



New York Association for the Education of Young Children

NEW YORK TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL

PROFESSIONAL DEVELOPMENT SPECIALIST COMPETENCIES

The New York State Training and Technical Assistance Professional Credential provides a standard by which to assure the quality of early childhood and or school age providers of professional development. Additionally, it represents a level of professional achievement for trainers.

The title, “trainer” is the field-accepted term, used here to indicate a person who educates, instructs, guides, and/or mentors other adults in knowledge and practices for professional development.

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

Overview of Trainer Competencies

Knowledge Base Area A: KNOWLEDGE OF CONTENT

Knowledge Base Area B: INSTRUCTIONAL DESIGN AND DEVELOPMENT

Knowledge Base Area C: PRESENTATION SKILLS

Knowledge Base Area D: PROFESSIONALISM

Knowledge Base Area A: KNOWLEDGE OF CONTENT

A competent trainer:

1. Possesses extensive knowledge and practical experience in the identified topic area(s).
2. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.
3. Bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice.
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. Integrates information that is comprehensive, meaningful, and relevant to participant needs, making connections between theory and practice.
6. Reflects knowledge of the value of diversity, uniqueness, and abilities of all children and families.
7. Presents content that is consistent and in compliance with applicable federal, state, regional and local laws and regulations in the operation of children's programs, program planning; and personnel management.
8. Familiar with and promotes accurate compliance with laws, regulations, policies and procedures when providing services to children with special needs.
9. Knows local, state and national agencies, organizations, services, and resources to which referrals can be made.
10. Keeps current with the changes in the early care and education system.
11. Provides accurate information of training's relationship to New York State Core Body of Knowledge, New York State Credentials, CDA, NYS Teacher Certification, program accreditation criteria.

Knowledge Base Area B: INSTRUCTIONAL DESIGN AND DEVELOPMENT

A competent trainer:

1. Bases training design and development on accurate, current information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).
2. Assesses/and meets the professional development level and characteristics of the target audiences.
3. Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired outcomes.
4. Chooses instructional methods and materials that are appropriate for the proposed learning objectives (i.e., self-reflection, group discussions, demonstrations, multimedia presentations, visual aids).
5. Develops measurable learning objectives and assesses audience understanding during, and at the conclusion of the training.
6. Organizes a training format to fulfill learning objectives and to meet participant needs.
7. Maintains flexibility based on ongoing assessment of training.
8. Incorporates applicable learning standards and content performance indicators into learning objectives.
9. Designs trainings that are applicable and specific to the participants' work settings and modalities.
10. Leads participants to the practical application of theories and practices that change behavior.
11. Advises participants of career options and pathways and the career lattice where applicable.

Knowledge Base Area C: PRESENTATION SKILLS

A competent trainer:

1. Provides an introduction, overview of goals and objectives, and content with summary and evaluation in the specified timeframe.
2. Delivers training 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 training to respond to participants' current knowledge expectations (e.g., ethnic diversity, 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 training.
9. Provides an environment that addresses incorrect responses and guides participants to appropriate conclusions.
10. Uses language respectful of children, families, and participants.
11. Maintains poise and professionalism under stress.

Knowledge Base Area D: PROFESSIONALISM

A competent trainer:

1. Maintains a professional level of competence in the field including a broad knowledge of content trends, theory and practice in areas of expertise and seeks growth in areas of limited knowledge.
2. Recognizes personal limitations of knowledge, experience and culture, stating limitations when necessary.
3. Admits to own personal values and biases, separating that from the content, and controlling their possible effect on others.
4. Accepts responsibility of ethical business practices (see application attestation).
5. Reaches agreement with client (training sponsor) regarding goals, costs, and limitations, and anticipates the outcomes prior to providing service.
6. Adheres to the NAEYC Code of Ethical Conduct for Adult Learners.
7. Promotes participants' professionalism in the early care and education field through the incorporation of self-assessment, exploration of viable career options and professional goals to provide guidance in developing a career plan.
8. Maintains professional relationships with participants that are supportive of their learning needs.
9. Refrains from the marketing and sales of goods and services during presentations and training.
10. Complies with all required reporting systems e.g. Certificate of training.