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Competency Analysis Report

Introduction

My experiences in the Instructional Technology program at the University of South Florida have greatly contributed to my professional development as an ESE teacher in the Pinellas County School District. I have always found that my students are motivated by the use of technology in the classroom and I continue to eagerly search for new ways to incorporate technology to support their learning. I entered the program as an online student due to my challenge of balancing a full time job and coursework. In each class, I found the course stimulating but not overwhelming. Whenever I was in need of extra guidance, the instructors were always willing to Skype or email me with extra support. I especially enjoyed the classes that incorporated instruction in production software that is primarily used in the Instructional Design industry; such as, Flash, Dreamweaver, MS Office and the many open source online applications. In my first courses, I was confused about how to manage my online education with Oasis and Blackboard and I was often anxious or insecure about whether or not I was meeting the expectations of the instructors. It would benefit new students to be directed to an orientation for guidance with Oasis and Blackboard. If this was available at that time, I missed it.

When I began the program, I expected a great deal of reading and writing. I knew there would be fewer idle weekends and evenings and I anticipated endless hours at my computer; however, I had no idea how much I would love learning instructional design and technology. I thoroughly enjoy creating online learning for my students. As an educator of exceptional young adults, I know the value of instruction at any time, any place and at any pace. Through the many opportunities made available to me in the Instructional Technology program, I am prepared to develop eLearning modules for our transition students to support them in preparing for vocational training and independent living. I am connected with a network of talented professionals through the iMapBook research group and the EME2040 Introduction to Technology for Educators team of teachers. My time management, group interaction skills, presentation skills, and self-advocacy skills have all improved from my experiences in this program; as well as, my use of computer technology for instruction.

I plan to continue to develop eLearning that supports the transition students in my program and to pursue publishing the modules for other similar programs.

Competency Checklist:

Product	Relative Competencies	Self Assessment	Rationale
Bus4Us Module	6. Write criterion-referenced, performance-based objectives 11. Prepare end-users for implementation of courseware materials	Highly Skilled Highly Skilled	I am a strong proponent of backward design which begins the activity planning process with development of the learning objectives. This module is an excellent example of beginning with the objective to design a sequence of learning activities to teach and support adults with disabilities in using the PSTA Trip Planner and storing the information in an iPhone. To test the module, it was necessary to train two peer teachers on how to use the courseware so they could use it in their classroom.
Instructional Development Plan for Bus4Us	1. Perform a needs assessment/ analysis	Highly Skilled	In this project, it was necessary to do a thorough needs assessment in order to design a product for our target audience. My group frequently reviewed and analyzed the data and content to identify potential problems the learners might run into and then worked to find solutions. It was particularly difficult to choose the type of cell phone and map program to use. We had to adjust our plan when we analyzed our survey information.
Formative Evaluation Summary	12. Evaluate instruction, program, and process	Highly Skilled	For this project, we had pre-surveys for the subject matter experts and students, documentation forms to record data during the testing and post-surveys for feedback. I consider this an example to follow for future module development.
SnackBar Basics	3. Assess the relevant characteristics of the target audience	Highly Skilled	This module was developed for my ESE Transition students as we were just beginning our snack bar curriculum (counting money, customer service and entering amounts in a cash register). My students are low readers and rely heavily on images; they love animations and seeing themselves on the computer. It has been a huge success.
Right Tool for the Right	5. Perform job, task, and/or	Highly Skilled	In this project, my group learned how to do rapid prototypes to facilitate discussions

Job	content analysis 15. Interact effectively with other people 10. Develop training program materials	(Not at first, but I learned a lot in this project)	with the subject matter expert to gain understanding of the content to be taught, the learner characteristics and the context of the online module in relation to the face to face instruction. It was very challenging for our group to sequence the activities and present the learning within the limits of our technical abilities. We were further challenged with group members that had difficulty meeting the deadlines and this caused some friction in the group. We had very dedicated teacher support and, although the module was not completed to the level that we had planned, it was an excellent learning opportunity.
Social Networking Website for Adults with Learning Disabilities	2. Plan and monitor training projects	Moderately Skilled	This project management plan was not the best choice for this assignment because it did not involve a group of people, resources or budgets to allocate or monitor. It was meaningful to me and using MS Project software to define a timeline and Return on Investment gave me a lot of insight into how to manage a bigger project. I have a better understanding of the business end of instructional design now.
Instructional Technology for Students with Learning Disabilities	14. Communicate effectively by visual, oral, and written form with individuals, small group, and in front of large audiences	Moderately skilled	Presentations and communicating information to a group is challenging and an area I will continue to strive for improvement. Some of the supports that help me are: peer critiques, presentation software and more opportunities to practice.
Coding of Data for Inference Study	9. Develop performance measurement instruments	Moderately skilled	Surveys, Questionnaires, and Assessments are a very important piece of instructional technology. I was fortunate to be included in a research group that developed the instruments for research on the inference skills of 6th grade struggling readers. I assisted and contributed to the development of the instruments and learned a lot from the more experienced members of our team. My greatest contribution was in the coding of the student transcripts.
TIP Graphic	16. Demonstrate	Highly	The EME2040 Introduction to Technology

Organizer	good work habits	skilled	for Educators research team has regular meetings to reflect on past lessons and plan for future lessons. This process of continually reflecting and adjusting is dynamic and effective work habits. The graphic organizer included here represents an activity that I updated based on team feedback. The graphic organizer was developed to provide support for a group presentation.