



Indiana Youth Development Credential Self-Assessment Tool Alternate Process

Name _____ Date _____

Before you start, you may wish to review the Eligibility Requirements and the comprehensive listing of *IYD Core Competencies*. In areas that request information on courses please list the class name, number and other information as it is listed on your transcript. Follow the steps outlined in the *Using the Self-Assessment Tool*. Determining what you need to accomplish to meet IYD eligibility requirements can be done in section V.

- I have an Associate, Bachelor or Master degree with:
 - A minimum of 12 credits in Youth Development or a related field that relate to the Core Competencies; **OR**
 - 180 hours of non-credit training and/or experience in Youth Development within the past 3 years that relate to the Core Competencies; **OR**
 - 20 Continuing Education Hours (CEH or CEU) earned during the past 3 years that relate to the Core Competencies.

And am applying for the IYD using the Alternative Process.

Please mark courses/trainings in the following table that you believe fulfill the requirement you have marked using a *, titles of courses/trainings listed must match the documentation provided.

I. Education – This section determines if you have the minimum requirement – a High School diploma or GED. It also provides space for recording post-secondary education and to identify which what plus an AA/AS, BA/BS, or MA/MS degree. Please check all that are applicable. Use additional paper if needed.

- I have a High School Diploma from: _____ Yr. _____
- I have a General Equivalency Diploma (GED) from: _____ Yr. _____
- I have an Associate Degree, from: _____ Yr. _____
- I have earned ____ credits toward an AA/AS from _____
Area of Study: Major _____ Minor _____
- I have a Bachelors Degree, from: _____ Yr. _____
- I have earned _____ credits toward a BA/BS from: _____
Areas of Study: Major _____ Minor _____
- I have a Masters Degree, from: _____ Yr. _____
- I have earned ____ credits toward a MA/MS from: _____
Areas of Study: Major _____ Minor _____

Knowledge and Skills - This section will pinpoint what training/coursework will apply towards the IYD and what courses, if any, still need to be completed. Read the sixteen competency area descriptions in the first column, if you need more detail on the Competencies please refer to the *IYD Core Competencies*. If you have taken a college class that covers this topic, check the appropriate column and **enter the COURSE NAME AND NUMBER, as it appears on your transcript in the last column.**

I. Child/Youth Development			
Competency Areas (16) with Description	Course work that covers this area	Course work needed	Course or Class where I acquired this knowledge/skills
1. Knowledge of Child/ Youth Development Learns practices, communicates and demonstrates an awareness and working knowledge of Child/Youth Development theory, principles and practices.			
2. Observation/ Assessment Methods Observes and records pertinent information about children/ youth. Utilizes information from observations and assessments to plan for activities, materials and environment so that individual children's/youth's needs, interests and abilities are being met.			
3. Individual Differences Recognizes and respects the wide range of abilities, interests and needs of individual participants in a way that increases their self-esteem and their respect for others.			
4. Guidance Skills Handles student behavior problems using age-appropriate procedures established by best practice and in line with program policies. Identifies type of behavior problems in students and responds appropriately and consistently.			
II. Families and Communities			
Competency Areas (16) with Description	Course work that covers this area	Course work needed	Course or Class where I acquired this knowledge/skills
5. Respect for Diverse Cultures in Communities Incorporates a positive attitude toward differences relating to language, culture, economics, gender roles, religion, family structures, age, and physical /mental capacity.			

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<p>6. Works with Families Maintains an open, friendly and cooperative relationship with each child's/youth's family encourages their involvement in the program and supports the child's/youth's relationship with his/her family.</p>			
III. Program Environments			
<p>Competency Areas (16) with Description</p>	<p>Course work that covers this area</p>	<p>Course work needed</p>	<p>Course or Class where I acquired this knowledge/skills</p>
<p>7. Assures a Healthy and Safe Environment Provides a safe environment to prevent and reduce injuries, and promotes good health and nutrition, while providing an environment that contributes to the prevention of illness.</p>			
<p>8. Uses Indoor/Outdoor Environments Uses space, equipment, and materials as resources for creating an interesting, secure, enjoyable environment that encourages interaction, exploration, learning and self-management for each child/youth, including those with special needs.</p>			
IV. Program Content/Curriculum			
<p>Competency Areas (16) with Description</p>	<p>Course work that covers this area</p>	<p>Course work needed</p>	<p>Course or Class where I acquired this knowledge/skills</p>
<p>9. Planning for Inter-personal (Social) and Intra-personal (Self) Development <u>Social</u> - Supports development of peer group cohesion and collaborative participation by promoting group work, cooperative learning and community building. <u>Self</u> - Provides many opportunities for all children/youth, including those with disabling conditions to feel effective, experience success and gain positive recognition from others</p>			
<p>10. Planning for Cognitive and Language/Literacy Learning <u>Cognitive</u> - Provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and leaning styles of each child/ youth. <u>Language/ Literacy</u> - Provides opportunities and support for children/ youth to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.</p>			

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11. Planning for Physical Learning Provides a variety of equipment, activities and opportunities to promote the physical development and physical fitness of children/youth.			
12. Planning for Creative Learning Provides opportunities that stimulate children/ youth to experiment with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.			
V. Professionalism			
Competency Areas (16) with Description	Course work that covers this area	Course work needed	Course or Class where I acquired this knowledge/skills
13. Self-Development <u>Understanding of Self</u> - Uses knowledge of self, including personal values and philosophy to evaluate program approaches. Takes measures to insure one's own mental and physical health. <u>Basic Skills</u> - Possesses basic communication and computation skills and is able to apply thinking skills to solve problems.			
14. Appreciates Children/Youth Demonstrates a belief in the potential and empowerment of all children and youth, and enjoys being with youth			
15. Ethical and Responsible Employee Demonstrates professional work habits and conforms practices to information from public policy, agency policies and professional ethics.			
16. Professional Development Promotes quality in children/youth services and takes advantage of opportunities to improve competence for personal and professional growth, and for the benefit of children/youth and their families.			

Reminder – If you are using course work from an Associate, Bachelor or Master degree to meet requirements of the IYD **make sure you have marked the courses/trainings you believe fulfill the requirements using a ***. If you do not mark them with a * you may not receive appropriate credit.

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III. Experience

A. Work experience (480 hours) – List full or part time employment you have had working with children or youth (age 5 to 18). Mark with * the experience you have had in the last five (5) years. Use additional paper as needed.

Program	City/State	Role & age of participants	Dates
<i>Sample: Smith YMCA</i>	<i>Smithville, Unistate</i>	<i>Group leader 8 to 10 yr. Olds</i>	<i>* Three summers, 10 weeks, 2005, 2006, 2007 = 975 hours</i>

B Other Training or Experience. List experiences that you think meet the criteria for prior learning/life experience and CEH/CEU's.

Experience	Provider	Focus and # hours	Dates
<i>Sample: On the Job Training</i>	<i>ABC kids R Us</i>	<i>Demo and practice using ABC kids curriculum.</i>	<i>1/1/05</i>

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Professional – List any memberships you currently have in a professional organization, example Indiana YouthPRO Association. If you are also claiming significant professional contributions as a partial fulfillment of eligibility, list what experiences you think might meet the criteria for prior learning/life experience. Use additional paper as needed.

Professional Role	Organization	Nature of affiliation or contribution
<i>Sample: Member</i>	<i>National Youth Development Assoc.</i>	<i>Read association newsletter</i>

V. PLANNING FOR ASSESSMENT

Below list all of the things you think you need to complete before you have your final assessment. You may also want to list what resources, i.e. colleges, scholarships, etc. that you need to contact. If you have questions about resources, contact YouthPRO staff .

A. Training Information: What classes/additional training do I need to seek out?

B. Experience and Professional Activity Information: What additional experience and/or professional activities do I need to complete to fulfill the eligibility requirements?

Return a copy of this form to:
Indiana YouthPRO Association, 4755 Kingsway Drive, Suite 300, Indianapolis, IN 46205
Copies of all forms and information can be found online at www.indianayouthpro.org

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