



**CERTIFIED DEVELOPER  
OF TRAINING**

## Application for the Certified Developer of Training (CDT)

Endorsed by:



International Society for  
Performance Improvement



**Applications are processed throughout the year.**

Please see the Handbook for instructions on how to complete the application.

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### Candidate Information

This information is used for administrative purposes and is not seen by reviewers.

#### Candidate

First Name: \_\_\_\_\_ Middle Name or Initial: \_\_\_\_\_

Last Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Job Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/County/ZIP or Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name as you would like it to appear 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: \_\_\_\_\_

*Part A: Attestations, Agreements, Code of Ethics*

*Invite your Attester(s) to attest to your experience and the quality of your work.*

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**

## 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 three 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 be 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 B: ID Certification Application

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):**

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

**Description that best matches your current employment status:**

- Full-time employee
- Part-time employee
- Full-time external consultant
- Part-time external consultant
- Not currently employed
- Retired
- Other (Specify) \_\_\_\_\_

**Role that best matches your current employment status:**

- |   |   |
|---|---|
| <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](http://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](mailto:Credentials@HaleCenter.org).
6. Submit payment if you have not already done so. Visit [www.HaleCenter.org](http://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](mailto: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](mailto: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)		
<b>Total Score</b>	<b>00</b>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>• Selects tools and methods that can be replicated at minimal costs and time.</li> <li>• 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.</li> <li>• Recommends tools and techniques that improve the learning environment and better match the learners' needs.</li> <li>• Recommends tools and techniques that improve the learning solution's cost effectiveness.</li> <li>• Leverages content, solution-development processes, and solutions for reuse and lowest cost of reproduction.</li> <li>• Develops solutions that can be turned over to a different team who will support or teach it over time.</li> <li>• Develops solutions that include planned future review cycles.</li> <li>• Remediate expensive one-time solutions with follow-up that allows learners to access elements of those learning solutions.</li> <li>• Explains improvements to original learning design where such improvement created savings, improved learning, improved functionality, or generated better data for the sponsors.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 6:9 performances (required)</b>.</li> <li>• Provides exhibits that show techniques for <i>addressing sustainability (required)</i>.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 4:9 performances (required)</b>.</li> <li>• 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>.</li> </ul>	<p>Applicant:</p> <p>With or without exhibits -</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>fewer than 4:9 performances</b>.</li> <li>• Does not appear to understand the concept of <i>sustainability</i> in designing and developing learning solutions.</li> </ul>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>• Maps the instructional elements to defined project and audience requirements.</li> <li>• Sequences learning elements and content appropriately for defined learners.</li> <li>• Modifies planned instructional elements in order to make those elements more effective.</li> <li>• Selects appropriate content for the solution.</li> <li>• Maps content to appropriate instructional elements.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 4:5 performances (required)</b>, one of which must be:                             <ul style="list-style-type: none"> <li>○ Maps the instructional elements to defined project and audience requirements.</li> </ul> </li> <li>• Provides exhibits that support narrative about <i>aligning solution (required)</i>.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 3:5 performances (required)</b>, one of which must be:                             <ul style="list-style-type: none"> <li>○ Maps the instructional elements to defined project and audience requirements.</li> </ul> </li> <li>• 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>.</li> </ul>	<p>Applicant:</p> <p><b>With or without exhibits:</b></p> <ul style="list-style-type: none"> <li>• Lacks strong description or exhibits do not show any techniques for <i>aligning solution</i>.</li> <li>• Describes ways in which he or she accomplished only 1 or 2 performances.</li> <li>• Does not appear to understand the concept of <i>aligning solution</i> to project, audience, and/or content.</li> </ul>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>• Creates metrics or rubrics that guide the assessment of performance within the learning environment.</li> <li>• 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.)</li> <li>• Creates instructions for using the performance tools.</li> <li>• Pilot tests tool(s) to assure that the tool measured the appropriate performance.</li> <li>• Modifies tool(s) based on feedback from pilot testing.</li> <li>• 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.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 5:6 performances (required)</b>, two of which must be:                             <ul style="list-style-type: none"> <li>○ Creates metrics or rubrics that guide the assessment of performance within the learning environment.</li> <li>○ Creates effective assessment tool(s) to support the assessment <i>process</i>.</li> </ul> </li> <li>• Provides exhibits that show techniques for <i>assessing performance</i> (required).</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 3:6 performances (required)</b>, two of which must be:                             <ul style="list-style-type: none"> <li>○ Creates metrics or rubrics that guide the assessment of performance within the learning environment.</li> <li>○ Creates effective assessment tool(s) to support the assessment <i>process</i>.</li> </ul> </li> <li>• 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 <b>(required)</b>.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Exhibits do not show any actual assessment tools and associated metrics or rubrics.</li> <li>• Describes ways in which he or she accomplished only 2 or fewer performances.</li> <li>• Does not appear to understand the concept of <i>assessing performance</i>.</li> </ul>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>• Chooses elements of the “real” work environment, tools, and technology to include in the practice learning environment.</li> <li>• Measures readiness for learning.</li> <li>• Triggers relevant previous experience.</li> <li>• Provides interim self-assessment or skill measurement opportunities.</li> <li>• Incorporates tools for on-the-job performance.</li> <li>• Provides opportunities for learner to integrate changed skills based on feedback.</li> <li>• Provides feedback techniques that give learners information relevant to enhancing performance, retention, and transfer.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 4:7 performances</b> (required).</li> <li>• Provides exhibits that supported narrative about <i>enhancing retention and transfer</i> (required).</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 3:7 performances</b> (required).</li> <li>• Provides exhibits that show techniques for <i>enhancing retention and transfer</i>, even though those techniques may not have been described in the narrative (optional).</li> </ul>	<p>Applicant:</p> <p>With or without exhibits:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>fewer than 3:7 performances</b>.</li> <li>• Does not appear to understand the concept of <i>enhancing retention and transfer</i> from classroom to work world.</li> </ul>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>Creates practice opportunities that mimic work tasks and work processes.</li> <li>Chooses elements of the “real” work environment, tools, and technology to include in the practice learning environment.</li> <li>Scripts steps and interactions.</li> <li>Creates the full spectrum of support materials to ensure that learning occurs.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>Describes ways in which he or she accomplished <b>at least 3:4 performances</b> (required).</li> <li>Provides exhibits that show techniques for <i>eliciting performance practice</i> (required).</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>Describes ways in which he or she accomplished <b>at least the following two required performances</b>:                             <ul style="list-style-type: none"> <li>Describes for the learner what the practice opportunities will be.</li> <li>Creates practice opportunities that connect learner’s real work to the learning process and outcomes.</li> </ul> </li> <li>Provides exhibits that show techniques for <i>eliciting performance practice</i>, even though those techniques may not have been described in the narrative (optional).</li> </ul>	<p>Applicant:</p> <p>With or without exhibits:</p> <ul style="list-style-type: none"> <li>Describes ways in which he or she accomplished <b>fewer than 2:4 performances</b>.</li> <li>Does not show that he or she could describe for the learner what the practice opportunities would be.</li> <li>Does not connect activities to real work processes or outcomes.</li> <li>Does not appear to understand the concept of <i>practice</i> and its impact on the learner.</li> </ul>	

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"> <li>• Uses techniques that gain learners’ attention.</li> <li>• Provides opportunities for learners to gain confidence through active involvement, such as discussion, practice, self-assessment, group activities, individual activities, etc.</li> <li>• Provides activities at the appropriate level for the audience.</li> <li>• Adjusts activity levels as learners gain skill and confidence.</li> <li>• Provides opportunities for constructive feedback appropriate to audience level.</li> <li>• Provides feedback techniques that give learners performance-specific information.</li> <li>• Provides opportunities for learners to give input on their learning experience, when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 5:7 performances</b> (required).</li> <li>• Provides exhibits that show techniques for <i>engaging the learner</i> (required).</li> </ul>	<ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 3:7 of the required performances</b>.</li> <li>• Provides exhibits that show techniques for <i>engaging the learner</i>, even though those techniques may not have been described in the narrative (optional).</li> </ul>	With or without exhibits: <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>fewer than 3:7 performances</b>.</li> <li>• Does not appear to understand the concept of <i>learner engagement</i>.</li> </ul>	



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"> <li>• Creates solutions that acknowledge:               <ul style="list-style-type: none"> <li>○ Culture – Workplace, learner, language, society, work group, individual’s demographic benchmarks (education, gender, age, disabilities, etc.)</li> <li>○ Prior experience of learner.</li> <li>○ 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?)</li> <li>○ Variability in content – That some content is more critical, more frequent, or more difficult.</li> </ul> </li> <li>• Verifies that materials reflect the capabilities of audience (e.g., readability – localization, plain language, global English, physical capabilities).</li> <li>• Maps to other learning opportunities.</li> <li>• Aligns content with learning objectives and desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Describes how the solution acknowledges:                   <ul style="list-style-type: none"> <li>▪ Culture</li> <li>▪ Prior experience</li> <li>▪ Relationships to work</li> <li>▪ Variability in content</li> </ul> </li> </ul> </li> <li>• Provides exhibits that supported narrative about <i>ensuring context sensitivity (required)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Describes how the solution acknowledges:                   <ul style="list-style-type: none"> <li>▪ Culture</li> <li>▪ Prior experience</li> <li>▪ Relationships to work</li> <li>▪ Variability in content</li> </ul> </li> </ul> </li> <li>• 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>).</li> </ul>	With or without exhibits - <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>fewer than 3:4 performances</b>.</li> <li>• Does not describe how the solution acknowledges contexts of culture, experience, or work.</li> <li>• Does not appear to understand the concept of <i>ensuring context sensitivity</i> in the learning environment as a reflection of real-world work.</li> </ul>	

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:	
<ul style="list-style-type: none"> <li>• Explain the needs of the learning audience and how the proposed solution addresses those needs.</li> <li>• Describes for the learners what the learning process and outcomes will be:               <ul style="list-style-type: none"> <li>○ Objectives</li> <li>○ Schedules</li> <li>○ Course outline</li> <li>○ Module structures such as overview, questions, content, review</li> </ul> </li> <li>• Creates activities that connect the learners’ previous experience and background to the learning process and outcomes.</li> <li>• Ensures that feedback opportunities address the learners’ performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least 3:4 performances</b> (required).</li> <li>• Provides exhibits that show techniques for <i>ensuring relevance</i> (required).</li> </ul>	<ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>at least the following two required performances</b>:               <ul style="list-style-type: none"> <li>• Describes for the learner what the learning process and outcomes will be:                   <ul style="list-style-type: none"> <li>○ Objectives</li> <li>○ Schedules</li> <li>○ Course outline</li> <li>○ Module structures such as overview, questions, content, review</li> </ul> </li> <li>• Creates activities that connect learner’s previous experience and background to the learning process and outcomes.</li> </ul> </li> <li>• Provides exhibits that show techniques for <i>ensuring relevance</i>, even though those techniques may not have been described in the narrative (optional).</li> </ul>	With or without exhibits: <ul style="list-style-type: none"> <li>• Does not show that he or she could describe for the learner what the learning process and outcomes would be.</li> <li>• Does not tie activities back to audience needs or previous experience.</li> <li>• Does not appear to understand the concept of <i>relevance</i> and its impact on the learner.</li> </ul>	

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
<p>Performances:</p> <ul style="list-style-type: none"> <li>• Addressed sponsors’ needs.</li> <li>• Generated ideas to resolve project issues.</li> <li>• Negotiated changes.</li> <li>• Tested that sponsor and audience needs were addressed.</li> <li>• Worked with content experts to generate content.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Identifies key partners and collaborators by role <i>(required)</i>.</li> <li>• Describes ways in which he or she accomplished <b>4:5 of the performances</b> <i>(required)</i>.</li> <li>• Provides exhibits that support narrative for <i>collaborate and partner</i> <i>(required)</i>.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>• Describes ways in which he or she accomplished <b>3:5 of the performances</b> <i>(required)</i>, one of which <i>must be</i>:                             <ul style="list-style-type: none"> <li>○ Identifies key partners and collaborators by role <i>(required)</i>.</li> </ul> </li> <li>• 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>.</li> </ul>	<p>Applicant:</p> <p>With or without exhibits:</p> <ul style="list-style-type: none"> <li>• Does not provide information identifying key partners and collaborators by role.</li> <li>• Describes ways in which he or she addressed <b>fewer than 3:5 performances</b>.</li> <li>• Does not appear to understand the impact that <i>collaboration and partnerships</i> have learning solution’s quality <i>(optional)</i>.</li> </ul>	

Maintains Professional Brand (CIDD only)	Creates a persona of a valued and valuable professional either as an instructional designer or as field expert.			Rating
Standard (domain)	Outstanding	Acceptable	Insufficient	
<p>Performances:</p> <ul style="list-style-type: none"> <li>Writes clearly and professionally for the public through professional journals, blogs, books, and related writing opportunities.</li> <li>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.</li> <li>Teaches and facilitates multi-day programs or college-level courses requiring both presentation skills and group facilitation skills.</li> <li>Supports the field while building leadership skills through participation in volunteer leadership opportunities.</li> <li>Presents professional opinion to public officials.</li> <li>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.</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>Resume shows <b>2 performances</b> (<i>required</i>).</li> </ul>	<p>Applicant:</p> <ul style="list-style-type: none"> <li>Resume shows 1 or no professional brand performances.</li> </ul>	