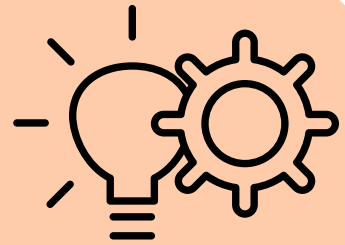


# ID DOMAINS, COMPETENCIES AND PERFORMANCE STATEMENTS

BY: RICHARD GOLDSMITH

## PROFESSIONAL FOUNDATIONS: EFFECTIVE COMMUNICATION

Competency 1:  
Communicate effectively in visual, oral, and written form. (Essential).



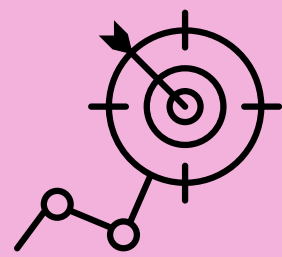
## PROFESSIONAL FOUNDATIONS: APPLICATION OF RESEARCH AND THEORY

Competency 2:  
Apply current research and theory to the practice of instructional design. (Advanced).



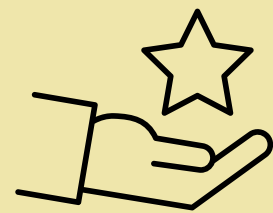
## PROFESSIONAL FOUNDATIONS: UPDATING AND IMPROVING ONE'S SKILLS

Competency 3:  
Update and improve one's knowledge, skills, and attitudes pertaining to ID and related fields. (Essential)



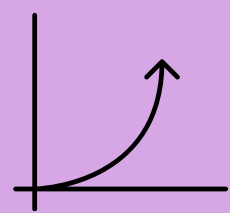
## PROFESSIONAL FOUNDATIONS: USING RESEARCH SKILLS

Competency 4:  
Apply fundamental research skills to instructional design projects. (Advanced)



## PROFESSIONAL FOUNDATIONS: ETHICAL AND LEGAL DIMENSIONS OF DESIGN

Competency 5:  
Identify and resolve ethical and legal implications of design in the workplace. (Advanced)



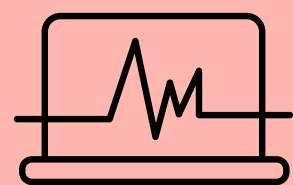
## PLANNING AND ANALYSIS: NEEDS ASSESSMENT

Competency 6:  
Conduct a needs assessment. (Essential)



## PLANNING AND ANALYSIS: CURRICULUM OR PROGRAM DESIGN

Competency 7:  
Design a curriculum or program. (Essential)



## PLANNING AND ANALYSIS: DETERMINING INSTRUCTIONAL CONTENT

Competency 8:  
Select and use a variety of techniques for determining instructional content. (Essential)

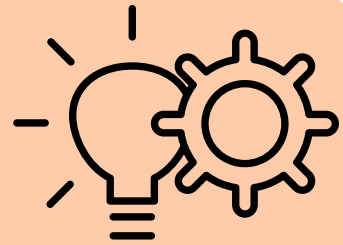


# ID DOMAINS, COMPETENCIES AND PERFORMANCE STATEMENTS

BY: RICHARD GOLDSMITH

## PLANNING AND ANALYSIS: TARGET POPULATION CHARACTERISTICS

Competency 9:  
Identify and describe target  
population characteristics. (Essential)



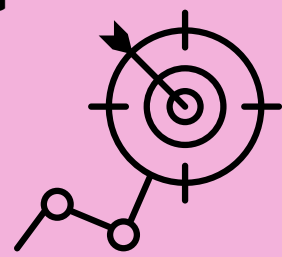
## PLANNING AND ANALYSIS: ENVIRONMENTAL ANALYSIS

Competency 10:  
Analyze the characteristics of the  
environment. (Essential)



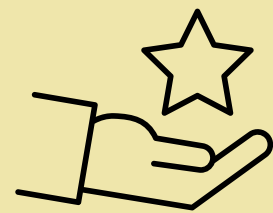
## PLANNING AND ANALYSIS: USING EMERGING TECHNOLOGIES

Competency 11:  
Analyze the characteristics of existing and  
emerging technologies and their use in an  
instructional environment. (Essential)



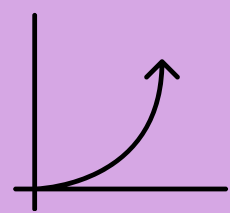
## PLANNING AND ANALYSIS: REFLECTION

Competency 12:  
Reflect upon the elements of a situation  
before finalizing design solutions and  
strategies. (Essential)



## DESIGN AND DEVELOPMENT: DESIGN AND DEVELOPMENT MODELS

Competency 13:  
Select, modify, or create a design and  
development model appropriate for a  
given project. (Advanced)



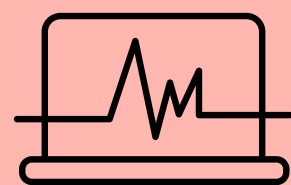
## DESIGN AND DEVELOPMENT: SEQUENCING CONTENT AND STRATEGIES

Competency 14:  
Select and use a variety of techniques to  
define and sequence the instructional  
content and strategies. (Essential)



## DESIGN AND DEVELOPMENT: SELECTING OR MODIFYING MATERIALS

Competency 15:  
Select or modify existing instructional  
materials. (Essential)



## DESIGN AND DEVELOPMENT: DEVELOPMENT

Competency 16:  
Develop instructional materials.  
(Essential)

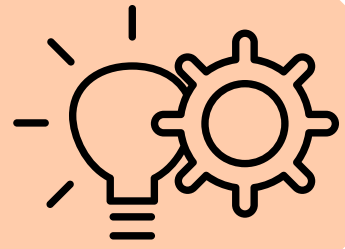


# ID DOMAINS, COMPETENCIES AND PERFORMANCE STATEMENTS

BY: RICHARD GOLDSMITH

## DESIGN AND DEVELOPMENT: LEARNER DIVERSITY

Competency 17:  
Design instruction that reflects an understanding of the diversity of learners and groups of learners. (Essential)



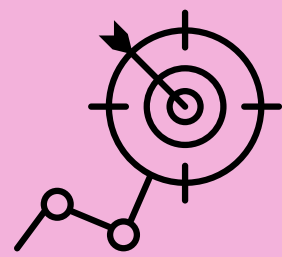
## DESIGN AND DEVELOPMENT: EVALUATION AND ASSESSMENT

Competency 18:  
Evaluate and assess instruction and its impact. (Essential)



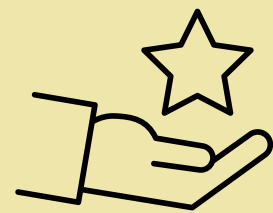
## IMPLEMENTATION AND MANAGEMENT: PROJECT MANAGEMENT

Competency 19:  
Plan and manage instructional design projects. (Advanced)



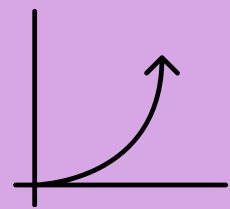
## IMPLEMENTATION AND MANAGEMENT: COLLABORATION

Competency 20: Promote collaboration, partnerships, and relationships among the participants in a design project. (Advanced)



## IMPLEMENTATION AND MANAGEMENT: APPLICATION OF BUSINESS SKILLS

Competency 21:  
Apply business skills to managing instructional design. (Advanced).



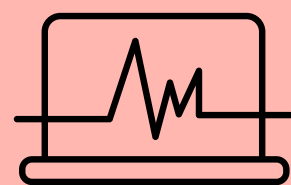
## IMPLEMENTATION AND MANAGEMENT: INSTRUCTIONAL MANAGEMENT SYSTEMS

Competency 22:  
Design instructional management systems. (Advanced).



## IMPLEMENTATION AND MANAGEMENT: IMPLEMENTATION OF PRODUCTS

Competency 23:  
Provide for the effective implementation of instructional products and programs. (Essential).



## REFERENCE:

Richey, R. C., Fields, D. C., & Foxon, M. (2001). Instructional design competencies the standards. third edition. ERIC Clearinghouse on Information and Technology.

