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#### 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 Credentials@halecenter.org. Please use the following **subject title**, CDT Certification review for {applicant number}”.

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

\_\_\_\_ I have reviewed this application and do not believe that this applicant presently meets the Standards for the CDT 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.

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| **Standard** | **Score(O/A/I)** | **If scored “Insufficient”, describe what the candidate needs to improve.** |
| 1. Addresses Sustainability
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| 1. Aligns Solution
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| 1. Assesses Performance
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| 1. Collaborates and Partners
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| 1. Elicits Performance “Practices”
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| 1. Engages Learner
 |  |  |
| 1. Enhances Retention and Transfer
 |  |  |
| 1. Ensures Context Sensitivity
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| 1. Ensures Relevance
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| 1. Professional Brand (CIDD Applicants only)
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| **Total Score** | 00 |  |

Reviewer’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 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:  |
| 1. Selects tools and methods that can be replicated at minimal costs and time.
2. 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.
3. Recommends tools and techniques that improve the learning environment and better match the learners’ needs.
4. Recommends tools and techniques that improve the learning solution’s cost effectiveness.
5. Leverages content, solution-development processes, and solutions for reuse and lowest cost of reproduction.
6. Develops solutions that can be turned over to a different team who will support or teach it over time.
7. Develops solutions that include planned future review cycles.
8. Remediates expensive one-time solutions with follow-up that allows learners to access elements of those learning solutions.
9. 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 7 of the 9** performances *(****required****).*
* Provides exhibits that show techniques for *addressing sustainability (****required****).*
 | * Describes ways in which he or she accomplished **at least 5 of the 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 **fewer**

**than 5** performances**.** * Does not appear to understand the concept of *sustainability* in designing and developing learning solutions.

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| 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:  |
| 1. Maps the instructional elements to defined project and audience requirements.
2. Sequences learning elements and content appropriately for defined learners.
3. Modifies planned instructional elements in order to make those elements more effective.
4. Selects appropriate content for the solution.
5. Maps content to appropriate instructional elements.
 | * Describes ways in which he or she accomplished **at least 4** performances*(****required****)*, one of which must be:
	+ Maps the instructional elements to defined project and audience requirements.
* Provides exhibits that support narrative about

*aligning solution (****required****).*   | * Describes ways in which he or she accomplished **at least 3** performances *(****required****)*, one of which must be:
* 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.
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| 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:  |
| 1. Creates metrics or rubrics that guide the assessment of performance within the learning environment.
2. Creates effective assessment tool(s) to support the assessment process. These 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.)
3. Creates instructions for using the performance tools.
4. Pilot tests tool(s) to assure that the tool measured the appropriate performance.
5. Modifies tool(s) based on feedback from pilot testing.
6. 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.

 | * Describes ways in which he or she accomplished **at least 5** performances ***(required)***,two of which must be:
	+ Creates metrics or rubrics that guide the assessment of performance within

the learning environment. * + 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** performances ***(required)***,two of which must be:
	+ Creates metrics or rubrics that guide the assessment of performance within

the learning environment. * + 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).***

  | **With or without exhibits:** * 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*.  |   |

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| 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:  |
| 1. Chooses elements of the “real” work environment, tools, and technology to include in the practice learning environment.
2. Measures readiness for learning.
3. Triggers relevant previous experience.
4. Provides interim self-assessment or skill measurement opportunities.
5. Incorporates tools for on-the-job performance.
6. Provides opportunities for learner to integrate changed skills based on feedback.
7. Provides feedback techniques that give learners information relevant to enhancing performance, retention, and transfer.
 | * Describes ways in which he or she accomplished **at least 6** performances ***(required).***
* Provides exhibits that supported narrative about *enhancing retention and transfer* ***(required****).*

  | * Describes ways in which he or she accomplished **at least 5** 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 5** performances**.**
* Does not appear to understand the concept of *enhancing retention and transfer* from classroom to work world.
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| 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:  |
| 1. Creates practice opportunities that mimic work tasks and work processes.
2. Chooses elements of the “real” work environment, tools, and technology to
3. include in the practice learning environment.
4. Scripts steps and interactions.
5. Creates the full spectrum of support materials to ensure that learning occurs.
 | * Describes ways in which he or she accomplished **4 of the 5** performances **including** **Performance 1.**
* Provides exhibits that show techniques for *eliciting performance practice (****required****).*
 | * Describes ways in which he or she accomplished **3 of the 5** performances **including** **Performance 1.**
* 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:** * **Did not satisfy 3** performances **including** **Performance 1.**
* Did not connect

activities to real work processes or outcomes. * Does not appear to understand the concept of *practice* and its impact on the learner.
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| 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:  |
| 1. Uses techniques that gain learners’ attention.
2. Provides opportunities for learners to gain confidence through active
3. involvement, such as discussion, practice, self-assessment, group activities, individual activities, etc.
4. Provides activities at the appropriate level for the audience.
5. Adjusts activity levels as learners gain skill and confidence.
6. Provides opportunities for constructive feedback appropriate to audience level.
7. Provides feedback techniques that give learners performance-specific information.
8. Provides opportunities for learners to give input on their learning experience, when appropriate.
 | * Describes ways in which he or she accomplished

**at least 6 of the 7** performances ***(required)***. * Provides exhibits that show techniques for *engaging the learner (****required****).*
 | * Describes ways in which he or she accomplished **atleast4** of theperformances.
* 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 4** performances.
* Does not appear to understand the concept of *learner engagement*.

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| 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:  |
| 1. Creates solutions that acknowledge:
	1. Culture – Workplace, learner, language, society, work group, individual’s demographic benchmarks (education, gender, age, disabilities, etc.)
	2. Prior experience of learner.
	3. 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?)
	4. Variability in content – That some content is more critical, more frequent, or more difficult.
2. Verifies that materials reflect the capabilities of audience (e.g., readability – localization, plain language, global English, physical capabilities).
3. Maps to other learning opportunities.
4. Aligns content with learning objectives and desired outcomes.
 | • Describes ways in which he or she accomplished at least **3 performances**, one of which **must be Performance 1**: a description of 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 2** performances (***required***), one of which **must be Performance 1**: a description of 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:** * Did not demonstrate **Performance 1**.
* 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.
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| 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:  |
| 1. Explain the needs of the learning audience and how the proposed solution addresses those needs.
2. Describes for the learners what the learning process and outcomes will be:
* Objectives
* Schedules
* Course outline
* Module structures such as overview, questions, content, review
1. Creates activities that connect the learners’ previous experience and background to the learning process and outcomes.
2. Ensures that feedback opportunities address the learners’ performance.
 | * Describes ways in which he or she accomplished **at least 3 of the 4** performances (required).
* Provides exhibits that show techniques for *ensuring relevance (****required****).*
 | * Describes ways in which he or she accomplished **at least 2 of the 4** performances. ***(required)***
* 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.
* 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.
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| 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:  |
| 1. Addressed sponsors’ needs.
2. Generated ideas to resolve project issues.
3. Negotiated changes.
4. Tested that sponsor and audience needs were addressed.
5. Worked with content experts to generate content.
 | * Identifies key partners and collaborators by role *(****required****).*
* Describes ways in which he or she accomplished **4 of the 5** performances*(****required****).*
* Provides exhibits that support narrative for *collaborate and partner* *(****required****).*

   | * Identifies key partners and collaborators by role *(****required****).*
* Describes ways in which he or she accomplished **3 of the 5** performances ***(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 of the 5** performances**.**
* Does not appear to understand the impact that *collaboration and partnerships* have learning solution’s quality *(****optional****).*
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| 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:  |
| 1. Writes clearly and professionally for the public through professional journals, blogs, books, and related writing opportunities.
2. Presents topics of interest to field professionals and/or the public through micro-presentations, such as how-to videos, conference sessions, and similar short presentations.
3. Teaches and facilitates multi-day programs or college-level courses requiring both presentation skills and group facilitation skills.
4. Supports the field while building leadership skills through participation in volunteer leadership opportunities.
5. Presents professional opinion to public officials.
6. 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 shows **1 or no** professional brand performances.  |   |