



nyaeyc

New York Association for the
Education of Young Children

The New York State Training and Technical Assistance Professional Credential

Professional Development Specialist

Application Process

General Instructions

The New York State Training and Technical Assistance Professional (T-TAP) Credential - Professional Development Specialist designation is the standard used to assure quality professional development for early childhood and school-age professionals. It recognizes a high level of professional achievement for providers of professional development.

All professional development providers applying to become a T-TAP Professional Development Specialist must submit the written reflection application and participate in a video interview.

The T-TAP application and interview are an opportunity for you to present evidence of your abilities as a trainer. The application must specifically describe your knowledge and skills as they relate to those outlined in the credential's T-TAP Competencies for providers of group professional development.

Education and Experience

Your education and experience will be verified through [The Aspire Registry](#). Please complete an individual professional profile in Aspire before applying for the credential. You must have an active **trainer** profile with:

- A minimum Career Ladder 5A with a minimum of 12 credits
 - Early Childhood Designation: Early Childhood Credits
 - School Age Designation: Elementary Education, Youth Development or the School Age Care Credential
- Documented 2-years of professional experience working directly with children and families in the chosen.

NYAEYC offers the T-TAP Credential Professional Development Specialist Designation for both early childhood and school-age trainers. Please indicate which credential aligns with your education and work experience.

Intent To Apply Form

Once you have an active Aspire Professional Profile, complete the Intent to Apply Form on the NYAEYC website: <http://nyaeyc.org/ttap-credential/>.

You will supply basic contact information including your Aspire ID. The application should take no more than 15 minutes to complete.

Using information from your Aspire Professional Development Record, NYAEYC will determine your eligibility for the Credential. Candidates will be notified of their eligibility status within 10 business days.

Written Reflection Application

Section 1: New York State Core Body of Knowledge (CBK) Self-Assessment and Comfort Level Assessment

Begin this process assessing your competence in the 7 Core Competency areas of the CBK. Carefully read through each related behavior and skill for each core competency area. It is expected that although you are an experienced professional, there will be areas of opportunity for every applicant. *If you have recently completed the assessment and professional development planning tool as part of the CBK Institute, you may use that document.*

Section 2: Professional Development Sessions Submission

You will answer questions to self-reflect on training that you are submitting. You may not have asked yourself these questions when you created the training. That is okay. You will be assessed on how clearly and thoroughly you articulate your answers. -

It is most beneficial to use a training you have offered more than once for the reflection piece. The focus of the review is on how you have answered the questions and not on the content of the professional development session.

Please be prepared to upload the following:

- PowerPoint Slides with Trainer notes OR Comprehensive Training Plan
- Blank copy of the evaluation used to assess the content and delivery of the training

Section 3: Professional Development Provider Self Reflection Questions

Your answers to the questions articulate your process in creating and providing group professional development. Please respond to these questions specific to the training submitted in your application. Speak directly to your research, reflection, and adaptation of content and delivery based on the participants in attendance.

1. Describe your process for planning a particular offering of this professional development session. How might you adapt content and instructional methods to meet the needs of your participants?
2. The evaluation submitted measures participant learning at the culmination of this session. What are some ways that you assess participant acquisition of stated learning objectives throughout this training session?
3. Research shows that high quality professional development leads to changes in behavior and practice. What specific strategies do you use to make this happen?
4. If given the opportunity to do this session again, what might you do differently? How might you revise content or instructional design as a result of this reflective exercise?

The T-TAP PDS competencies in Areas A, B, and D will be most heavily used during the interview.

Section 4: Attestation Statements

You will be asked to sign off on the provider attestation statement and declaration of authenticity at the end of the written reflection.

Professional Development Provider Attestation

As a participant of the New York State Training and Technical Assistance Professional Credential, as a Professional Development Specialist I agree to the following:

- Present content that is congruent with the [National Association for the Education of Young Children's Code of Ethical Conduct for Early Childhood Adult Educators](#). The Code of Ethical Conduct will also guide my own behavior.
- Present current and factual information that reflects best practices for adult learning situations, including maintaining the confidentiality of all participants.
- Adhere to copyright laws. I will not present material produced by other trainers or training programs without first obtaining written permission and/or acknowledging the source of the information as appropriate.
- Provide professional development activities that are within the boundaries of my competence and expertise.
- Treat all workshop participants with fairness and respect and will not discriminate against anyone for any reason. I will present information that is respectful and inclusive of diverse cultures.
- Remain current in my profession by actively pursuing opportunities to continue my own professional development.
- Not sell products or services, or allow others to, during a training session unless the products or services are directly related to the training content.
- Cooperate with other professionals to the best of my ability in order to better serve Early Childhood Education professionals, children, and families of New York.
- Maintain good standing with the NYAEYC partner agencies including, but not limited to: the Office of Children and Family Services, the State University of New York Professional Development Program and New York Works for Children.

Declaration of Authenticity

I declare that this submission is my original work, gathered and utilized to fulfill the purposes and objectives of the New York State Training and Technical Assistance Professional Credential - Professional Development Specialist process.

By signing you are attesting to the following information regarding this submission:

1. You are the author or (co-author) of the training content
2. You delivered the training content to an audience
3. You are the author of the written application entries

Video Interview

Within 30-days of your written reflection submission your interview will be scheduled. The interview contains a combination of scenarios and discussion questions that will be shared on the screen and read aloud.

The scenarios contain difficult situations that require you to reflect on your professional practice. Just like the written application, you will be evaluated on your reflection and process.

The T-TAP PDS competencies in Areas C and D will be most heavily used during the interview. Candidates are strongly encouraged to be very familiar with the T-TAP PDS competencies as well as the [National Association for the Education of Young Children's Code of Ethical Conduct for Early Childhood Adult Educators](#). Your responses to the conversation prompts will highlight your knowledge, skills and dispositions as a PD provider and demonstrate your strengths in the T-TAP PDS competencies.

All candidates are required to be on camera (audio and video) for the entire duration of the interview. Candidates must use a device that allows them to read the scenario (i.e., laptop, computer). The interview is scripted and will last no longer than 60 minutes.

T-TAP PDS Scoring Rubric

Your written reflection and interview will be scored by two independent trained reviewers using the T-TAP PDS Scoring Rubric. The scoring rubric will be used to measure the depth, breath and quality of your responses. The tool is fully aligned to the T-TAP PDS Competencies. The rubric is not shared, however at the completing of the scoring you will be provided with areas of strength and growth as they relate to the T-TAP PDS Competencies.

Candidates will receive official notification of the T-TAP PDS status within 10-business days following the interview. The following statuses are possible:

1. Award – congratulations, you will be provided with the information on how to maintain your credential
2. Deferral – candidate will be provided with specific instructions or steps to complete prior to reapplying. The time line is self-paced based on when the candidate completes the instructions/steps.
3. Denial – candidate is not eligible to reapply

T-TAP PDS Fees and Payments

A fee is required to issue the Professional Development Specialist designation through the New York State Training and Technical Assistance Professional Credential certificate. These fees are collected with the submission of the Intent to Apply and Written Reflection Application submission.

Credit Card Payment (Stripe)

NYAEYC accepts and strongly encourages payment via MasterCard or Visa using the secure interface imbedded in the Intent To Apply Form and Written Reflection Application.

Payment by Check

If you wish to pay by check, include a check for the amount due. Checks should be made payable to the New York Association for the Education of Young Children. *Note: An additional \$25 will be charged if a check is returned for any reason.*

Credential Fees- *Fees are subject to change

\$425 (NYAEYC members) and \$450 (non-members) –
with \$100 due at the submission of the Intent to Apply
\$325 (members) or \$350 (non-members) due with the submission of the portfolios
Renewal Submission Fee - \$125 for Members or \$150 for Non-Members

Maintaining Your Credential

To maintain your Training and Technical Assistance Professional (T-TAP) Credential as a Professional Development Specialist, you must renew your credential three years after the initial award and five years thereafter. The renewal process ensures that the trainer has participated in personal professional development, provided a sufficient professional development to the field to be considered an active trainer, and ensures that trainers keep their Aspire Profile current.

For additional information, please refer to the renewal instructions.

Trainer Search

If you indicated in your Aspire Professional Profile that you would like to be included in public trainer searches, once awarded one of the T-TAP designations you will be listed on the Trainer Search so that professionals can easily seek the services of an approved T-TAP trainer. The Trainer Search can be found at www.nyworksforchildren.org.

Need Help?

If you do not wish to be listed on the Trainer Search, please contact NYAEYC at 518-867-3517.

For help with Aspire

Phone: 718-254-7716

Email: info@nyworksforchildren.org

For help with the T-TAP Credential Application or Portfolio Process

Phone: 518-867-3517

Email: credetials@NYAEYC.org



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New York Association for the
Education of Young Children

NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL

COMPETENCIES:

PROFESSIONAL DEVELOPMENT SPECIALIST

(EARLY CHILDHOOD AND/OR SCHOOL AGE DESIGNATION)

The New York State Training and Technical Assistance Professional Credential Professional Development Specialist Competencies are categorized by four Competency Areas. The competencies are not arranged in order of importance. The competencies in the areas are interrelated and the enhancement or neglect of one of competency may have a significant effect on the others.

Overview of Professional Development Specialist Trainer Competencies

Area A: FOUNDATIONAL KNOWLEDGE

Area B: INSTRUCTIONAL DESIGN AND APPLICATION KNOWLEDGE

Area C: PROFESSIONALISM AND ETHICS

Area D: LEARNING ENVIRONMENT **Area A:** FOUNDATIONAL KNOWLEDGE (*Knowledge*)

1. Child Development and Developmentally Appropriate Practice
2. Cultural Competency
3. Adult Learning and Theory
4. State and National Foundational Documents
5. City, State and National Regulations

Holders of this credential:

1. Possess extensive knowledge and understanding of Child Development
2. Reflects knowledge of the value of diversity, uniqueness, and abilities of all participants, children and families
3. Has knowledge and understanding of the appropriate application of the NAEYC Code of Ethical Conduct and Supplement for Early Childhood Adult Educators.
4. Understands principles of adult learning theory and appropriate instructional methods.
5. Are familiar with and promotes accurate compliance with federal, state, regional and local laws, regulations, policies and procedures in the operation of children's programs and when providing services to children with special needs.
6. Knowledge of the contents in the state's foundational documents (Core Body of Knowledge, Early Learning Guidelines, Prekindergarten Foundation for the Common Core)

Area B: INSTRUCTIONAL DESIGN (Skill)

Holders of this credential:

1. Gathers information about the professional development level and individual learning needs of the participants.
2. Designs and develops sessions based on accurate, current information consistent with sound theories and principles of all five of the foundational knowledge areas.
3. Designs sessions that are applicable and specific to the participants' work settings and modalities.
4. Writes learning goals that are based on participants' level of knowledge and experience and are aligned with measurable outcomes.
5. Designs and organizes content format based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (i.e. group discussion, questions, teams, role-play, games and visual aids/multi-media presentations).
6. Intentionally plans to assess participants understanding of the learning objectives throughout the session.
7. Research the current trends in the topic area and synthesizes these findings to support learning objectives.
8. Course content is research based and connected to practice.
9. Activities and discussions actively leads to behavior changes.

Area C: PROFESSIONALISM AND ETHICS (Dispositions)

Holders of this credential:

1. Adheres to the NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators.
2. Recognizes and owns personal limitations of knowledge, skills and experience.

3. Obtains ongoing professional development across the five foundational knowledge base areas.
4. Maintains current topic-related resources (i.e. appropriate persons or agencies) to which to refer participants with controversial issues, questions, concerns or experiences beyond expertise.
5. Values multiple perspectives and facilitates open, collaborative discussion to generate ideas and solve problems
6. Maintains professional boundaries in relationship with participants
7. Responds to participants with comfort and support, and cultivates closeness and open communication
8. Regularly engages in self-reflection regarding relationships with participants, competency with content, and effectiveness of facilitation methods
9. Develops the dispositions of the participants to effectively support children and their families.
10. Uses language respectful of children, families, and participants.
11. Maintains poise and professionalism under stress.

Area D: LEARNING ENVIRONMENT

Holders of this credential:

1. Provides an introduction, overview of goals and objectives, and content with summary and evaluation in the specified timeframe.
2. Delivers content based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (i.e. group discussion, questions, teams, role-play, games and visual aids/multi-media presentations).
3. Adapts content to respond to participants' current knowledge expectations (e.g. learning styles, special needs, and appropriateness to participants' unique setting).
4. Facilitates and continually assesses group dynamics to ensure learning involvement, interactions and participation.
5. Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to personal needs).
6. Relates effectively with individuals and groups.
7. Communicates clearly and audibly, and avoids distracting expressions and mannerisms.
8. Uses effective transitions to link content and learning objectives throughout the session.
9. Provides an environment that addresses incorrect responses and guides participants to appropriate conclusions.
10. Adapts instruction and content as necessary as a result of ongoing assessment of session.
11. Assesses audience understanding of learning objectives during, and at the conclusion of the session.