 2	High Comp 3	Why this rating and where did you develop this level of competence?
PROFESSIONAL FOUNDATIONS				
1. Communicate effectively in visual, oral and written form. (E)			3	Group work need high-level communication. Our group members communicate efficiently and effectively in the project.
a) Write and edit messages that are clear, concise, and grammatically correct (E)			3	Edit the final project on google doc and communicate via email.
b) Deliver presentations that effectively engage audiences and communicate clear messages (E)				NA
c) Use active listening skills (E)			3	Group members have good communication.
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)				NA
e) Facilitate meetings effectively (A)			3	All of our team members are positive to set a meeting fits everyone's schedule.
f) Use effective collaboration and consensus-building skills (A)			3	We are highly collaborated and well-communicated in this project.
g) Use effective negotiation and conflict resolution skills (A)			3	We will share different opinions and discuss how to solve the different opinions. Also, reflect the feedback effectively and efficiently.
h) Use effective questioning techniques (A)				NA
i) Solicit, accept, and provide constructive feedback (E)			3	We will share the feedback immediately in the project.
j) Disseminate status, summary, or action-oriented reports (A)		2		All of us review the final project and finalize it.
2. Apply research and theory to the discipline of instructional design.(A)			3	Read the instruction design book and applied it to the project.
a) Promote how instructional design research, theory, and practice literature may affect design practices in a given situation (A)		2		Learn from the book and the class.
b) Explain key concepts and principles related to instructional design (E)				NA
c) Apply results of instructional design research, theory, and practice (A)				NA
d) Apply concepts, techniques, and theories of other disciplines to learning and performance improvement (A)			3	The concept related to our project: PDFs remediation and accessibility.
e) Apply systems thinking to instructional design and performance improvement projects (E)		2		Using the ADDIE system thinking.

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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)		2		From the book instructional design and from the class.
a) Participate in professional development activities (E)		2		Participate in the class.
b) Establish and maintain contacts with other professionals (E)				NA
c) Acquire and apply new technology skills in instructional design practice (E)			3	Using new tool to make the presentation better.
d) Document and disseminate work as a foundation for future efforts, publications, or professional presentations (D)		2		NA
4. Apply data collection and analysis skills in instructional design projects. (A)				NA
a) Identify the data to be collected (A)				NA
b) Use a variety of data collection tools and procedures (E)				NA
c) Apply appropriate data collection methodologies to needs assessment and evaluation (A)				NA
d) Use appropriate quantitative and/or qualitative analysis procedures in needs assessment and evaluation (A)				NA
5. Identify and respond to ethical, legal, and political implications of design in the workplace. (E)	1			Follow the Maxwell School's instruction. Be respect people with different identities.
a) Identify ethical, legal, and political dimensions of instructional design practice and instructional products (A)				NA
b) Plan for and respond to ethical, legal, and political consequences of design decisions (A)				NA
c) Recognize and respect the intellectual property rights of others (E)				Reference
d) Adhere to regulatory guidelines and organizational policies (E)		2		Strictly follow the instruction
e) Comply with organizational and professional codes of ethics (E)	1			Follow the Maxwell School's instruction. Be respect people with different identities.

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PLANNING AND ANALYSIS				
6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies (A)			3	Conduct what the Maxwell school faculty need, and conduct an appropriate design solutions depend on this.
a) Identify varying perceptions of need among stakeholders and the implications of those perceptions (A)	1			Just know from one stake holder, so it's not clear.
b) Describe the nature of a learning or performance problem (E)			3	Identify the performance problem clearly.
c) Determine the root causes of identified discrepancies (A)			3	Analysis the reason cause the problem thoroughly.
d) Synthesize findings to identify and recommend potential instructional and non-instructional solutions (A)				NA
e) Estimate costs and benefits of possible solutions (A)		3		
f) Prepare and disseminate a needs assessment report (A)				NA
7. Identify and describe target population and environmental characteristics. (E)			3	Be able to identify the target population. The target population in the final project is the faculty in Maxwell School.
a) Determine characteristics of the target population that may impact the design and delivery of instruction (E)	1			The target audience could impact the design and delivery of instruction, but it is influence lightly.
b) Determine characteristics of the physical, social, political, and cultural environment that may influence learning, attitudes, and performance (A)		2		Many elements could influence the learning, attitudes, and performance. But in this project, these elements seems weak.
c) Identify the infrastructure that is available to support the design and delivery of instruction (A)				NA
d) Determine the extent to which organizational mission, philosophy, and values may impact the design and delivery of instruction (A)	1			The Maxwell School's instruction could influence the design and the delivery of instruction.
e) Analyze, evaluate, and use learner profile data and environmental characteristics to design instruction (E)				NA
8. Select and use analysis techniques for determining instructional content. (E)		2		Considered as comprehensive as I can for the instructional content, but nor sure about the techiniques.
a) Identify the scope of required content in accordance with needs assessment findings (E)				NA
b) Elicit, synthesize, and validate content from subject matter experts (E)		2		
c) Analyze existing instructional products to determine adequacy or inadequacy of content, instruction, and learning (E)		2		
d) Determine the breadth and depth of intended content coverage given instructional constraints (E)			3	
e) Determine subordinate and prerequisite skills and knowledge (E)			3	The project develop a well-organized content analysis.
f) Use appropriate techniques to analyze various types and sources of content (E)				NA
9. Analyze the characteristics of existing and emerging technologies and their potential use. (E)				NA
a) Describe the capabilities of existing and emerging technologies required to enhance the impact of instruction (E)				
b) Evaluate the capacity of given instructional and learning environments to support selected technologies (A)				
c) Assess the benefits and limitations of existing and emerging technologies (A)				

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DESIGN AND DEVELOPMENT				
10. Use an instructional design and development process appropriate for a given project. (E)			3	Follow the instruction from the textbook and class instruction to develop the process.
a) Select or create an instructional design process based the nature of the project (E)		2		Not create, just follow the instruction from textbook and class instruction.
b) Modify the instructional design process as project parameters change (A)		2		Did not change the instructional design process as the project parameters change.
c) Describe a rationale for the selected, created or modified instructional design process (A)		2		Understand the basic concept.
11. Organize instructional programs and/or products to be designed, developed, and evaluated. (E)			3	Highly engaged in this part.
a) Determine the overall scope of instructional programs and/or products (A)			3	Depends on the information offered from the project, I do determined the scope.
b) Identify and sequence instructional goals (E)			3	The instructional goals are very clear in the project.
c) Specify and sequence the anticipated learning and performance outcomes (E)		2		It might be hard to say specify.
12. Design instructional interventions. (E)		2		
a) Identify instructional strategies that align with instructional goals and anticipated learning outcomes (E)			3	Well-organized in design instructional strategies.
b) Apply appropriate interaction design and interactive learning principles (E)			3	Set the hands on activity and immediate feedback.
c) Use appropriate message and visual design principles (E)			3	Use presentation to deliver the message.
d) Apply appropriate motivational design principles (E)	1			Not really showed in the project.
e) Accommodate social, cultural, political, and other individual factors that may influence learning (E)				NA
f) Select appropriate technology and media to enhance instructional interventions, taking into account theory, research, and practical factors (E)				NA
13. Plan non-instructional interventions. (A)	1			
a) Identify which, if any, non-instructional interventions are appropriate (e.g., performance support, knowledge management, personnel selection, job redesign, incentive systems) (A)	1			Consider the support from Maxwell School. If they can give pressure on faculty to attend the training. If so, this part is concluded.
b) Justify why non-instructional interventions are appropriate (A)				NA
c) Create design specifications for non-instructional interventions (A)				NA
14. Select or modify existing instructional materials. (E)			3	The stakeholder does offers the existing instructional materials.
a) Identify and select materials that support the content analyses, proposed technologies, delivery methods, and instructional strategies (E)		2		Just apply all the instructional materials, didn't modify it.
b) Conduct cost-benefit analyses to decide whether to use or modify existing materials (A)	1			Not really did this part. Just analyze the benefit and cost.
c) Validate selection or modification of existing instruction (A)				NA

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d) Integrate existing instructional materials into the design (E)		2		Use the existing instructional materials.

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DESIGN AND DEVELOPMENT (Continued)				
15. Develop instructional materials. (E)		2		Create some video learning materials.
a) Develop specific actions that serve as the basis for media production (E)		2		Video materials.
b) Produce instructional materials in a variety of delivery formats (E)				NA
c) Develop materials that align with the content analyses, proposed technologies, delivery methods, and instructional strategies (E)		2		Design the instruction depend on the content.
d) Collaborate with production specialists (E)				NA
16. Design learning assessment (A).			3	Ask the faculty to submit the finished files for assessment, which is a good way to check if they grasp the skills.
a) Identify the learning processes and outcomes to be measured (E)		2		Not really identify the learning process, just through the instructor observation.
b) Construct reliable and valid methods of assessing learning and performance (A)				NA
c) Ensure that assessment is aligned with instructional goals, anticipated learning outcomes, and instructional strategies (E)			3	
EVALUATION AND IMPLEMENTATION				
17. Evaluate instructional and non-instructional interventions. (A)		2		
a) Design evaluation plans (A)			3	Design a survey to collect feedback.
b) Implement formative evaluation plans (E)				NA
c) Implement summative evaluation plans (E)			3	Summary from the feedback.
d) Prepare and disseminate evaluation report (A)				NA
18. Revise instructional and non-instructional solutions based on data. (E)				NA Have no data collection, the evaluation is qualitative.
a) Identify product and program revisions based on review of evaluation data (A)				NA
b) Revise the delivery process based on evaluation data (E)				NA
c) Revise products and programs based on evaluation data (E)				NA
19. Implement, disseminate, and diffuse instructional and non-instructional interventions. (A)	1			
a) Create a vision of change that aligns learning and performance goals with organizational goals (M)			3	The goal is to make PDFs accessibility to vision disability student, which is the organization goal.
b) Plan for the implementation of the interventions (A)				NA
c) Plan for the dissemination of the interventions (M)				NA
d) Plan for the diffusion of the interventions (M)				NA
e) Disseminate the interventions (A)				NA

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f) Monitor implementation, dissemination, and diffusion progress (M)				NA
g) Identify required modifications to implementation, dissemination, and diffusion processes (A)				NA

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MANAGEMENT				
20. Apply business skills to managing the instructional design function. (M)				NA
a) Align instructional design efforts with organization's strategic plans and tactics (M)				NA
b) Establish standards of excellence for the instructional design function (M)				NA
c) Develop a business case to promote the critical role of the instructional design function (M)				NA
d) Recruit, retain, and develop instructional design personnel (M)				NA
e) Develop financial plans and controls for the instructional design function (M)				NA
f) Obtain and maintain management and stakeholder support for the design function (f)				NA
g) Market instructional design services and manage customer relations (M)				NA
21. Manage partnerships and collaborative relationships. (M)			3	Stakeholder is one of our team members, so we do have partnership and collaborative relationship.
a) Identify stakeholders and the nature of their involvement (A)				NA
b) Build and promote effective relationships between the design team and stakeholders (M)			3	
c) Manage cross functional teams (M)				NA
d) Conduct project reviews with design team members and stakeholders (M)			3	
22. Plan and manage instructional design projects. (A)			3	Our team project were well-organized and separate in different part in the beginning.
a) Establish project scope and goals (A)			3	We are pretty clear about the goals of our instructional design.
b) Write proposals for instructional design projects (A)				NA
c) Use a variety of planning and management tools for instructional design projects (A)		2		Using Excel the manage the time and allocate project.
d) Allocate resources to support the project plan (M)			3	Using google excel to allocate the project in the beginning.
e) Manage multiple priorities to maintain project time line (M)		2		Just follow the ADDIE priorities in the project.
f) Identify and resolve project issues (M)		2		We are clear about the project issues and collaborate to resolve it efficiently.

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