Professional Handbook for

Certified Instructional Designer & Developer (CIDD)

And

Learning Solution Instructional Designer & Developer (ID) Certifications

---

Applications are processed throughout the year.

V.4.0 Jan 2017

The Institute for Performance Improvement, L3C

9s211 Graceland Street; Downers Grove, Illinois 60516
630-427-1304
IDBadges@TIfPI.org;
http://TIfPI.wildapricot.org/IDBadges

V.1.0 – September, 2014
V.2.0 – October, 2014
V.3.0 – November, 2014
V.4.0 – January, 2014

Contents

HANDBOOK: Overview, Eligibility, and Requirements

Overview

The Institute for Performance Improvement (TIfPI) offers a series of 17 evidence-based certifications in learning solution development for entry-level instructional designers and an expert-level certification for advanced instructional designers. Each certification is awarded as a mark plus digital badge that may be used to promote the certificant's experience. Each certification, mark, and badge is awarded to individuals who have documented their experiences in developing a specific type of learning solution. Certificants may or may not have been involved in needs assessment and front-end analysis, design, delivery, or post-course evaluation; however, they have demonstrated deep skills in developing a specific type of learning solution.

Both the solution badges, ID(), and the Certified Instructional Designer & Developer, CIDD, designations are designed to support the career growth of instructional design and development professionals who may or may not also have advanced degrees in instructional design, learning technology, or adult learning. Many certificants have significant experience in fields other than instructional design. Certifications validate these individuals' professional development in the field of instructional design and development.

Both certifications recognize and validate applicants' past performance to prospective employers and the public that an applicant meets the international, theory-free, and model-free standards of instructional design and development. Earning either of these credentials provides evidence that certificants have demonstrated their ability to develop specific types of valid learning solutions. Since instructional designers and developers often work with multiple learning solution types, the badge-level certifications, ID(), have been created to allow instructional design professionals to display expertise in at least one the many learning solution types. The CIDD designation advances the professionalism by demonstrating that the earner has developed a professional brand as an instructional designer and developer.

To learn more about the standards and the ID certifications, visit www.tifpi.org or contact us at mailto:IDBadges@tifpi.org.

Learning Solution Badge applicants seeking the ID() designation must:

- Self-attest to at least 18 months of experience in instructional design and development.
- Submit an attestation of work signed by a supervisor or client.
- Submit an application form that includes reflection on how they met each of the nine standards.
- Submit up to five exhibits that support and demonstrate the nine standards.
- Pay the application fee.

Applicants seeking the CIDD must:

- Complete all the requirements for a learning solution badge, ID()
- Submit a resume showing their breadth of experience and highlighting their professional brand through at least two of the following:
    - Facilitation of workshops or college-level courses

- o Leadership in professional organizations
- o Writing professional journal articles, whitepapers, books, or blogs
- o A brand presence such as a personal website, LinkedIn, or Facebook profiles participation in discussion forums, and such
- o Micro-presentations in either instructional design or another field of expertise where a micro-presentation may be a podcast, webinar, conference presentation, or such

The Premise for ID Certification

TIfPI believes competent instructional design and development professionals should advocate for best practices in adult learning. Professionals do this by providing expertise and collaborative partnerships during the building of a learning solution.

Given the need for a viable and effective learning solution, the **certified professional** will:

- Address sustainability by considering the best usage of resources (time, money, materials, staffing, technologies, etc.) now and in the future.
- Align solutions to create or change relationships among parts of the solution (internal to the solutions) or between the solution and its parent organization or sponsors (external to the solution).
- Assess performance to evaluate what the learner does within the learning environment using a specific set of criteria as the measure or standard for the learner's progress.
- Collaborating and partnering by working jointly with sponsors and other members of the solution development team to develop the solution.
- Elicit performance 'practice' by ensuring that ensures that the learning environment and practice opportunities reflect the actual environment in which the performance will occur.
- Engage the learner by capturing keeping the learning participant's attention and interest through active participation, practice opportunities, feedback, and reflection.
- Enhance retention and transfer that ensures that the learning environment creates and measures recall, recognition, and replication of desired outcomes.
- Ensure context sensitivity by considering the conditions and circumstances are relevant to the learning, content, event, process, and outcomes.
- Ensure relevance by creating content and activities that address the learner's background and work experiences.

TI*f*PI believes that **expert-level professionals** will build a personal brand that promotes their professionalism.

So that the learning solution:

- Is valued by both the learning participants and sponsors.
- Functions effectively on the fewest resources over the greatest time period.
- Delivers the promised value of learning in ways that can be supported with post-development evidence of learner practices and post-course knowledge and skill transfer.
- Can be measured in terms of impact and value of the learning solution.

And so that when the professional instructional designer advocates for the learner, their professional voice and brand that is recognized and valued by clientele and the instructional design field.

Eligibility

To be eligible for one or more of these credentials, applicants are required to:

1. Self-attest to 18 months or more experience.

Requirements

To earn an learning solution badge, ID(), or the CIDD certification candidates must:

1. Submit application form along with a supervisor or client attestation, up to five exhibits.
2. Pay the processing fee.
3. CIDD applicants will also submit their most recent professional resume.

Once applicants submit their application and supporting evidence, two expert instructional designers will review and evaluate the application against standards developed by TI*f*PI though an intense practice analysis of the field.

REQUIREMENTS	CREDENTIAL (BADGE)	RENEWAL
Minimum years of experience	18 months	Three years
Submit performance data	One example project description with exhibits	N/A
Sign the Code of Ethics	Yes	Yes
Continuing education and professional development	Not required	Self-attestation to 32 hours of continuing education related to the specific learning solution badge obtained (e.g., ILT, JA, etc.) OR Acquire badge in a different learning solution area OR Advance professionally by leveling up to the CIDD (additional one-time fee)
Provide documentation	Document your experience showing how project work met the nine ID Standards for one learning solution area	Complete the renewal form OR Complete the CIDD Leveling Up form
Submit attestation	Attestation by client or supervisor that your documentation is accurate and that you completed the project satisfactorily	Self-attest to your continuing education or badge acquisition

REQUIREMENTS	CREDENTIAL (BADGE)	RENEWAL
Submit resume (CIDD applicants only)	Submit resume showing your current professional brand and persona	Submit an updated resume with ongoing professional branding (e.g., articles, workshops, websites, social media, volunteer leaderships, etc.)
Review	Reviewed by two reviewers in a blind review process to ensure that Standards are met	Renewal fee and administrative review of self-attestations
Submit the Application Fees	One-time fee per solution set (badge type) $395 - learning solution badge, ID(), only $750 - CIDD plus learning solution badge	Every three years

Maintenance and Renewal

Certificants are expected to demonstrate continued competence by renewing their credential every three years. The rationale for continued competence is that the profession of instructional design and development evolves in response to changes in and demands from the marketplace, stakeholders, and technologies. Therefore, practitioners should proactively engage in activities designed to help them to stay current in the profession by refreshing older skills and building new ones.

The rationale for renewing every three years is based on the combined consideration of the opportunity to access research on best practices, the opportunity for individuals to take advantage of developmental opportunities, and the administrative cost of processing renewal applications. The profession changes in relationship to technology and research, but is not a high-change field that justifies annual renewal. Neither is it a slow-change field that would respond better to a five-year renewal cycle.

The profession has two trajectories – specialization within a learning solution type and generalized breadth across multiple solution types. Therefore, certificants have a choice of renewal paths. They may specialize by maintaining one learning solution certification and badge, or they may add breadth by adding another learning solution badge or advancing professionally by leveling up to the CIDD. Maintaining a current learning solution certification recognizes the need to specialize. Adding certifications and badges recognizes the need to grow through added breadth. This bifurcation strategy recognizes the realities of career paths within the field.

Maintain My Learning Solution Badge Option: Certificants selecting the maintenance option must earn 30 points during a three-year period – a minimum of 15 points must come from continuing education and a minimum of five points must come from service. A maximum of 12 points may be earned in a single education event.

Continuing education includes courses, workshops, conferences, presentations, professional events, and reading books related to the badge's specified solution type. Professional events include organized gatherings, in person or virtual, that bring together a cross-representation of the field such as communities of practice, networking meetings, town halls, panel discussions, and the like.

To receive continuing education points you must submit an electronic copy or screen capture of documentation that includes the event or book title with a half-page description, and the name of the instructor, facilitator, or author; plus, a half-page narrative that reflects what was learned or insights gained from the experience of attending or reading. Continuing education points must relate to the learning solution type of the specified badge to be renewed.

Service points can be earned through service related to instructional design and development such as writing for a professional journal or a book; speaking at a professional meeting; teaching; being a subject expert for a course or credential being developed; participating on a committee; and serving as a public member. Points may also be achieved by submitting an attestation from a client, supervisor, or professor.

To earn service points from an attestation, submit an electronic copy of a 1-2-page letter written by a supervisor, client, or professor who briefly describes the work you have done for them and how that work created value for them.

To earn service points (other than from the attestation) submit a half-page description of the service that includes a brief narrative that is a reflection of what was learned or insights gained from the experience.

Calculate points as follows.

Continuing Education (related to solution type of certificate to be renewed):
- 1 point for each hour of education or professional event
- 3 points for a half day of education
- 6 points for each course or conference day (6 to 8 hours)
- 3 points for reading a book related to solution type of badge being maintained

Service:
- 15 points for writing a book related to the learning solution type specified
- 10 points for contributing a chapter to a book related to the learning solution type specified
- 5 points for each year served on a national or international committee.
- 3 points for each year served on local committees or boards
- 3 points for teaching a workshop over a ½ day in length
- 5 points for teaching a college level course (semester or quarter)
- 2 points for writing a journal article
- 3 points for writing an article for a juried journal
- 1 point for presenting at a conference, professional meeting, or equivalent
- 1 point for mentoring an instructional designer/developer in the specified learning solution type

- 5 points for an attestation from client, supervisor, or professor describing the quality of your work for them and the value you brought to their project

Add a Learning Solution Badge Option: To receive credit for having been awarded additional instructional design and development badges earned, submit the name of the badge earned and date it was awarded by TI*f*PI, where the award date is within the three years previous to renewal. Badges applied for and not yet awarded will not be counted; only awarded certifications will be counted.

This option recognizes that instructional designer and developers build skills on-the-job by tackling a variety of learning solutions where each brings new techniques and builds new knowledge and skills. Therefore, adding a certification demonstrates an on-going professional development commitment equal to that of the 30 continuing education points required for maintenance of a single certification.

Exceptions

At times, individual applicants may have valid reason to request an exception. To request an exception in advance of your application submittal, please send an email to IDBadges@tifpi.org. This email should detail the requested exception and the rationale for the request. Each exception is unique and will be reviewed with the unique circumstances in mind.

The Application Process

Each application goes through six stages – planning, preparing the application, submitting the application, reviewing, deciding, and, finally, exercising the certification mark and badge. The applicant (you) must actively pursue the first three stages in order to have the right to exercise your mark and badge in the final stage. TI*f*PI handles the review and decision stages. Notice that applicant actions are in blue on the process diagram and TI*f*PI's actions are in green.

Six Stages of ID Badge application, approval, and exercising.
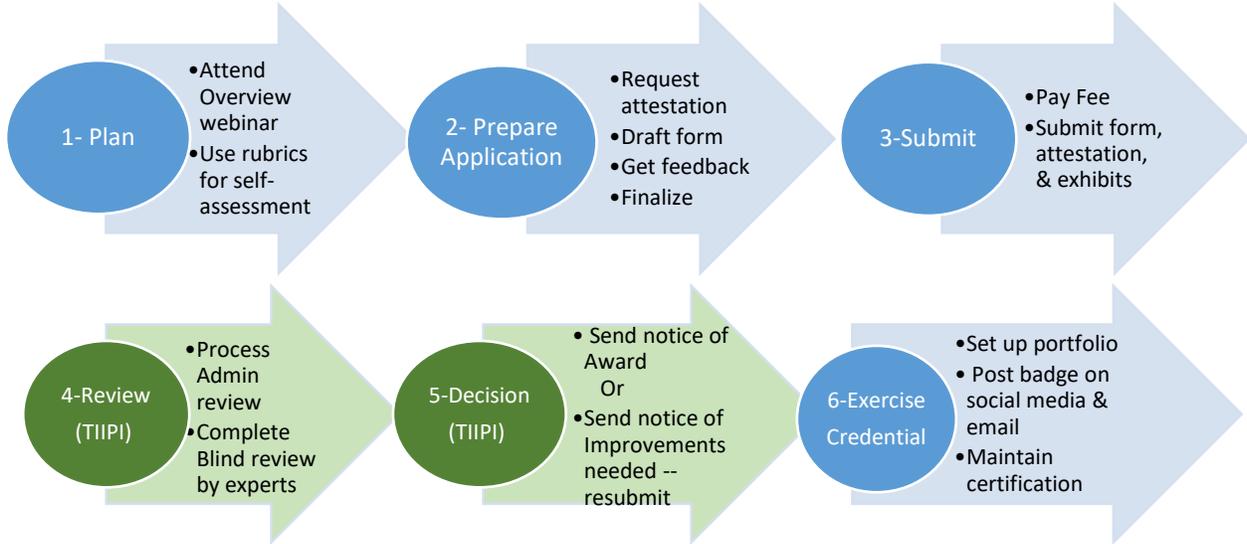
Plan

See Part One: Plan of this handbook.

Prepare

See Parts Two and Three of this handbook. This is the heart of the application. Prepare your work, proofread, and then submit.

Submit

Use this checklist to ensure that your application is complete.

Check	Application Submission Includes	Comments
	Candidate Information and Signatures (Part II)	Be sure that legal signatures are included in either at .docx or.pdf format document.
	ID Certification Application Form with Sections A-E	Submit as a .docx.
	Attestation from supervisor or client	Submit as a .docx or .pdf.

Check	Application Submission Includes	Comments
	Up to five exhibits	• Check that exhibit names match those listed in Application Form Section E • Use only formats listed in Section E • For best ratings, be sure that your exhibits are also referenced inside your answers to questions within the nine standards
	Pay application fee	If you have not submitted fee payment, please complete this step. Go to www.tifpi.org for fees.
	Send documents to idbadges@tifpi.org	Use the email subject line: **"ID Application for <insert your name here>"** Example: "ID Certification Application for AJ Sample."

Review

Administrative Review: Each application is reviewed by an administrator for completeness. The administrator checks that:

- The fee has been received.
- An attestation has been included.
- All the signatures are all in place.
- The submitted exhibits names match those in Part Three: Section E.

The administrator then assigns a reviewer code number and creates a copy of your application's Section C (Project Information), D (Standards), and E (Exhibits). The administrator identifies appropriate reviewers and provides them with the applicant number, the short-version of that application, and copy of the assessment form with rubrics.

When the expert reviewers return their evaluation, the administrator compiles the feedback and informs the applicant of the reviewers' decision.

Blind Review by Experts: A blind review removes any candidate-specific identification from the application (see Administrative Review), so that reviewers are 'blind' to the applicant. In addition, reviewers do not know which other reviewers have been assigned to review this same applicant. They are 'blind' to influence from other experts.

Each reviewer, independently, evaluates the evidence he or she sees in the application form Section D and exhibits. For each standard, reviewers use a standards rubrics table to determine whether the candidate has shown 'insufficient', 'acceptable', or 'outstanding' evidence of meeting that standard.

They compile their findings and make an overall assessment of each candidate's standing – 'insufficient', 'acceptable', or 'outstanding.

To receive an overall 'acceptable' rating from any one reviewer, candidates must receive either an 'acceptable' or an 'outstanding' rating for each of the nine standards. Appendix B provides the evaluation form and rubrics that reviewers will use. You may use this form to self-assess during your planning phase or to ask a cohort to evaluate your work as you draft responses. Self-assessment and peer-assessments will help you improve your responses so that you submit your very best work.

When a candidate receives an 'acceptable' or higher on all nine standards, they will be award the certification mark and badge for that learning solution type. The mark will be **ID:(solution type)** (for example, ID:(AEL), or ID:(C&M)) or the CIDD designation. This designation may be used in the certificant's signature line and title line. The learning solution specific digital badge and the CIDD certification will be available to place in social media, websites, blogs, and email signatures.

When a candidate receives 'outstanding' ratings for at least seven standards along with the remainder of the ratings being 'acceptable', the applicant receives an overall 'outstanding' rating from the reviewer. When both reviewers rate the candidate 'outstanding', the candidate the certification will be a "plus" level certification. The learning solution badge and mark will be **ID: (solution type)** $^+$ (for example: ID(AEL$^+$) or ID(JA+)). The digital badge will be gold and will be available to place in social media, websites, blogs, and email signatures. Each candidate has two reviewers. When both reviewers agree, the administrator processes their findings and informs the applicant of the decision.

When the two reviewers disagree, a third blind reviewer breaks the tie. This reviewer is blind not only to the applicant and the other reviewers, but also to the fact that their role is to break a tie. When the third reviewer makes a decision, the administrator compiles the findings and informs the applicant.

Decision

When reviewers have completed their evaluation, and submitted their recommendations, the program administrator summarizes their findings and informs the candidate. Of course, the ideal is to approve the candidate and award the certification. With that credential award comes both the unique mark and the digital badge that each certificant must exercise (see section on Exercising the Mark and Badge).

When a certificant has received multiple certifications for a variety of learning solution types, they may use a compounded mark, ID(solution type1)/(solution type2) and may post all of their badges.

Resubmitting

If an applicant is informed that their application was deemed 'insufficient', they also receive feedback from the reviewers. Applicants may use this feedback to improve their application and resubmit within six months. One resubmittal is included in the application fee.

If additional resubmittals (beyond the one resubmittal) are required, additional fees may be charged.

Appeals

Under some circumstances, candidates may feel that their review results were inaccurate, that reviewers were negatively influenced in some way, or that the application and review process was

inappropriately punitive for their situation. Appeals may be sent to IDbadges@tifpi.org or sent to TI*f*PI's mailing address, Attn: ID Certification Program, within 60 days of receipt of notification.

In the appeal request, please describe the complaint and the preferred resolution. Appeals will be addressed according to TI*f*PI's appeals policy.

Exercising the Mark and Badge

When a candidate receives an 'acceptable' or 'outstanding' rating, a mark and digital badge will be provided along with a letter of approval describing the credential achieved and how to display the certification mark achieved.

If the newly minted certificants has provided employer information (Section B), the employer will also be notified.

In addition, an email will be sent to the certificant explaining how to access their badge portal and how to attach their badge to electronic media such as email, websites, blogs, and social media.

Once the badge is attached to electronic media, the certificant will be able to share badge related information (meta-data about the certification, mark and badge) with supervisors, cohorts, clients, and interested parties simply by encouraging them to "click on the badge". Information on the number of clicks will be available to badge earners through the portal.

Beyond the First Certification

Once a certificant has one credential, it may be time to submit the application for the next credential (see Maintenance and Renewal section) or to begin tracking continuing education and service points for renewal. Stay in touch with TI*f*PI. More certifications are planned in the future. Please keep your profile information up to date on the badge website and on TI*f*PI's website, as a General TI*f*PI member (free).

Part One: Plan

Planning to Apply

Performance-based evaluations can be daunting. However, you should be able to answer the questions in the application quickly, review your work, and quickly send in your application.

A webinar is available to help you jumpstart your thinking. Look for *Overview of ID Badges* and *Overview of ID Certifications* in the events at www.tifpi.org or request this free webinar on a specific date by emailing idbadges@tifpi.org.

Here are some suggestions for preparing your application:

1. Read the entire handbook. It contains information on completing the application process.

2. Choose your best learning solution (see options in Appendix A); choose one that you believe meets the all standards.

3. Identify up to five (5) exhibits from that learning solution.

4. Evaluate your work against the standards (see Rubrics in Appendix B). Would you rate your work as acceptable or outstanding in all nine standards?

    a. If so, quickly draft your responses. Set it aside for a day or so. Review, refine, and submit the application.

    b. If not, look at your exhibits. Perhaps, another exhibit would better present your work on one of the standards.

    Or

    c. Choose a different solution and its exhibits. Check the rubrics to evaluate your own work.

Remember, TI*f*PI is looking for strong learning solutions, not perfection. The application reviewers know the trade-offs that all instructional designers and developers make during a learning project. Be cautious about being overly critical of your own work and be honest about the trade-offs you had to make.

You may wish to share your draft application with a cohort to get feedback and a fresh perspective. Finally, remember to run spellchecker one more time. You do want reviewers to see your most professional work.

International Theory-free/Model-Free ID Standards

The nine international, theory-free, model-free standards identified by TIfPI are:

• Addresses Sustainability
• Aligns Solution
• Assess performance
• Collaborates and Partners
• Elicits performance "practice"
• Engages learner
• Enhances retention and transfer
• Ensures context sensitivity
• Ensures Relevance

These standards share principles and best practices across many models and theories without promoting one model or theory over others. You may work with the learning theories and models that work best for your development team and leaners.

Attesters Summary Form

Please create a letter or email to your project supervisor or client sponsor. In that letter or email, explain that you are requesting a letter of attestation from them. An example attestation request letter is provided. You may copy-paste this into your email service or word processor. Remember, to include specific information about your project to help your attester recall your project and work.

Then, copy-paste the Attestation Form into a separate document. You may enter the key information in the candidate section, so that your attester knows exactly which project you are referencing. Provide this document to your attester for signature. They may return this document to you.

Once you have received the attestation form from your attester, include it in your final submission along with the application form and exhibits.

Sample Letter from Candidate to Attester

Date

Attester's Name
Address
City/State/ZIP

Dear _____:

I am applying to receive an instructional design and development certification with a digital badge, in {place learning solution area here} from the Institute for Performance Improvement, L3C (TI*f*PI). There are nine professional instructional design standards that I must demonstrate to show that I have successfully met standards.

As part of the application process, I need you, as my supervisor (or you as my client), to attest to the work I have performed for you. I have enclosed the necessary forms describing the work I performed, along with supporting documentation, and the related theory-free/model-free instructional design and development standards. Please review and sign the form attesting that I completed the work as described and that the data reflects the improvement(s) that occurred because of that work. There is also a place for any comments you would like to make. Please return the completed forms to me as soon as possible so that I can include them in my application package.

Thank you for your assistance. This certification is an important part of my professional development; it recognizes the work I have performed and evaluates that work using the standards for my profession.

Very truly yours,

Attestation Form

Copy-paste this form into a separate document. Fill out the form and send it along with your request for attestation.

Candidate: Provide the following information to your client or supervisions reminding them of the project for which you need their attestation to your performance in meeting the ID Standards. Make sure that you provide them with a copy of the nine standards as well.

Candidate Name:

Project name(s):

Role the applicant played:

Client or Supervisor: Please sign the form below attesting to the following statement:

I have read the theory-free/model-free standards of instructional design and development and the Work Descriptions submitted to me by the candidate for an ID certification. I have sufficient knowledge of the project and can judge the quality of the work performed and attest that:

- The work described was performed by the candidate.
- The work description is accurate.
- If the candidate was a member of a team, his or her contributions were significant enough to demonstrate the Standards.
- Throughout the process, the candidate conducted himself or herself ethically. He or she was:
    - Honest in how he or she presented information.
    - Honest in how he or she represented his or her capabilities.

_____   _____   _____
Printed Name of Attester   **Signature**   **Date**

Part Two: Candidate Information and Legal Signatures

Part Two contains several forms which need legal signatures. Option A: You may copy this section into a separate document where you may use electronic signatures, if you have such. Option B: Alternatively, you may print this section, sign, scan, and submit the scanned copy as a .pdf. A typed signature is not sufficient; please create a legal signature through one of the two methods indicated. This information is used for administrative purposes and is not seen by reviewers.

Candidate

First Name: _____ Middle Name or Initial: _____

Last Name: _____

Organization: _____

Job Title: _____

Street Address: _____

City/State/County/ZIP or Postal Code: _____

Phone: _____ Email: _____

Name as you would like it to appear in the badge verification system:
_____

Note: You are required to have at least 18 months of experience working in instructional design and development. Please check here that you meet this requirement: _____

Briefly describe your most recent **18 months** of work experience including:

    a. Job role/title
    b. Duration
    c. Roles and responsibilities

Employer Notification

(Provide this information <u>only</u> if you want TIFPI to send your supervisor a letter letting him or her know that you have received this certification.)

Supervisor's Name:_____

Job Title:_____

Organization: _____

Address: _____

City/State/Country/Zip or Postal Code: _____

Email: _____

Instructional Design (ID) Code of Ethics

The Code of Ethics and theory-free/model-free ID Standards are intended to promote ethical practices in the profession of instructional design and development. By signing the Code of Ethics, you indicate that you agree to abide by them.

1. **Add Value**
   I agree to conduct myself and my work in ways that add value to clients, their customers, and the global environment.

2. **Collaborate**
   I agree to work collaboratively with clients and users, functioning as a trustworthy strategic partner.

3. **Continuous Improvement**
   I agree to engage in activities designed to continuously improve my proficiency in the field of instructional design and development.

4. **Integrity**
   I agree to be honest and forthright in my representations to clients, colleagues, and others with whom I may come in contact while practicing instructional design and development, and I assure that no performance data, including test results, have been tampered with or misrepresented.

5. **Confidentiality**
   I agree to maintain client confidentiality.

6. **Conflict of Interest**
   I agree to avoid any actual or semblance of conflict of interest from which I will or may derive benefits not equitably offered others.

_____   _____   _____
Printed Name of Candidate   **Signature**   **Date**

Declaration and Release

Please read and acknowledge that you agree to the following statements by signing your Application Agreement.

- I understand the information gathered in the certification process may be used by the Institute for Performance Improvement (TI*f*PI) for statistical purposes for the evaluation of the certification program or for other research or study.

- I understand that TI*f*PI staff and Instructional Design certification reviewers will follow security procedures to keep the information in their possession confidential.

- I agree to inform TI*f*PI immediately of any changed circumstances that may affect this application, the information provided by me, or my continuing eligibility.

- I authorize TI*f*PI to include my name and contact information in any publicly available lists or directories in which the names of ID certification marks and badge awards are published, and hereby waive any rights of objections to such listings.

- I understand and agree that TI*f*PI owns all rights, titles, and interest in and to all names, trademarks, logos, copyrights, applications, and other materials related to the ID certification program. I agree that I shall only use such intellectual property in accordance with policies promulgated by TI*f*PI, and agree to cease using such intellectual property upon the expiration, suspension, or termination of my certification.

- I understand and agree that TI*f*PI makes no claims, warranties, guarantees, or promises regarding the content or performance of any applicant, and I agree not to misrepresent my certification status and its meaning.

- I do hereby attest to the accuracy and validity of, and assume full responsibility for, the content of the application and all materials and information used by me in support of the application, and all use thereof by third parties.

- In consideration of my application to and participation in the ID certification program, I do hereby:
  - Release, discharge, and hold harmless, individually and collectively, TI*f*PI and its officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any decision, action, or omission relating to this application, the failure to grant credential or renewal of the credential, or the revocation of a credential;
  - Indemnify, save, and hold harmless, individually and collectively, TI*f*PI and its officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any acts or omissions of mine. The foregoing release and waiver of liability, and the foregoing indemnification, shall be binding on me and my heirs, executors, administrators, successors, and assigns.

- I also understand and agree that in considering this application, TI*ƒ*PI may make inquiry of such persons or entities, inspect such records, and make and retain copies of such materials as it deems appropriate.

- Without limiting the generality of the foregoing, I hereby authorize to make such inquiries regarding my fitness for credentialing and authorize any persons or entities contacted to respond to such inquiries and provide copies of any relevant and non-confidential information to the requesting organization.

- I further authorize TI*ƒ*PI to provide a copy of this Declaration and Release to those entities contacted about this application.

_____   _____   _____
Printed Name of Candidate   **Signature**   **Date**

Application Agreement

I am applying for an ID certification. I affirm that I have met the minimum requirements of 18 months of experience in the development of learning solutions.

If awarded the certification with digital badge, I understand that I:

- Will be requested to post the digital badge in electronic media and maintain connection between that digital badge and the database with badge metadata.
- Will be required to renew every three years to retain this designation.
- Agree to allow TI*f*PI to use my name and company affiliation in announcements regarding the ID Certification Program.
- Agree to use the certification mark and badge only as approved by TI*f*PI.
- Understand that misuse or misrepresentation of the designation may result in forfeiture of the designation.

I attest that I performed the work described in this application. If any of the work that I have cited was completed by a team, I attest that my contributions to the effort were significant enough for me to demonstrate proficiency.

I agree in my practice to conduct myself in ways that are in keeping with the Code of Ethics. I agree to a set of rules related to represent the credential accurately to employers and customers.

I understand that obtaining the ID certification credential is an indication that I have met the nine instructional design standards as evidenced by my past work, and is neither an endorsement of me for future work nor a guarantee of future performance.

I further understand that:

- The ID Standards and process for achieving and maintaining the ID certification may be revised periodically. (Note: Be certain that the application you are completing is a current one.)
- An incomplete application will be returned to the applicant.
- Applications that contain erroneous or misleading information may result in denial of the application, revocation of certification, mark, *and* digital badge, and forfeiture of the application fee.
- TI*f*PI is not be responsible for lost or damaged application materials.
- This application and all accompanying and subsequently submitted materials will become the property of TI*f*PI upon submission.
- Credentialing may be revoked for the following reasons, among others:
  - Any misrepresentation in the application, whether intentional or unintentional; or
  - An individual no longer meets one or more of the ID standards for the ID certification; or
  - Non-payment of applicable fees; or
  - Not renewing the credential.

If my application is not accepted, I understand that I will be notified as to which standards have not been met. I will have an opportunity to meet those specific Standards within the next 12 months without additional charge beyond the balance of the original submission fee. After the

original submission and one resubmission, I may be charged a re-review fee of up to $100, depending on the amount of work required to review the resubmission.

I also understand that, if I am not selected for the ID certification, I have the right to appeal this decision to TIFPI within 60 days of receipt. Should I appeal the decision, another impartial reviewer will evaluate my application.

I attest that I have read and agree to the Application Agreement and I hereby authorize TI*f*PI to contact the individuals who will attest to the quality of the work I described in Part Two of this application.

_____   _____   _____

Printed Name of Candidate   **Signature**   **Date**

Part Three: ID Certification Application

You may copy-paste this portion of the handbook to a working document or you may download the application form from the ID Badges page at www.tifpi.org.   Each standard is allowed **one** page of text. You may create a separated page for each your responses.

Section A: Credential Request Information

Candidate Name: _____

Project Name: _____

Type of Learning Solution

Check the ONE learning solution type for which you are applying. See Appendix A for definitions of learning solutions. (One application per area, please. Certifications, marks, and badges are specific to the learning solution.)

- ☐ AEL – Asynchronous ELearning
- ☐ BLS – Blended Learning Solutions (combinations of learning solutions)
- ☐ C&M – Coaching and Mentoring
- ☐ COP – Community of Practice
- ☐ EPS – Electronic Performance Support
- ☐ GPS – Goal- or Problem-based Scenarios
- ☐ ILT – Instructor Led Training (live or virtual)
- ☐ ISS – Independent Self-Study
- ☐ JA – Job Aids
- ☐ MEL – Mobile ELearning (MLearning)
- ☐ OJT – On-the-Job Training (informal learning)
- ☐ RLO – Reusable Learning Objects
- ☐ SEL – Synchronous ELearning
- ☐ S&L – Simulations and Labs
- ☐ SLG – Serious Learning Games
- ☐ SM&N – Social Media and Networking
- ☐ VA&P – Video, Audio, and Podcasts

Section B: Demographics and Experience

Industry that best matches your current work setting (check all that apply):

- ☐ Advertising
- ☐ Agriculture
- ☐ Automotive
- ☐ Banking
- ☐ Criminal Justice/Lawyers/Courts
- ☐ Computer Technology
- ☐ Consulting Firm
- ☐ Consulting Independent
- ☐ Education: Pre-school through High School
- ☐ Education: College and University
- ☐ Education: Technical and Vocational
- ☐ Energy/Utilities
- ☐ Entertainment and Recreation
- ☐ Environmental
- ☐ Financial Services
- ☐ Firefighters, EMT, HAZMAT, Rescue Services
- ☐ Forestry
- ☐ Gaming
- ☐ Government, Federal
- ☐ Government, State and Local

- ☐ Healthcare, Hospitals, Physicians
- ☐ Hospitality
- ☐ Housing
- ☐ Insurance
- ☐ Law Enforcement/Police/ Corrections
- ☐ Manufacturing
- ☐ Mass Media
- ☐ Military -- service and civilian personnel
- ☐ Non-Profit Organization/ Association
- ☐ Pharmaceuticals
- ☐ Public Service
- ☐ Publishing
- ☐ Real Estate
- ☐ Restaurant/Food Service
- ☐ Retail Sales
- ☐ Sciences or Research
- ☐ Telecommunications
- ☐ Transportation
- ☐ Other (specify) _____

Description that best matches your current employment status:

- ☐ Full-time employee
- ☐ Part-time employee
- ☐ Full-time external consultant
- ☐ Part-time external consultant

- ☐ Not currently employed
- ☐ Retired
- ☐ Other (Specify) _____

Role that best matches your current employment status:

☐ Instructional Designer

☐ Instructional Developer

☐ Instructional Technologist

☐ Subject Content Expert working on a Learning Project

☐ Academic

☐ Artist/Talent (Graphics, video, audio)

☐ Learning project management

☐ Other (Specify) _____

Description that best matches your educational experience (check the highest level that applies):

☐ High School Graduate

☐ Technical Training Beyond High School

☐ Some College, but no degree

☐ 2-year College Degree

☐ 4-year College or University Degree

☐ Master's Degree

☐ Doctorate Degree

☐ Other (Specify) _____

Section C: Project Information

Project Name: _____   Year work was completed: _____

What was your role in this project? _____

Describe the project: Provide a *brief* overview. Explain the purpose of the project, its timelines, deliverables, and expected results.

Section D: Exhibits

You may provide **up to five pages** of exhibits. These may include items such as:

- An excerpt from a document
- A screen print, or
- A maximum of 90 seconds of a video clip.

Provide only exhibits that support and supplement your description of work.

Formats: Documents may be .doc, .docx, or .pdf (.pdf preferred). Screen shots may be .pdf or.jpg. Video must be .mpg. Exhibits in other formats will not be reviewed and will be returned.

Naming: Please use your initials plus an underscore as the first three to four characters of your exhibit.

- ajs_exhibit_one.docx
- ajs_screenshot_one.jpg
- ajs_videoclip.mpg

Describe your exhibits below.

File name	Description of file contents	List which standard(s) the exhibit supports
1.		
2.		
3.		
4.		
5.		

Before submitting your application, you may wish to review your responses to each standard and check that each clearly refers to an exhibit by name when that exhibit enhances your narrative.

Section E: Standards

For each theory-free/model-free ID Standard, provide a brief description of what you did that demonstrates the standard. Use the definition provided and the example list of performances to guide your description of your work. Solution development is specific to the creation of learning products and events. Therefore, any work related to defining needs, audience, task requirements, delivering the learning solution, or evaluating post-course effectiveness is **not** part of solution development. *Focus on the work you did to build and test content, activities, and products.* Provide **up to 5 pages** of exhibits to support your explanation (see Part 2 – Section E: Exhibits). For best results, use your exhibits within your responses to questions in the application form.

Remember to describe the work you performed on the project. Be specific. Keep your response to each standard brief and focused. ***Use no more than one page per Standard to describe your work.***

1. Aligns Solution

Definition: Creates or changes relationships among parts of the solution (internal to the solution) or between the solution and its parent organization or sponsors (external to the solution).

Performances that demonstrate this standard:

- Maps the instructional elements to defined project and audience requirements.
- Sequences learning elements and content appropriately for defined learners.
- Modifies planned instructional elements to make those elements more effective.
- Selects appropriate content for the solution.
- Maps content to appropriate instructional elements.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

a. *Describe how you ensured that development work aligned with the organizational and audience needs.*

b. *Describe how you aligned the elements of the learning solutions (e.g., activities, assessments, tools, feedback, instruction, etc.) within the solution.*

2. Assesses Performance

Definition: Evaluates what the learner does within the learning environment using a specific set of criteria as the measure or standard for the learner's progress.

Performances that demonstrate this standard:

- Creates metrics or rubrics that guide the assessment of performance within the learning environment
- Creates effective assessment tools [1] to support the assessment process.
- Creates instructions for using the performance tools.
- Pilot tests tools to assure that the tool measured the appropriate performance.
- Modifies tools based on feedback from pilot testing.
- Ensures that resulting data drives feedback to the learner, to the instructor, to the sponsoring organization, or to the instructional design process for future modification.

(1) Assessment tools may include any technique to observe, track, measure, or record assessment (e.g., polls, surveys, self-assessments, tests, interactive activities in elearning modules, checklists, observation worksheet, etc.)

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

    a. Describe up to three learner-focused assessment techniques and tools you built for this solution.

    b. Describe the processes you used to test the assessment tools and resulting data.

3. Ensures Context Sensitivity

Definition: Considers the conditions and circumstances that are relevant to the learning content, event, process, and outcomes.

Performances that demonstrate this standard:

- Creates solutions that acknowledge:
    - Culture – workplace, learner, language, society, work group, individual's demographic benchmarks (education, gender, age, disabilities, global vs regional, etc.)
    - Prior experience
    - Relationships to work -- the degree to which the learning content and activities reflect "real" work and work tools (e.g., are we using generic content designed only for learning purposes or accessing working content that is maintained for work process purposes)
    - Variability in content – that some content is more critical, more frequent, or more difficult.
- Verifies that materials reflect the capabilities of audience (e.g., readability – localization, plain language, global English, physical capabilities, technology limitations, etc.).
- Maps to other learning opportunities
- Aligns content with learning objectives and desired outcomes

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

    a. Describe up to three major contextual conditions and circumstances that this project addressed.

    b. Describe the techniques you used to ensure that content, learning activities, and assessments addressed context.

4. Elicit Performance "Practice"

Definition: Ensures that the learning environment and practice opportunities reflect the actual environment in which the performance occurs.

Performances that demonstrate this standard:

- Creates practice opportunities that mimic work tasks and work processes.
- Chooses elements of the "real" work environment, tools, and technology to include in the practice learning environment.
- Scripts steps and interactions.
- Creates the full spectrum of support materials to ensure that learning occurs.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

    a. Describe the performance practice opportunities provided in this solution, including the steps taken to ensure that each practice had appropriate support materials.

5. Engages Learner

Definition: Captures and keeps the participant's attention and interest through active participation, practice opportunities, feedback, and reflection.

Performances that demonstrate this standard:

- Uses techniques that gain learner's attention.
- Provides opportunities for the learner to gain confidence through active involvement, such as discussion, practice, self-assessment, group activities, individual activities, etc.
- Provides activities at the appropriate level for the audience.
- Adjusts activity levels as learner gains skill and confidence.
- Provides opportunities for constructive feedback appropriate to audience level.
- Provides feedback techniques that give learners performance-specific information.
- Provides opportunities for learners to give input on their learning experience, when appropriate.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

   a. *Describe the techniques you used to engage learners and build learners' confidence in their ability to do new skills and tasks.*

6. Enhance Retention and Transfer

Definition: Ensures that the learning environment creates and measures recall, recognition, and replication of desired outcomes.

Performances that demonstrate this standard:

- Chooses elements of the "real" work environment, tools, and technology to include in the practice learning environment.
- Measures readiness for learning.
- Triggers relevant previous experience.
- Provides interim self-assessment or skill measurement opportunities.
- Incorporates tools for on-the-job performance.
- Provides opportunities for learner to integrate changed skills based on feedback.
- Provides feedback techniques that give learners information relevant to enhancing performance, retention, and transfer.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

a. *Describe the techniques and tools you used to track learner's retention and to ensure transfer of learning from the learning environment to the work environment.*

---

7. Ensure Relevance

Definition: Creates content and activities that address the learner's background and work experiences.

Performances that demonstrate this standard:

- Explain the needs of the learning audience and how the proposed solution addresses those needs.
- Describes for the learner what the learning process and outcomes will be.
  - Objectives
  - Schedules
  - Course outline
  - Module structures, such as overview, questions, content, review
- Creates activities that connect learner's previous experience and background to the learning process and outcomes.
- Ensures that feedback opportunities address the learner's performance.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

    a. Explain how you created relevance for the learner.

8. Address Sustainability

Definition: Considers the best usage of resources (time, money, materials, staffing, technologies, etc.) now and in the future.

Performances that demonstrate this standard:

- Selects tools and methods that can be replicated at minimal costs and time.
- Builds in techniques that allow subject experts and instructors to modify the learning solution without requiring the solution to go through a complete revision cycle for each modification.
- Recommends tools and techniques that improve the learner's learning environment and better match the learner's needs.
- Recommends tools and techniques that improve the learning solution's cost effectiveness.
- Leverages content, solution development processes, and solutions for reuse and for lowest cost of reproduction.
- Develops solutions that can be turned over to a different team that will support or teach it over time.
- Develops solutions that include planned future review cycles.
- Remediates expensive one-time solutions with follow-up that allows learners to access elements of that learning solution.
- Explains improvements to original learning design where such improvement created savings, improved learning, improved functionality, generated better data to the sponsors.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

   a. *Describe **up to three major** development issues that could have reduced the sustainability of this solution. Explain the decisions and techniques you used with each issue to improve sustainability of the learning solution.*

9. Collaborate and Partner

Definition: Works jointly with sponsors and other members of the solution development team to develop the solution.

Performances that demonstrate this standard:

- Addresses sponsor's issues and needs by listening to requests for modifications, offering solutions to modification requests, and reporting progress.
- Participates in the project team through:
    - Identifying project issues.
    - Attending and participating in meetings.
    - Reporting regularly
    - Generating ideas to resolve issues, improve sustainability, and enhance learning solution.
- Negotiates changes to solution involving other team members during development and solution testing.
- Plans solution product tests with the sponsor and intended audience so that the right solution elements have been developed and tested.
- Executes product tests and reports test results.
- Works with content experts to identify content, relevant work processes and procedures, and appropriate feedback and assessment techniques.

You may begin your text here or enter a page break and start at the beginning of the new page. Remember, list any exhibits that support your response to this standard. Any exhibit may support more than one standard.

a. *Provide summary information about the other people who worked on this project with you. Identify their roles and titles. Describe their work responsibilities. Describe the ways in which you collaborated with them to accomplish the project's goals. Use this table to define each person's role and work.*

Organizational Title	Responsibilities (related to this project)	How I collaborated and partnered
(e.g., VP of Customer Care)	(e.g., Project Sponsor with sign-off)	(e.g., PM reported to sponsor; however, as a team member, I worked directly with sponsor to define her preferred interface look-and-feel.)

b. *Describe up to three techniques that you used to improve communications, identify or resolve issues, negotiate changes, or improve quality.*

Section F: CIDD Only – Professional Brand

Submit the Application form with the CIDD option check. Then submit a resume that shows at least two of the following:

- **Professional writing** such as articles in professional journals, blogs, books, or other professional venues for writing where the topics may be either instructional design and development or topics for a field in which you are an acknowledged expert.
- **Training facilitation** such as multi-day workshops, college-level courses where the topics may be either instructional design and development or topics for a field in which you are an acknowledged expert.
- **Micro-presentations** such as conference break-out sessions, podcasts, how-to videos, webinars and such where the topics may be either instructional design and development or topics for a field in which you are an acknowledged expert.
- **Social brand presence** such as a regularly updated personal website, LinkedIn or Facebook profile, participation in discussion forums, media promotions (advertisements/brochures), and such.
- **Leadership** such as volunteering for professional society or other non-profit organizational committees or boards or participation in governmental committees, boards, forums or testifying professional at a governmental body's request.

Final Step: Submitting exhibits and forms (document disposition)

E-mail the completed application form, Part Two: Candidate Information and Legal Signatures, attestation, resume (CIDD applicants only), and exhibit attachments to IDBadges@tifpi.org. The application form must be a Microsoft Word document (.doc or .docx). No other format will be accepted for the *application form*. The attestation and Part Two may be either .docx or .pdf format.

Use the following subject line for the e-mail: "ID Application for *<insert your name here>".*
Example: "ID Certification Application for AJ Sample."

Questions

No matter how comprehensive a certification handbooks is, individual candidates have unique situations that may not have been covered. Please, contact the Director of ID Certifications at IDbadgs@tifpi.org for any additional support that you may need.

Appendix A: List of Learning Solution Certification Types Shown with Badges

The Classics

Authored Elearning (AEL): elearning solutions presented entirely online without any peer or instructor involvement; learning directed by a computer where the learning packaged was built with the support of an authoring system (e.g., Articulate, Storyline, etc.)

Synchronous Elearning (SEL): elearning solutions presented entirely online through learning management system that connects learner, peers, and instructor through multiple mediums such as discussions, webinars, wikis, project spaces, etc.; learning can be modified by instructor to meet needs of learner and some time-synchronized (e.g., presentations or on-site labs) learning is possible.

Instructor-led Training (ILT): live or virtual classroom-based learning led by an instructor or trainer where learning events may include other solution elements, such as media, job aids, electronic performance support, games, etc.

Blended Learning Solution (BLS): combinations of learning solutions particularly learning solutions that incorporate both formal and informal learning, or both online and offline learning.

Independent Self-study (ISS): learning structured not to use an instructor or facilitator where the direction and timing of learning is guided by the use of text, media, and online accesses, etc.

Job Aids (JOBA): tools that support learning and recall directly within the work environment; may include charts, diagrams, memory aids, checklists, on-call tutorials, and more.

Action Learning

Simulations and Labs (S&L): online or classroom-based learning based on a scenario or labs that accurately recreate real world conditions within the learning environment, while also providing real world experiences within the safety of the learning environment supported by feedback.

Serious Learning Games (SLG): workplace and classroom game experiences that facilitate learning through interaction with peers, content, processes, and manipulative game pieces or interface; designed specifically for learning serious workplace topics, process, and skills (in contrast to edutainment games that provide rote recall.)

Community of Practice (COP): a peer-to-peer community of professionals that addresses key issues or problems within its field of practice.

Coaching/Mentoring (C&M): a formalized program where participants can access coaches or mentors; and where coach, mentor, and participant have structured roles to accomplish organization or role-specific learning

Goal and Problem-based scenarios (GPS): learning environments that mimic common problems or scenarios within the work environment and provide resource-rich learning support in order to solve the problem or reach the goal.

On-The-Job (OJT): formalized programs that encourage and track work-based learning from peers, superiors, customers, and the environment; may also be called 'informal learning'.

The Media & Medium

Social Media and Networking (SMN): online learning facilitated by or delivered through social media, wiki, blogging, and networking sites.

Mobile Elearning (MEL): asynchronous elearning provided for mobile devices, such as cellphones and tablets.

Video, Audio and Podcasts (VAP): videos, audios, or podcasts designed to teach key knowledge, skills, or processes.

Micro-learning objects (MLOs): learning tightly focused to develop mastery of one specific skill or process step; also, called reusable-learning objects, these micro objects can be repurposed and used in multiple learning solutions or accessed individually on an as-needed, just-in-time basis determined by the learner.

Electronic Performance Support (EPS): electronic job aids that support work processes where such tools may also be used in training programs or where such tools may provide key learning elements within the learners' native workflow.

Appendix B: Rubrics & Reviewers' Summary Assessment

Directions for Reviewer

- **Insert the requested solution type, application tracking number, and your name in the header.**
- Evaluate the candidate's description of work as it relates to each standard. Consider the entire body of the work. *Look for indications of the performance listed.* Rate each Standard using the rubric provided. Place ratings in the summary rating table.
- In those situations, where you believe the applicant has **NOT** satisfied the Standard, please add a comment. This comment and that of your co-reviewer(s) will be abstracted, collated, and sent to the candidate as feedback with which to improve the candidate's application.
- Complete the reviewer's statement below.
- Return the completed Review form electronically to IDBadges@tifpi.org. Please use the following **subject title**, "ID Certification review for {applicant number}".

_____ I have reviewed the body of work contained in this application and believe this candidate qualifies for the ID certification with digital badge.

_____ I have reviewed this application and do not believe that this applicant presently meets the Standards for selection for qualifies for the ID certification with digital badge indicated in the header. I have also annotated my comments for each Standard to assist the Director of Certification in providing constructive feedback to the candidate.

Standard	Score (O/A/I)	If scored "Insufficient", describe what the candidate needs to improve.
Addresses Sustainability		
Aligns Solution		
Assesses Performance		
Collaborates and Partners		
Elicits Performance "Practices"		
Engages Learner		
Enhances Retention and Transfer		
Ensures Context Sensitivity		
Ensures Relevance		
Professional Brand (CIDD Applicants only)		
Total Score	00	

Reviewer's name: _____   Date reviewed: _____

Addresses Sustainability	Considers the best usage of resources (time, money, materials, staffing, technologies, etc.) now and in the future.			
Standard (domain)	Outstanding	Acceptable	Insufficient	Rating
Performances:	Applicant:	Applicant:	Applicant:	
• Selects tools and methods that can be replicated at minimal costs and time. • Builds in techniques that allow subject experts and instructors to modify the learning solution without requiring the solution to go through a complete revision cycle for each modification. • Recommends tools and techniques that improve the learner's learning environment and better match the learner's needs. • Recommends tools and techniques that improve the learning solution's cost effectiveness. • Leverages content, solution development processes, and solutions for reuse and lowest cost of reproduction. • Develops solutions that can be turned over to a different team who will support or teach it over time. • Develops solutions that include planned future review cycles. • Remediates expensive one-time solutions with follow-up that allows learners to access elements of those learning solutions. • Explains improvements to original learning design where such improvement created savings, improved learning, improved functionality, or generated better data for the sponsors.	• Describes ways in which he or she accomplished **at least 6:9 performances** *(required)*. • Provides exhibits that show techniques for *addressing sustainability (required)*.	• Describes ways in which he or she accomplished **at least 4:9 performances** *(required)*. • Provides exhibits that show techniques for *addressing sustainability,* even though those techniques may not have been described in the narrative *(optional)*.	With or without exhibits - • Describes ways in which he or she accomplished **few than 4:9 performances.** • Does not appear to understand the concept of *sustainability* in designing and developing learning solutions.	

Aligns Solution	To create or change relationships among parts of the solution (internal to the solution) or between the solution and its parent organization or sponsors (external to the solution).			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	

• Maps the instructional elements to defined project and audience requirements.
• Sequences learning elements and content appropriately for defined learners.
• Modifies planned instructional elements in order to make those elements more effective.
• Selects appropriate content for the solution.
• Maps content to appropriate instructional elements.
	• Describes ways in which he or she accomplished **at least 4:5 performances** *(required)*, one of which must be:
	  o Maps the instructional elements to defined project and audience requirements.
	• Provides exhibits that supported narrative about *aligning solution (required).*
		• Describes ways in which he or she accomplished **at least 3:5 performances** *(required)*, one of which must be:
		  o Maps the instructional elements to defined project and audience requirements.
		• Provides exhibits that show techniques for *aligning solution,* even though those techniques may not have been described in the narrative *(optional).*
			With or without exhibits:
			• Lacks strong description or exhibits do not show any techniques for *aligning solution.*
			• Describes ways in which he or she accomplished only 1 or 2 performances.
			• Does not appear to understand the concept of *aligning solution* to project, audience, and/or content.	

Assesses Performance	Evaluate what the learner does within the learning environment using a specific set of criteria as the measure or standard for the learner's progress.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	

• Creates metrics or rubrics that guide the assessment of performance within the learning environment.
• Creates effective assessment tool(s) to support the assessment process.
• Creates instructions for using the performance tools.
• Pilots test tool(s) to assure that the tool measured the appropriate performance.
• Modifies tool(s) based on feedback from pilot testing.
• Ensures that resulting data drives feedback to the learner, to the instructor, to the sponsoring organization, or to the instructional design process for future modification.
 	
(2) Assessment tools may include any technique to observe, track, measure, or record assessment (e.g., polls, surveys, self-assessments, tests, interactive activities in elearning modules, checklists, observation worksheet, etc.)
	• Describes ways in which he or she accomplished **at least 5:6 performances** *(required),* two of which must be:
	  o Creates metrics or rubrics that guide the assessment of performance within the learning environment.
	  o Creates effective assessment tool(s) to support the assessment *process*.
	• Provides exhibits that show techniques for *assessing performance* (required).
		• Describes ways in which he or she accomplished *at least 3:6 performances (required),* two of which must be:
		  o Creates metrics or rubrics that guide the assessment of performance within the learning environment.
		  o Creates effective assessment tool(s) to support the assessment *process*.
		• Provides exhibits that show techniques for *assessing performance,* including assessment tool and associated metrics or rubrics, even though those techniques may not have been described in the narrative *(required).*
			• Exhibits do not show any actual assessment tools and associated metrics or rubrics.
			• Describes ways in which he or she accomplished only 2 or fewer performances.
			• Does not appear to understand the concept of *assessing performance*.	

Enhances retention and transfer	Ensures that the learning environment creates and measures recall, recognition, and replication of desired outcomes.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	
- Chooses elements of the "real" work environment, tools, and technology to include in the practice learning environment. - Measures readiness for learning. - Triggers relevant previous experience. - Provides interim self-assessment or skill measurement opportunities. - Incorporates tools for on-the-job performance. - Provides opportunities for learner to integrate changed skills based on feedback. - Provides feedback techniques that give learners information relevant to enhancing performance, retention, and transfer.	- Describes ways in which he or she accomplished **at least 4:7 performances** (required) - Provides exhibits that supported narrative about *enhancing retention and transfer (required)*	- Describes ways in which he or she accomplished **at least 3:7 performances** (required) - Provides exhibits that show techniques for *enhancing retention and transfer,* even though those techniques may not have been described in the narrative *(optional)*	With or without exhibits: - Describes ways in which he or she accomplished **fewer than 3:7 performances**. - Does not appear to understand the concept of *enhancing retention and transfer* from classroom to work world	

Elicit performance "practice"	Ensures that the learning environment and practice opportunities reflect the actual environment in which the performance will occur			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	
- Creates practice opportunities that mimic work tasks and work processes. - Chooses elements of the "real" work environment, tools, and technology to include in the practice learning environment. - Scripts steps and interactions. - Creates the full spectrum of support materials to ensure that learning occurs.	- Describes ways in which he or she accomplished **at least 3:4 performances** (required) - Provides exhibits that show techniques for *eliciting performance practice (required)*	- Describes ways in which he or she accomplished *at least the following two required performances*: - Describes for the learner what the practice opportunities will be. - Creates practice opportunities that connect learner's real work to the learning process and outcomes. - Provides exhibits that show techniques for *eliciting performance practice,* even though those techniques may not have been described in the narrative *(optional).*	With or without exhibits: - Describes ways in which he or she accomplished **fewer than 2:4 performances**. - Does not show that he or she could describe for the learner what the practice opportunities would be - Does not connect activities to real work processes or outcomes. - Does not appear to understand the concept of *practice* and its impact on the learner.	

Engage learner	Captures and keeps the participant's attention and interest through active participation, practice opportunities, feedback, and reflection.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	
- Uses techniques that gain learner's attention. - Provides opportunities for the learner to gain confidence through active involvement such as discussion, practice, self-assessment, group activities, individual activities, etc. - Provides activities at the appropriate level for the audience. - Adjusts activity levels as learner gains skill and confidence. - Provides opportunities for constructive feedback appropriate to audience level. - Provides feedback techniques that give learners performance-specific information. - Provides opportunities for learners to give input on their learning experience, when appropriate.	- Describes ways in which he or she accomplished **at least 5:7 performances** (required). - Provides exhibits that show techniques for *engaging the learner (required).*	Describes ways in which he or she accomplished ***at least 3:7 of the required performances***: Provides exhibits that show techniques for *engaging the learner,* even though those techniques may not have been described in the narrative *(optional).*	With or without exhibits: - Describes ways in which he or she accomplished **fewer than 3:7 performances**. - Does not appear to understand the concept of *learner engagement*.	

Ensure context sensitivity	Considers the conditions and circumstances that are relevant to the learning content, event, process and outcomes.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	

• Creates solutions that acknowledge:
  o Culture – workplace, learner, language, society, work group, individual's demographic benchmarks (education, gender, age, disabilities, etc.)
  o Prior experience of learner
  o Relationships to work -- the degree to which the learning content and activities reflect "real" work and work tools (e.g., are we using genericized content designed only for learning purposes or accessing working content that is maintained for work process purposes)
  o Variability in content – that some content is more critical, more frequent, or more difficult.
• Verifies that materials reflect the capabilities of audience (e.g., readability – localization, plain language, global English, physical capabilities).
• Maps to other learning opportunities
• Aligns content with learning objectives and desired outcomes
	• Describes ways in which he or she accomplished at least 3:4 performances (required) one of which must be:
	  o Describes how the solution acknowledges:
	    ▪ Culture
	    ▪ Prior experience
	    ▪ Relationships to work
	    ▪ Variability in content
	• Provides exhibits that supported narrative about *ensuring context sensitivity (required)*
		• Describes ways in which he or she accomplished at least 3:4 performances (required) one of which must be:
		  o Describes how the solution acknowledges:
		    ▪ Culture
		    ▪ Prior experience
		    ▪ Relationships to work
		    ▪ Variability in content
		• Provides exhibits that show techniques for *ensuring context sensitivity,* even though those techniques may not have been described in the narrative *(optional).*
			With or without exhibits -
			• Describes ways in which he or she accomplished **fewer than 3:4 performances**.
			• Does not describe how the solution acknowledges contexts of culture, experience, or work.
			• Does not appear to understand the concept of *ensuring context sensitivity* in the learning environment as a reflection of real world work.	

Ensure relevance	Ensures that the learning environment creates and measures recall, recognition, and replication of desired outcomes.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	

• Explain the needs of the learning audience and how the proposed solution addresses those needs.
• Describes for the learner what the learning process and outcomes will be.
  o Objectives
  o Schedules
  o Course outline
  o Module structures such as overview, questions, content, review
• Creates activities that connect learner's previous experience and background to the learning process and outcomes.
• Ensures that feedback opportunities address the learner's performance
	• Describes ways in which he or she accomplished **at least 3:4 performances** (required)
	• Provides exhibits that show techniques for *ensuring relevance (required)*
		• Describes ways in which he or she accomplished *at least the following two required performances*:
		  • Describes for the learner what the learning process and outcomes will be.
		    o Objectives
		    o Schedules
		    o Course outline
		    o Module structures such as overview, questions, content, review
		  • Creates activities that connect learner's previous experience and background to the learning process and outcomes.
		• Provides exhibits that show techniques for *ensuring relevance,* even though those techniques may not have been described in the narrative *(optional)*
			With or without exhibits:
			• Does not show that he or she could describe for the learner what the learning process and outcomes would be
			• Does not tie activities back to audience needs or previous experience
			• Does not appear to understand the concept of *relevance* and its impact on the learner.	

Collaborates and Partners	Works jointly with sponsors and other members of the solution development team to develop the solution.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	
• Addressed sponsors needs • Generated ideas to resolve project issues • Negotiated changes • Tested that sponsor and audience needs were addressed • Worked with content experts to generate content	• Identifies key partners and collaborators by role *(required)* • Describes ways in which he or she accomplished **4:5 of the performances** *(required)* • Provides exhibits that support narrative for *collaborate and partner (required)*	• Describes ways in which he or she accomplished **3:5 of the performances** *(required) one of which must be:* ○ Identifies key partners and collaborators by role *(required)* • Provides exhibits that supported narrative about *collaborating and partnering,* even though those techniques may not have been described in the narrative *(optional)*	With or without exhibits: • Does not provide information identifying key partners and collaborators by role • Describes ways in which he or she addressed **fewer than 3:5 performances** • Does not appear to understand the impact that *collaboration and partnerships* have learning solution's quality *(optional)*	

Maintains Professional Brand (CIDD only)	Creates a persona of a valued and valuable professional either as an instructional designer or as field expert.			
Standard (domain)	**Outstanding**	**Acceptable**	**Insufficient**	**Rating**
Performances:	Applicant:	Applicant:	Applicant:	
• Writes clearly and professionally for the public through professional journals, blogs, books, and related writing opportunities • Presents topics of interest to field professional and/or the public through micro-presentations such as how-to videos, conference sessions, and similar short presentations • Teaches and facilitates multi-day programs or college-level courses requiring both presentation skills and group facilitation skills • Supports the field while building leadership skills through participation in volunteer leadership opportunities • Presents professional opinion to public officials • Displays a social and marketing brand presence such as a regularly updated personal website, LinkedIn or Facebook profile, participation in discussion forums, media promotions (advertisements/brochures), and such.	• N/A	• Resume shows **2 performances** *(required)*	• Resume does not show 1 or no professional brand performances	