



Handbook and Application for the Certified Developer of Training (CDT) With the Following Badges:

- Authored eLearning
- Synchronous eLearning
- Instructor-led Workshops
- Blended Learning
- Independent Self-study
- Simulations and Labs
- Serious Learning Games
- Mobile eLearning



International Society for
Performance Improvement



Applications are processed throughout the year.

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HANDBOOK: Overview, Eligibility, and Requirements

Overview

The Center for International Credentials, LLC (Center), in collaboration with and endorsed by the International Society for Performance Improvement (ISPI), offers this evidence-based certification for developers of learning solutions, the Certified Developer of Training (CDT). The CDT is also administered and awarded by the International Certifications Centre in Africa and the Middle East.

Recipients are awarded the mark (CDT) and a digital badge unique to the learning solution used to demonstrate the standards, such as Instructor-led Training, Synchronous and Asynchronous eLearning, Serious Games, Self-study, and more. Collectively, the mark and badge are designed to promote certificants' expertise. Certificants may or may not have been involved in the need's assessment and front-end analysis, design, delivery, or post-course evaluation; however, they have demonstrated deep skills in developing learning solutions.

The certification is designed to support the career growth of training professionals who may or may not have advanced degrees in instructional design, learning technology, or adult learning. Many certificants have significant experience in fields other than instructional design, and the certification validates these individuals' professional development and expertise.

The certification recognizes and validates applicants' past performance to prospective employers and the public. The certification attests that applicants' work met the international, theory-free, and model-free standards of instructional design and development.

To learn more about the standards on which the certifications are based, see Section E of this workbook, visit www.HaleCenter.org, or contact us at Judy@HaleCenter.org.

Applicants must:

- Self-attest to at least 18 months of experience in developing learning solutions.
- 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
 - Leadership in professional organizations
 - Writing professional journal articles, whitepapers, books, or blogs
 - A brand presence such as a personal website, LinkedIn, or Facebook profiling participation in discussion forums, and such
 - Micro-presentations such as a podcast, webinar, or conference presentation in instructional design or another field of expertise
- Submit an attestation of work signed by a supervisor or client.
- Submit a completed 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.
- Complete all the requirements for the certifications.

The Premise for Certifications for Training Professionals

The Center believes competent training developers should advocate for best practices in adult learning. Professionals do this by providing expertise while collaborating with subject matter experts and other allied training and learning colleagues in the development of learning solutions. The Center also believes that expert-level professionals will build a personal brand that promotes their professionalism.

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

- Address sustainability by considering the best use 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 standard for measuring learner progress.
- Collaborate and partner by working jointly with sponsors and other members of the solution development team to develop the solution.
- Elicit performance ‘practice’ that ensures that the learning environment and practice opportunities reflect the actual environment in which the performance will occur.
- Engage the learner to capture and keep the learner’s attention and interest through active participation, practice opportunities, feedback, and reflection.
- Enhance retention and transfer by ensuring the learning environment creates and measures recall, recognition, and replication of desired outcomes.
- Ensure context sensitivity by assuring learning conditions and circumstances are relevant to the content, event, process, and outcomes.
- Ensure relevance by creating content and activities that address the learner’s background and work experiences.
- Establish a professional presence and brand by participating in professional organizations, speaking, publishing, or volunteering.

So that the learning solution:

- Is valued by both participants and sponsors.
- Functions effectively with 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 the professional’s voice and brand are recognized and valued by clientele and the training field.

Eligibility

To be eligible, applicants are required to:

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

Requirements

To earn a certification, the candidate must:

1. Submit a completed application form that includes:
 - a. Answers to questions for each standard
 - b. A supervisor or client attestation
 - c. Up to five exhibits demonstrating a standard.
2. Sign a Code of Ethics and the Application Agreement.
3. Submit the most recent professional resume.
4. Pay the application fee.
5. Commit to maintaining the certification.

Once an application and supporting evidence have been submitted, two expert instructional designers will review and evaluate the application against standards that have been developed by the Center through an intense practice analysis of the field.

Fees

Application Fee:

- \$750 for ISPI members
- \$925 for non-members

Additional Badge:

- \$395 for ISPI members
- \$485 for non-members

Maintenance Fee due every five years:

- \$250 for ISPI members
- \$375 for non-members

Maintenance and Renewal

Certificants are expected to demonstrate continued competence by renewing their credential every five years. The rationale for continued competence is that the profession of training 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 five years is based on the combined consideration of the opportunity to access research on best practices and developmental opportunities. The profession changes in relationship to technology and research but is not a high-change field that justifies annual renewal.

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 type of learning solution, or they may add breadth by earning another certification.

Maintaining a current type recognizes the need to specialize. Adding certifications recognizes the need to grow through added breadth. This bifurcation strategy recognizes the realities of career paths within the field.

Maintain My Certification, Option 1: Certificants selecting this option must earn 30 points during a five-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 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 certification type.

Service points can be earned through volunteer work, 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. Service points require 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 reflects 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 the certification being maintained

Service:

- 15 points for writing a book related to the certification specified
- 10 points for contributing a chapter to a book related to the certification 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 $\frac{1}{2}$ 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

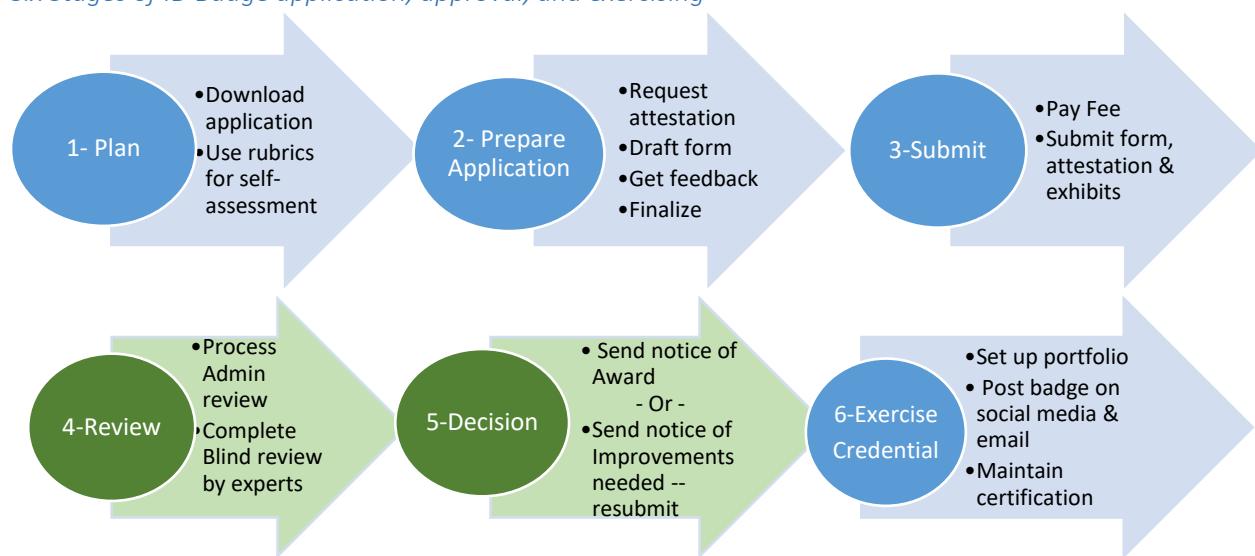
Add a Badge, Option 2: To receive credit for having been awarded another badge, submit the name of the badge earned and the date it was awarded. The additional credential must have been awarded within the three years before renewal.

This option recognizes that 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 badge demonstrates a commitment to on-going professional development equal to that of the 30 continuing education points required for maintenance of a single certification.

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 to earn the right to display your mark and badge in the final stage. The Center handles the review and decision stages. Notice that applicant actions are in blue on the process diagram and the Center's actions are in green.

Six Stages of ID Badge application, approval, and exercising



Tips for Success

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 a .docx or .pdf format document.
	Certification Application Form with Sections A-E	Submit as a .docx.
	Attestation from supervisor or client	Submit as a .docx or .pdf.
	Up to five exhibits	<ul style="list-style-type: none"> • 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 the questions on the nine standards.
	Pay application fee	If you have not submitted fee payment, please complete this step. Go to www.HaleCenter.org and click on Certifications.
	Send documents to Credentials@HaleCenter.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 signatures are 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 a 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 in the application form Section D and exhibits. For each standard, reviewers use a standard 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 awarded the certification mark and badge for the selected type of training. The mark will be CDT. This designation may be used in the certificant’s signature line and title line. The digital badge that is awarded is specific to the type of learning solution and is intended to be used 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 digital badge will be gold.

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 decides, 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 the certification comes a unique digital badge that reflects the type of training used to demonstrate the standards.

Resubmitting

If applicants are 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 Judy@HaleCenter.org or sent to the Center mailing address, Attn: Judith Hale, 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 the Center'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.

In addition, an email will be sent to certificants 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.

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 send in your application.

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 type of 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, the Center is looking for strong learning solutions, not perfection. The reviewers know the trade-offs that all developers of training 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 colleague 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 the Center are:

1. Addresses Sustainability
2. Aligns Solution
3. Assesses performance
4. Collaborates and Partners
5. Elicits performance "practice"
6. Engages learner
7. Enhances retention and transfer
8. Ensures context sensitivity
9. 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 learners.

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. A sample 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.

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 for the Certified Developer of Training (CDT) from Center for International Credentials, LLC and the International Society for Performance Improvement (ISPI). I must demonstrate that my work meets nine standards.

As part of the application process, I need you 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 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.

Your Name:

Project name(s):

Role you played:

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

I have read the standards for the Certified Developer of Training and the Work Descriptions submitted to me.

I have enough 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

Part Two contains several forms. 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/Country/ZIP or Postal Code: _____

Phone: _____ Email: _____

Name as you would like it to appear on the certificate and in the electronic badge verification system:

Note: You are required to have at least 18 months of experience developing training. 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 only if you want the Center 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: _____

Code of Ethics

The Code of Ethics and Standards is intended to promote ethical practices in the profession of instructional design and development. You agree to the following:

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 developing training and learning solutions.

4. Integrity

I agree to be honest and forthright in my representations to clients, colleagues, and others with whom I may come in contact.

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 to others.

Declaration and Release

Please read the following statements.

- I understand the information gathered in the certification process may be used by the Center for statistical purposes for the evaluation of the certification program or for other research or study.
- I understand that Center staff and Application Reviewers will follow privacy protection or non-disclosure procedures to keep the information in their possession confidential.
- I agree to inform the Center immediately of any changed circumstances that may affect this application, the information provided by me, or my continuing eligibility.
- I understand and agree that the Center owns all right, title, and interest in and to all names, trademarks, logos, copyrights, applications, and other materials related to the Certified Developer of Training Credential. I agree that I shall only use such intellectual property in accordance with policies promulgated by the Center and agree to cease using such intellectual property upon the expiration, suspension, or termination of my certification.

- I understand and agree that the Center 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 training-developer certification program, I do hereby:
 - Release, discharge, and hold harmless, individually and collectively, the Center 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, the Center 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, the Center 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 the Center to provide a copy of this Declaration and Release to those entities contacted about this application.

Application Agreement

I am applying for the Certified Developer of Training. 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 five years to retain this designation.
- Agree to allow the Center 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 the Center.
- 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.
- The Center is not responsible for lost or damaged application materials.
- This application and all accompanying and subsequently submitted materials will become the property of the Center 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 Training Developer certification, I have the right to appeal this decision to the Center 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 the Center to contact the individuals who will attest to the quality of the work I described in Part Two of this application.

- Checking here means I agree to the terms in the Code of Conduct, the Declaration and Release, and the Application Agreement.

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 Certification page at www.HaleCenter.org. Each standard is allowed **one** page of text. You may create a separate page for each your responses.

Section A: Credential Request Information

Candidate Name: _____

Project Name: _____

Type of Learning Solution

Check the ONE training type for which you are applying. See Appendix A for definitions of type. (One application per type, please. Badges are specific to the training type.)

- AEL – Asynchronous eLearning
- BLS – Blended Learning Solutions (combinations of learning solutions)
- ILT – Instructor-Led Training (live or virtual)
- ISS – Independent Self-Study
- MEL – Mobile eLearning
- SEL – Synchronous eLearning
- S&L – Simulations and Labs
- SLG – Serious Learning Games

Section B: Demographics and Experience

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

- | | |
|---|---|
| <input type="checkbox"/> Advertising | <input type="checkbox"/> Healthcare, Hospitals, Physicians |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Hospitality |
| <input type="checkbox"/> Automotive | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Banking | <input type="checkbox"/> Insurance |
| <input type="checkbox"/> Criminal Justice/Lawyers/Courts | <input type="checkbox"/> Law Enforcement/Police/Corrections |
| <input type="checkbox"/> Computer Technology | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Consulting Firm | <input type="checkbox"/> Mass Media |
| <input type="checkbox"/> Consulting Independent | <input type="checkbox"/> Military -- service and civilian personnel |
| <input type="checkbox"/> Education: Pre-school through High School | <input type="checkbox"/> Non-Profit Organization/ Association |
| <input type="checkbox"/> Education: College and University | <input type="checkbox"/> Pharmaceuticals |
| <input type="checkbox"/> Education: Technical and Vocational | <input type="checkbox"/> Public Service |
| <input type="checkbox"/> Energy/Utilities | <input type="checkbox"/> Publishing |
| <input type="checkbox"/> Entertainment and Recreation | <input type="checkbox"/> Real Estate |
| <input type="checkbox"/> Environmental | <input type="checkbox"/> Restaurant/Food Service |
| <input type="checkbox"/> Financial Services | <input type="checkbox"/> Retail Sales |
| <input type="checkbox"/> Firefighters, EMT, HAZMAT, Rescue Services | <input type="checkbox"/> Sciences or Research |
| <input type="checkbox"/> Forestry | <input type="checkbox"/> Telecommunications |
| <input type="checkbox"/> Gaming | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Government, Federal | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Government, State and Local | |

Description that best matches your current employment status:

- | | |
|--|---|
| <input type="checkbox"/> Full-time employee | <input type="checkbox"/> Not currently employed |
| <input type="checkbox"/> Part-time employee | <input type="checkbox"/> Retired |
| <input type="checkbox"/> Full-time external consultant | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Part-time external consultant | |

Role that best matches your current employment status:

- | | |
|---|---|
| <input type="checkbox"/> Instructional Designer | <input type="checkbox"/> Academic |
| <input type="checkbox"/> Instructional Developer | <input type="checkbox"/> Artist/Talent (Graphics, video, audio) |
| <input type="checkbox"/> Instructional Technologist | <input type="checkbox"/> Learning project management |
| <input type="checkbox"/> Subject Content Expert working on a Learning Project | <input type="checkbox"/> Other (Specify) _____ |

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

- | | |
|--|--|
| <input type="checkbox"/> High School Graduate | <input type="checkbox"/> 4-year College or University Degree |
| <input type="checkbox"/> Technical Training Beyond High School | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Some College, but no degree | <input type="checkbox"/> Doctorate Degree |
| <input type="checkbox"/> 2-year College Degree | <input type="checkbox"/> 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 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 the 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 to support the assessment process. This includes any technique used to observe, track, measure, or record assessment (e.g., polls, surveys, self-assessments, tests, interactive activities in eLearning modules, checklists, observation worksheet, etc.)
- 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.

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. Elicits 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 Learners

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

Performances that demonstrate this standard:

- Uses techniques that gain learners' attention.
- Provides opportunities for learners 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 learners gain 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 perform new skills and tasks.*

6. Enhances 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 learners 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 learners’ retention and to ensure transfer of learning from the learning environment to the work environment.*

7. Ensures 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 learners what the learning process and outcomes will be.
 - Objectives
 - Schedules
 - Course outline
 - Module structures, such as overview, questions, content, review
- Creates activities that connect learners' previous experience and background to the learning process and outcomes.
- Ensures that feedback opportunities address the learners' 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 learners.*

8. Addresses Sustainability

Definition: Considers the best use 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 learning environment and better match the learners' 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 create savings, improved learning, improved functionality, and 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. Collaborates and Partners

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

Performances that demonstrate this standard:

- Addresses sponsors' issues and needs by listening to requests for modifications, offering solutions to modification requests, and reporting progress.
- Participates in the project team by:
 - Identifying project issues.
 - Attending and participating in meetings.
 - Reporting regularly.
 - Generating ideas to resolve issues, improve sustainability, and enhance learning solutions.
- Negotiates changes with other team members during development and solution testing.
- Plans solution product tests with the sponsors 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: Professional Brand

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)

Please do the following to submit all completed application materials for the Certified Developer of Training (CDT).

1. Set up a Dropbox account if you do not already have one. Dropbox provides safe and secure cloud storage, and it allows the easy transfer of large files. There is no fee to you for create an account. (Go to www.dropbox.com and click on *Create an account*.)
2. Create a folder in Dropbox and name it XX [your name]
3. Save each of your files using the naming convention as follows:

Name each of your files:

Your last name_CDT_file contents

File contents may include:

- Completed application
- Exhibits (identify as #of#)
- Attestation letter

Examples:

- Hale_CDT_Application
- Hale_CDT_Exhibit1of5
- Hale_CDT_Attestation

4. Upload your completed application and all supporting documents (exhibits and attestation letter) to the Dropbox folder. 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.
5. Share the Dropbox folder with Credentials@HaleCenter.org.
6. Submit payment if you have not already done so. Visit www.HaleCenter.org and click on certifications.

Within two working days, you will receive an email acknowledging that access was confirmed, and payment was received.

Questions

No matter how comprehensive a certification handbook is, individual candidates have unique situations that may not have been covered. Please contact the Director of Certifications at Judy@HaleCenter.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 a learning management system that connects learners, peers, and instructor through multiple means and activities, such as discussions, webinars, wikis, project spaces, etc. Learning can be modified by the instructor to meet the needs of learners, 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 access, etc.

Action Learning



Simulations and Labs (S&L): Online or classroom-based learning built around scenarios or labs that accurately recreate real world conditions within the learning environment. Provides 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.)



Mobile eLearning (MEL): Asynchronous eLearning provided for mobile devices, such as cellphones and tablets.

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 Judy@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.

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:	Applicant:	
<ul style="list-style-type: none"> 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 learning environment and better match the learners' 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. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 6:9 performances (required). Provides exhibits that show techniques for <i>addressing sustainability</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 4:9 performances (required). Provides exhibits that show techniques for <i>addressing sustainability</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	<ul style="list-style-type: none"> With or without exhibits - Describes ways in which he or she accomplished fewer than 4:9 performances. Does not appear to understand the concept of <i>sustainability</i> 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:	Applicant:	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 4:5 performances (required), one of which must be: <ul style="list-style-type: none"> Maps the instructional elements to defined project and audience requirements. Provides exhibits that support narrative about <i>aligning solution (required)</i>. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 3:5 performances (required), one of which must be: <ul style="list-style-type: none"> Maps the instructional elements to defined project and audience requirements. Provides exhibits that show techniques for <i>aligning solution</i>, even though those techniques may not have been described in the narrative <i>(optional)</i>. 	<p>With or without exhibits:</p> <ul style="list-style-type: none"> Lacks strong description or exhibits do not show any techniques for <i>aligning solution</i>. Describes ways in which he or she accomplished only 1 or 2 performances. Does not appear to understand the concept of <i>aligning solution</i> 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:	Applicant:	
<ul style="list-style-type: none"> Creates metrics or rubrics that guide the assessment of performance within the learning environment. 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.) Creates instructions for using the performance tools. Pilot tests 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. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 5:6 performances (required), two of which must be: <ul style="list-style-type: none"> 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 <i>assessing performance</i> (required). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 3:6 performances (required), two of which must be: <ul style="list-style-type: none"> 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 <i>assessing performance</i>, including assessment tool and associated metrics or rubrics, even though those techniques may not have been described in the narrative (required). 	<ul style="list-style-type: none"> 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 <i>assessing performance</i>. 		

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:	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 4:7 performances (required). Provides exhibits that supported narrative about <i>enhancing retention and transfer</i> (<i>required</i>). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 3:7 performances (required). Provides exhibits that show techniques for <i>enhancing retention and transfer</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	With or without exhibits: <ul style="list-style-type: none"> Describes ways in which he or she accomplished fewer than 3:7 performances. Does not appear to understand the concept of <i>enhancing retention and transfer</i> 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:	Applicant:	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 3:4 performances (required). Provides exhibits that show techniques for <i>eliciting performance practice</i> (required). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least the following two required performances: <ul style="list-style-type: none"> 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 <i>eliciting performance practice</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	With or without exhibits: <ul style="list-style-type: none"> 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 <i>practice</i> 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:	
<ul style="list-style-type: none"> • Uses techniques that gain learners' attention. • Provides opportunities for learners 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 learners gain 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. 	<ul style="list-style-type: none"> • Describes ways in which he or she accomplished at least 5:7 performances (required). • Provides exhibits that show techniques for <i>engaging the learner</i> (required). 	<ul style="list-style-type: none"> • Describes ways in which he or she accomplished <i>at least 3:7 of the required performances</i>. • Provides exhibits that show techniques for <i>engaging the learner</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	With or without exhibits: <ul style="list-style-type: none"> • Describes ways in which he or she accomplished fewer than 3:7 performances. • Does not appear to understand the concept of <i>learner engagement</i>. 		

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:	
<ul style="list-style-type: none"> • Creates solutions that acknowledge: <ul style="list-style-type: none"> ○ Culture – Workplace, learner, language, society, work group, individual's demographic benchmarks (education, gender, age, disabilities, etc.) ○ Prior experience of learner. ○ Relationships to work – The degree to which the learning content and activities reflect “real” work and work tools (e.g., Are we using generalized 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). • Maps to other learning opportunities. • Aligns content with learning objectives and desired outcomes. 	<ul style="list-style-type: none"> • Describes ways in which he or she accomplished at least 3:4 performances (required), one of which must be: <ul style="list-style-type: none"> ○ Describes how the solution acknowledges: <ul style="list-style-type: none"> ▪ Culture ▪ Prior experience ▪ Relationships to work ▪ Variability in content • Provides exhibits that supported narrative about <i>ensuring context sensitivity (required)</i>. 	<ul style="list-style-type: none"> • Describes ways in which he or she accomplished at least 3:4 performances (required), one of which must be: <ul style="list-style-type: none"> ○ Describes how the solution acknowledges: <ul style="list-style-type: none"> ▪ Culture ▪ Prior experience ▪ Relationships to work ▪ Variability in content • Provides exhibits that show techniques for <i>ensuring context sensitivity</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	<p>With or without exhibits -</p> <ul style="list-style-type: none"> • 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 <i>ensuring context sensitivity</i> in the learning environment as a reflection of real-world work. 		

Ensure relevance				
Standard (domain)	Outstanding	Acceptable	Insufficient	Rating
Performances:	Applicant:	Applicant:	Applicant:	
<ul style="list-style-type: none"> Explain the needs of the learning audience and how the proposed solution addresses those needs. Describes for the learners what the learning process and outcomes will be: <ul style="list-style-type: none"> Objectives Schedules Course outline Module structures such as overview, questions, content, review Creates activities that connect the learners' previous experience and background to the learning process and outcomes. Ensures that feedback opportunities address the learners' performance. 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished at least 3:4 performances (required). Provides exhibits that show techniques for <i>ensuring relevance</i> (required). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished <i>at least the following two required performances:</i> <ul style="list-style-type: none"> Describes for the learner what the learning process and outcomes will be: <ul style="list-style-type: none"> 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 <i>ensuring relevance</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	With or without exhibits: <ul style="list-style-type: none"> 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 <i>relevance</i> 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:	Applicant:	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identifies key partners and collaborators by role (<i>required</i>). Describes ways in which he or she accomplished 3:5 of the performances (required), one of which must be: <ul style="list-style-type: none"> Identifies key partners and collaborators by role (<i>required</i>). Provides exhibits that support narrative for <i>collaborate and partner</i> (<i>required</i>). 	<ul style="list-style-type: none"> Describes ways in which he or she accomplished 3:5 of the performances (required), one of which must be: <ul style="list-style-type: none"> Identifies key partners and collaborators by role (<i>required</i>). Provides exhibits that supported narrative about <i>collaborating and partnering</i>, even though those techniques may not have been described in the narrative (<i>optional</i>). 	With or without exhibits: <ul style="list-style-type: none"> 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 <i>collaboration and partnerships</i> have learning solution's quality (<i>optional</i>). 		

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: <ul style="list-style-type: none">• N/A	Applicant: <ul style="list-style-type: none">• Resume shows 2 performances (required).	Applicant: <ul style="list-style-type: none">• Resume shows 1 or no professional brand performances.	
<ul style="list-style-type: none"> • 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. 				