



1.2 | IDT Competency Self-Assessment

This is a copy of **Table 1.4** from Streamlined ID (2026) **“A Streamlined Self-Assessment: IDT Competencies.”** You can use it to self-assess your IDT competencies as you pursue your professional development plan.

A Streamlined Self-Assessment: IDT Competencies

Instructions:

Rate yourself on each competency that applies to the type of IDT career to which you aspire (**A** = Always, **U** = Usually, **S** = Sometimes, **R** = Rarely, **N** = Never). Consider those competencies you wish to strengthen and the actions you could take to improve in those areas.

STATEMENTS OF COMPETENCE	A	U	S	R	N
PLANNING & ANALYSIS SKILLS					
1. (Learner Analysis) I accurately analyze learner needs and characteristics to develop appropriate instructional and mediated solutions.					
2. (Needs Analysis) I use a variety of methods to identify and/or confirm the needs for a project, and the gap between what is and what should be.					
3. (Learning/Performance Context Analysis) I am adept at identifying the demands of the learner’s final performance environment and designing a learning environment to align to it to foster the transfer of knowledge and skills.					
4. (Content Analysis) I use several different methods of content analysis and organization, and I select from among those methods based on the nature of the content, the demands of the learning tasks, and the needs and characteristics of the learners.					
5. (Planning & Workflow) I use a systematic process and workflow to plan and carry out my projects.					
6. (Planning) I estimate and track my time on each major design/development task and consult my own historic records for future project scheduling.					
DESIGN SKILLS					
7. (Objectives, Alignment) I am proficient at identifying desirable learning objectives for instructional content and aligning appropriate assessments and teaching/learning strategies to those objectives for the proposed instruction.					
8. (Assessment) In my design practice I distinguish between and use measurements for assessment OF learning and assessment FOR learning, and I use self- and peer-assessments to promote metacognition and assessment AS learning.					



STATEMENTS OF COMPETENCE	A	U	S	R	N
9. (Strategies) I design using a wide range of strategies to foster all five types of interaction: learner-to-content, learner-to-instructor, learner-to-learner, learner-to-context, and learner-to-self.					
10. (Strategies) I design engaging instructional and learning activities for all three domains of learning using frameworks such as: Marzano's nine categories of effective strategies, Keller's ARCS motivational model, Gagné's nine events of instruction, Bloom's revised taxonomy of thinking skills.					
11. (Learning Environments) I design effective mediated learning materials and learning experiences and environments, for online asynchronous instruction, online synchronous instruction, and hybrid/blended environments.					
12. (Grounded Design) I effectively apply principles from the major learning theories in the design of my instruction.					
13. (Technology Selection) I know the advantages and disadvantages of different technologies for teaching and learning, and I make technology selections based on how technology will support an instructional purpose.					
MULTIMEDIA/TECHNOLOGY DEVELOPMENT SKILLS					
14. (Technology Skills) I am able to create instructional materials using these technologies: one or more Learning Management Systems (LMS), productivity software (s/w) (word processing, spreadsheet, presentation, database), cloud-based productivity s/w and storage system(s), photo editing s/w, audio and video editing s/w, screen recording s/w, eLearning authoring s/w, data visualization s/w, learning analytics systems, project management s/w, social networking, curation programs, video caption editing and other accessibility s/w, etc.					
15. (Technological Flexibility) I can easily move between a PC and a Mac to accomplish tasks.					
16. (Technical Expertise) I have a good working knowledge of the installation, use, and troubleshooting skills required for effective technology use.					
17. (Formative Development) I use SME reviews of initial content and formative usability testing of prototypes during development to ensure that my final product successfully meets learner needs, project goals, and client expectations.					
IMPLEMENTATION & EVALUATION SKILLS					
18. (Implementation) I am informed about and implement best practices in instructional delivery and training, and I always have a backup plan.					



STATEMENTS OF COMPETENCE	A	U	S	R	N
19. (Evaluation Measures) I identify and collect benchmark data and develop appropriate measures at all four of the Kirkpatrick model levels to evaluate the effectiveness of an instructional project.					
20. (Accessibility & UDL) I can evaluate and recommend changes to instruction for accessibility and Universal Design for Learning (UDL).					
21. (Copyright & OER) I can evaluate instruction for copyright compliance, and can find and use open educational resources (OER) in instruction.					
22. (Coordinating Reviews) I competently lead multi-stakeholder review meetings to gain consensus on instructional drafts and prototypes.					
23. (Testing) I am comfortable planning and carrying out usability studies to test the viability of my own or other's instructional designs and products.					
PROJECT MANAGEMENT/PERSONAL ORGANIZATIONAL SKILLS/TRAINING SKILLS					
24. (Project Management) I provide competent consultation services to clients to establish project goals and future direction.					
25. (Personal Skills) When I encounter a problem or challenge that is not easily overcome, I am persistent and eventually figure out a good solution.					
26. (Project Management) I develop milestone schedules with deliverables and due dates, monitor and track project progress, and effectively manage multiple projects and/or team tasks to complete projects on time and within budget, informing others of any notable variances when necessary.					
27. (Personal Skills) My file organization and version control systems are logical and intuitive so others can easily find files if I am not available.					
28. (Training) I develop and facilitate effective and engaging synchronous training, for both face-to-face and online synchronous venues.					
INTERPERSONAL & COMMUNICATION SKILLS					
29. (Consultation/Work with SMEs) I clearly communicate general project goals and set expectations with my clients and Subject Matter Experts at the beginning of a project and encourage them to develop and communicate their own goals for our interaction.					
30. (Teamwork) I effectively collaborate with design team members and SMEs to carry out instructional design and development tasks.					
31. (Writing) My writing is clear, concise, and appropriate for the required purpose, whether for an audiovisual script, instruction on a procedure, an explanation, a client email, a persuasive piece, or a report to management.					



STATEMENTS OF COMPETENCE	A	U	S	R	N
32. (Persuasion) I excel at articulating and “selling” the value of instructional design, inspiring and obtaining “buy-in,” and building confidence in others.					
33. (Public Speaking) My speaking style is informative and engaging, and persuasive when it needs to be. I thoroughly but concisely address the content that has been announced as the topic of my presentation, and I am aware of, and honor, my time-limits.					
34. (Active Listening) I listen to others carefully and attempt to confirm my understanding by restating what they have said in my own words.					
KNOWLEDGE, RESEARCH & SELF-IMPROVEMENT					
35. (Learning Theories & ID) I possess a thorough knowledge of learning theories and IDT research literature and can apply it to justify my design decisions, or to help others identify or support a design option.					
36. (Reflection) I reflect on the challenges of my work and my success in tackling those challenges, making necessary adjustments to improve.					
37. (Potential Bias/Blind spots) I analyze the problem or challenge to be addressed for a project, and I try to see it from different perspectives.					
38. (Reflection) I reflect on completed projects, note what worked well and what did not work, and seek to find better methods for the future.					
39. (Professional Development) I make time to become informed about emerging technologies, to learn to use new tools, to learn about new learning and technology theories, and to attend and present at IDT-relevant conferences, seminars, and workshops.					