



# Candidate's Documentation Requirements and Directions for IYD Standard Process

The following is a list of the items that you need to prepare as partial demonstration of your competence. Following the list is a more detailed description of each section. This can be prepared with the guidance of your Advisor, instructor, mentor, journey person or supervisor. **All documentation should reflect current practice, and must be prepared by you within six months of your final assessment.**

## I. PORTFOLIO

### Personal/ Program statements (4 items):

1. Autobiography
2. Description of the program candidate works in
3. Purpose or Value Statement - Why I want to work with children/youth
4. Self-assessment and professional development goal statements

### Competency Statements (6 items):

- **Competency Statement #1** - How basic theories of growth and development determine program planning and guidance practices.
- **Competency Statement #2** - Respect for Individuals and Communities in a Diverse Society
- **Competency Statement #3** - Providing a Safe, Healthy Learning Environment
- **Competency Statement #4** - Planning for Personal and Social Development
- **Competency Statement #5** - Planning for Cognitive, Language, Physical and Creative Development
- **Competency Statement #6** - Working Professionally and Ethically

## II. PROFESSIONAL RESOURCE FILE

### Resource Collection/ Documentation (16 items):

1. Observation tools (Child/Youth Development)
2. Observation records-Gross and Fine Motor Development (Child/Youth Development)
3. Case study of child with special needs (Child/Youth Development)
4. Profile of community that majority of participants come from (Families & Communities)
5. Example of parent communication (Families and Communities)
6. List of referral agencies/resources in community (Families & Communities)
7. Environmental Checklist (Safe, Healthy Learning Environment)
8. Weekly planning document (Program Content/Curriculum)
9. Examples of youth product in Creative Development: Video/Audio tapes, or snapshot album (Program Content/Curriculum)
10. Examples of youth products in Language/Literacy Learning: Video/Audio Tapes or snapshot album (Program Content/Curriculum)
11. Certificates of completion (Professionalism)
12. Child abuse reporting information (Professionalism)
13. Copy of Program Policies (Professionalism)
14. Sample accident/incident report forms (Professionalism)
15. Testimonials from other staff member(s) (Professionalism)
16. Code of ethics (Professionalism)

### **Directions for Preparing Documentation**

The information in this section will help you prepare documents and information that is needed for the Independent Reviewer assessment visit. It provides a detailed description of the Portfolio and the Professional Resource File. It is often helpful to use the *Candidate's Assessment Checklist* to keep track of what has been completed and what items still need to be prepared (The Checklist can be printed off the web site

[www.indianayouthpro.org](http://www.indianayouthpro.org))

## I. PORTFOLIO

The “portfolio” can be prepared in a variety of formats using file boxes, notebooks or portfolio envelopes. Each candidate can decide how best to collect and organize the information listed below. Candidates following the **Standard** Route to an IYD are required to complete a Portfolio that contains each of the items listed in the order they are listed.

### A. Personal/Program statements (4 items):

1. **Autobiography** – A written statement of 300 to 500 words that describes you as a person: your past, reasons for choosing to work with children or youth, interests and hobbies, and plans for the future.
2. **Description of program you work in** – a statement that includes:
  - a. Name, philosophy and goals of the program.
  - b. A description of the program including number of children and their ages, special needs, languages spoken in the home and community, cultural backgrounds and number of staff members
  - c. Explain your role in relationship to other staff members, length of time in present and previous roles, etc.
3. **Purpose or Value Statement** – “Why I want to work with children/youth.” This is a personal statement of 100 to 200 words that reflects your present commitment level for working with children or youth.
4. **Self-assessment and professional development goal statements** - This section can be met with either a narrative statement or a professional development checklist or self-assessment. It should reflect how you have increased your professional skills and knowledge up to now, and how you will approach future learning and skills development. The *Candidate’s Self-Assessment Tool* may also serve as a basis for this goal statement.

### B. Competency Statements (6 items):

In your own words provide a written statement (250-500 words) that describes the things you actually and typically do with children/youth and their families in each of the six areas of competency. The description should demonstrate your ability to meet the specific needs of children or youth in each of the six areas listed below.

Each essay should begin **with a goal statement** and include specific examples from your own program and what you do specifically to achieve this goal, why you do this and the results of these actions. For Example:

Safe “The goals for safety at our center are to prevent and reduce accidental injuries, to respond to injuries in an appropriate way and to teach our children (youth) safety standards.”

1. **Competency Statement #1 – How basic theories of growth and development determine program planning and guidance practices.** This statement has two sections:
  - A. Growth and Development: Will reflect your basic knowledge of how children/youth learn and develop, how you observe and assess growth and development, your appreciation for individual differences and how individuals with special needs are included in the program.
  - B. Guidance: Will describe how you create a positive, supportive environment for children/youth. It also should illustrate how you apply principles of growing in self-management and maintain appropriate boundaries.
2. **Competency Statement #2 – Respect for Individuals and Communities in a Diverse Society.** This statement has two sections:
  - A. Respect for Diverse Cultures in Communities: Will reflect your appreciation of your own cultural heritage and that of the children/youth you work with who are coming from increasingly diverse cultures. It should also illustrate how you seek to help program participants respect and appreciate each others cultural differences.
  - B. Works with Families: Will reflect what you and/or the program you work with does to support, inform and include parents. You may include what the barriers to working with families are, and how these have been/could be addressed.

3. **Competency Statement #3 - Providing a Safe, Healthy Learning Environment.** This statement has three sections:
  - A. Safe: Covers what you do to assure a safe environment for program participants.
  - B. Healthy: Covers what you do to assure an environment that promotes good health and nutrition.
  - C. Uses Indoor/Outdoor Environments: Reflects what you do to use space, equipment and materials as resources to create an interesting learning environment. You may include what barriers you encounter and how these have been/could be addressed
4. **Competency Statement #4 - Planning for Personal and Social Development.** This statement has two sections:
  - A. Self: Reflects what you do to help children/youth feel effective, experience success and gain positive recognition from others.
  - B. Social: Reflects what you do to support development of positive interpersonal relationships.
5. **Competency Statement #5 - Planning for Cognitive, Language, Physical and Creative Development.** This statement has four sections:
  - A. Cognitive: Illustrates what you do to advance and support cognitive development.
  - B. Language/ Literacy: Covers what you do to advance and support children's/youth's ability to use the written and spoken language.
  - C. Physical: Illustrates what you do to promote both gross and fine motor development, and to encourage physical fitness.
  - D. Creative: Demonstrates what you do to stimulate creative learning and encourage creative expression.
6. **Competency Statement #6 – Working Professionally and Ethically.** This statement has four sections:
  - A. Self-development: Shows that you have acquired the personal values and philosophy to work with children and youth, and have the basic language and literacy skills to be an effective model and leader of children/youth.
  - B. Appreciates Children/Youth: Demonstrates your belief in the potential and empowerment of children/youth, and enjoys being with youth.
  - C. Ethical and Responsible Employee: Exhibits how you support the policies and the mission of the program.
  - D. Professional Development: Reveals what you believe about your own professional development and your future goals.

## II. THE PROFESSIONAL RESOURCE FILE

### A. Resource Collection/ Documentation (16 items):

#### 1 **Child/Youth Development:**

- a **Observation tools** - Observation tools and descriptions of technique that would allow you to document growth in any or all of the following domains: physical, cognitive, language, social and creative.
- b **Observation records-Gross and fine motor development** - Include a sample of an actual observation on a child/youth in your program. Remove names and personal identifying information to maintain confidentiality.
- c **Case study of child with special needs** - Based on observations and assessments, a description of a child's/youth's development in all areas: physical, cognitive, language, social and self. It should outline what the program has done and proposes to do to accommodate and support the child's continued growth and development. Remove names and personal identifying information to maintain confidentiality.

#### 2 **Families and Communities:**

- a **Profile of community that the majority of participants come from** – Includes information on the cultural, economic, social and civic involvement of the community where a majority of the program participants live.
- b **Example of parent communication** - Samples of media or activities that are used to communicate with parents and/or get parents involved in the program.

- c Referral agencies/resources in community** - Can include: community resource listing; collection of agency brochures; information from web-sites; or a list you created.
- 3 Program Environments:**
  - a Environmental Checklist** - Your assessment of the safety, health and learning environment factors of the setting which is used for group activities on a regular basis.
- 4 Program Content/Curriculum:**
  - a Weekly planning document** - One or more samples of a planning document (daily, weekly or monthly format) that illustrates an actual typical week's activities.
  - b Examples of youth product in Creative Development** - Documentation of a creative experience that was provided in the program by way of Video/Audio tapes, snapshots or work samples.
  - c Examples of youth products in Language/Literacy Learning** - Documentation of a language or literacy development experience that was provided in the program by way of Video/Audio tapes, snapshots or work samples.
- 5 Professionalism:**
  - a Certificates of completion** - All transcripts, certificates of completion and/or other documentation of significant work experience.
  - b Child abuse reporting information** - Information about recognizing and reporting child abuse.
  - c Copy of Program Policies** - A copy of the policies and procedures in the program in which you work.
- 6 Sample accident/incident report forms** - Copies of accident/incident report forms used in the program where you work.
- 7 Testimonials from other staff member(s)** - Letters, statements or evaluations from co-workers or supervisors commenting on your level of responsibility and/or capacity to work cooperatively.
- 8 Code of ethics and professional association membership**- A professional knows the ethics of the profession and is a member of the professional association that most closely aligns with his/her own professional values and orientation. This section should contain a membership card and copy of the organization's code of ethics.

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Indiana YouthPRO Association is an equal opportunity/affirmative action non-profit organization