

FLORIDA STATE UNIVERSITY  
INSTRUCTIONAL SYSTEMS PROGRAM  
**CHECKLIST OF PERFORMANCE COMPETENCIES  
TO BE DEMONSTRATED BY MASTERS STUDENTS  
VIA A PORTFOLIO**  
(Revised February, 2001)

This document contains a list of competencies, divided into six categories, that Instructional Systems masters graduates are expected to acquire and demonstrate via a portfolio. Although there are other competencies we expect our students to acquire (these are listed on another document), **only those competencies that masters students are expected to demonstrate via a portfolio are listed here.** Indicators refer to the courses and other experiences duringg the masters program where a competency is likely to have been acquired.

### Analysis

*Examining complex functions or procedures in order to identify and understand the fundamental elements and their relationships as an initial step in solving human and organizational performance problems.*

1. Designs needs assessment plan or proposal.  
Indicators: 6691, 6287 (Kaufman), 5601
2. Identifies gaps between actual and desired performance.  
Indicators: 6691, 6287, 5601
3. Identifies appropriate datagathering techniques to gain insight into causes of gaps in performance.  
Indicators: Methodology section of 6691, 6287, perhaps internship.
4. Proposes solutions that are appropriate to closing an identified performance gap.  
Indicators: 6691 gaps and solutions, any other products that show both the gap to be closed and the proposed solution, 5601.
5. Conducts learner analysis prior to designing training.  
Indicators: Learner Analysis reports: 5603 Module, 6415 CBT Module, perhaps internship.
6. Determines the knowledge, skills and attitudes required to master a specific job, task or role.  
Indicators: 5601 Job/Task Analysis, perhaps part of 6691 if conducted a JTA, perhaps part of internship.
7. Determines required resources and constraints for a solution or solution system.  
Indicators: 6691, 6631 (Management), 5601.
8. Identifies relationships of systems and subsystems within an organization.  
Indicators: 5601 General Systems Theory Paper, 6287 Proposal, 6691.

## Design

*Planning and selecting instructional strategies and performance support tools based on performance objectives whereby all elements related to performance and learning are systematically brought together.*

1. Prepares an instructional analysis for given learning outcomes.  
Indicators: Example of an instructional analysis (such as the one prepared for EDG 5603).
2. Prepares a learning and performance context analysis for a given learning outcome.  
Indicators: Learning context and performance context report (such as the one prepared for EDG 5603).
3. Prepares clear statements of objectives (in performance terms with conditions and acceptable performance criteria stated) for various categories of learning outcomes.  
Indicators: List of objectives, preferably representing several categories of learning outcomes.
4. Applies rules and principles of learning to the designs of instructional materials.  
Indicators: Description of how specific rules and principles of learning were applied in design of instructional materials. Indicate specifics in instructional materials.
5. Applies instructional design strategies intended to account for individual differences among learners.  
Indicators: Description of how, and indication within particular instructional materials, instructional design strategies were used to account for individual differences among learners.
6. Specifies appropriate instructional strategies for various categories of learning, outcomes.  
Indicators: Examples of instructional strategies (such the one prepared for EDG 5603), preferably designed to help students acquire various categories of learning outcomes.

## Implementing Media and Technology

*Planning, selecting, modifying, designing and producing informational, instructional and performance support materials.*

1. Selects media for given instructional objectives with a rationale for the selection.

- Indicators: Description and example of the rationale for selecting a particular medium for a unit of instruction (e.g., lesson, module, etc.) designed by you.
2. Develops instructional materials a variety of different media (e.g., print, visuals, CBT)  
Indicators: Products produced in 5603 and 6415 including distance learning, materials.
  3. Utilizes instructional media and equipment effectively in presentations and settings that demonstrate proper utilization and appropriate showmanship techniques.  
Indicators: Describe how you have used utilization techniques and showmanship for professional presentations before groups. Include materials in the portfolio from the presentations.
  4. Applies skills in using computer software for professional use.  
Indicators: Describe and provide examples of how you have used word processing, databases, spreadsheets, *PowerPoint*, desktop publishing (e.g., *Page Maker*) and print/graphic utilities for problem solving, data collection, information management, communications, presentations, and/or decision making

## Evaluation and Research

*Gathering and interpreting data applicable to various aspects of improving human performance for the purpose of making management and instructional decisions.*

1. Assesses and synthesizes data from a variety of sources and draws logical conclusions from available information (excluding formative evaluation).  
Indicators: 6691 reports on the analysis of agency data; summer internship evaluation reports, 5601.
2. Conducts formative evaluations of products.  
Indicators: Formative evaluation reports for 5603
3. Designs and implements appropriate assessments of human performance and organizational results  
Indicators: 6691 organizational analysis report
4. Designs and implements appropriate assessments of human learning.  
Indicators: Posttests, assessment instruments, and checklists.

## Management

*Developing and implementing programs/projects that facilitate the achievement of educational/organizational goals through organization, change, project and personnel management.*

1. Develops a long-range project plan.  
Indicators: Gantt chart in Project Management class, client proposal in 6691 class, and 5601.
2. Prepares a project budget.  
Indicators: Training Proposal report in Project Management Class

## Communication

*Articulating goals and processes of the programs/project to several publics.  
Conceptualizing, synthesizing, promoting and directing a program/project that reflects a commitment to organizational goals and professional ethics.*

1. Communicates effectively in professional writing.  
Indicators: Direct reference to specific pages of specific documents that reflect clear, precise, effective writing,
2. Communicates effectively in instructional materials and other forms of instruction.  
Indicators: Direct reference to specific sections of instructional materials
3. Works effectively with other team members.  
Indicators: Document that was developed, written and edited by a team.  
(Describe individual participation of each member on the team.)

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