



NYSaeycTM

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

New York State Training and Technical Assistance Professional Credential

Professional Development Specialist Portfolio Instructions

New York State Training and Technical Assistance Professional Credential
Professional Development Specialist
Levels with Alternate Routes
Effective January 1, 2015

LEVEL 1		
Route	Education	Professional Experience in the Early Care and Learning Field (2 years of professional experience must be from working with children and families)
Standard	Associate's Degree in Early Childhood or Child Development OR An Associate's Degree in a related field with 18 credits in Early Childhood or Child Development	3 years
Alternate 1	Associate's Degree or 60 college credits in an unrelated field WITH	5 years
	12 credits in Early Childhood, Child Development or Childhood related course work	
LEVEL 2		
Route	Education	Professional Experience in the Early Care and Learning Field (2 years of professional experience must be from working with children and families)
Standard	Bachelor's Degree in Early Childhood or Child Development OR Bachelor's Degree in a related field with 24 Credits in Early Childhood, Child Development	3 years
Alternate 1	Bachelor's Degree in an unrelated field WITH	5 years
	12 credits in Early Childhood, Child Development or Childhood related course work	
LEVEL 3		
Route	Education	Professional Experience in the Early Care and Learning Field (2 years of professional experience must be from working with children and families)
Standard	Master's Ed.D and/or Ph.D Degree in Early Childhood or Child Development	3 years
Alternate 1	Master's Ed.D and/or Ph.D Degree WITH 30 credits in Early Childhood, Child Development or Childhood related course work	5 years

Childhood Related Course Work includes credits in the following:

- **Early Childhood**
- **Elementary and Special Education**
- **Child Development**

General Instructions

All trainers applying to become Professional Development Specialist (PDS) must submit a competency based PDS Portfolio. The PDS Portfolio is an opportunity for you to present evidence of your competence as a provider of early childhood and/or school age professional development. The portfolio should specifically describe your knowledge and skills as they relate to those outlined in the **New York State Professional Development Specialist Competencies**.

GROUP TRAINING DEFINITION

The New York State Training and Technical Assistance Professional Credential seeks to recognize exemplary providers of professional development to the early childhood and school age field.

We recommend you choose the format below, which best represents, the majority of your work as a trainer. It is recommended for you to describe two separate group training content areas in your portfolio entries.

Eligible Training – a one and a half to three hour group presentation that you have planned, developed and implemented within the last three years that:

- **the content focused on one of the seven areas of the New York State Core Body of Knowledge.**
- **was presented to a group of at least 20 persons.** (If you train groups of less than 20 but repeat the training multiple times the total may be cumulative, or if you train groups smaller than 20 and do not repeat the trainings, you must include a sign-in list along with the completed evaluations.)
- **you created, authored, and primarily presented** (if you are a co-trainer you must indicate your level of participation in the development and delivery of the training). **Copyrighted or standardized trainings are not eligible credential trainings since part of the criteria measures the ability to design a meaningful training.**
- **built or enhanced the knowledge and competencies of early childhood education professionals.**

PORTFOLIO STRUCTURE

Please submit **2 copies** of your portfolio to NYSAEYC in three-ring binders.

One complete portfolio submission has three parts; two portfolio entries that present your training **and/or** consultation work relative to the **New York State Professional Development Specialist Competencies** Knowledge Base Areas: A. Knowledge of Content, B. Instructional Design and Development, and C. Presentation Skills and a reflective essay on Knowledge Base Area D. Professionalism. Please use the Portfolio Instructions on pages 4-6 to help you organize your portfolio entries as well as the New York State Trainer Competencies and the New York State Early Learning Trainer Credential Portfolio Scoring Tool.

Using labeled dividers, please divide your portfolio into 8 sections. All materials must be in plastic sheet protectors.

1. Portfolio Checklist and Resume
2. Entry 1 – Knowledge of Content
3. Entry 1 – Instructional Design and Development
4. Entry 1 – Presentation Skills
5. Entry 2 – Knowledge of Content
6. Entry 2 – Instructional Design and Development
7. Entry 2 – Presentation Skills
8. Professionalism Essay

PORTFOLIO INSTRUCTIONS

Training

Below is an outline of the materials that each section MUST include.

The portfolio entries for training should describe and explain how you meet the New York State Professional Development Specialist Competencies. **(See the Portfolio Scoring Instrument to see how each entry will be evaluated as you compose your essays.)** For further understanding of each entry component, refer to the New York State Professional Development Competencies as well as the Portfolio Scoring Tool.

- Use A, B, and C below as guides for both Entry 1 and Entry 2. **Each Entry must be on a different content area.**
- Write about each topic in each Roman numeral guideline.
 - Because each entry is about a different content area, the knowledge that qualifies you to give the training in Entry 1, will be different than in Entry 2.

A. **Knowledge of Content** – This essay should clearly articulate how your education, experience and knowledge of content qualify you to deliver the specific training/consultation content described in the portfolio entry.

The statements should address:

- i. How your formal education, continuing education and experience qualify you to present the content of this training/consultation. **(Competency A.1)**
- ii. Your understanding of the current research/resources and how it supports the training/consultation content described and the identified learning objectives. **(Competencies A.2-4)**
- iii. How the content of the training/consultation is relevant to participants needs, makes connections between theory and practice, and reflects knowledge of diversity of all children and families. **(Competencies A.5-6)**
- iv. How the content information was consistent with and promoted compliance with all applicable laws, regulations, policies and quality program standards (e.g. Accreditation, Quality Stars NY, or Head Start). **(Competencies A.7, 9-11)**
- v. How the content information was consistent with the competencies for early care and learning professionals and if applicable guidelines/standards for children (i.e. New York State Core Body of Knowledge, New York State Early Learning Guidelines, New York State Pre Kindergarten Standards, and Principals of Adult Learning). **(Competency A.11 & B. 8)**

B. **Instructional Design and Development** – This essay should describe how the instructional design for each of the 2 entries was developed and implemented.

The statement should:

- i. One or more measurable objectives directly related to the training/consultation content (what participants will know or be able to do as a result of this training.) **(Competency B.3)**
- ii. Address how the training/consultation was developed using sound theories and principles of adult learning, and using instructional methods and materials appropriate for the learning objectives. **(Competencies B.1,4)**
- iii. Describe how the training/consultation met the assessed needs of the participants regarding their professional development level, characteristics, work settings and modalities; if necessary, how you adapted the training to better meet the participant's needs and continually assessed participant understanding and learning throughout the presentation. **(Competencies B.2, 5, 7, 9)**
- iv. Address how the training/consultation led participants to the practical application of theories and practices that improve their work. **(Competency B.10)**
- v. Describe how the participants were actively engaged with the content toward reaching the objectives of the training/consultation. **(Competencies B.6, C.5-10)**

- vi. Include a set of handouts that are readable, relevant and include the participant agenda, objectives and copyright information on any non-original materials distributed to the participants as well as trainer notes/guide for the professional development session.

- C. **Presentation Skills** - This section should include documentation that provides evaluation by the participants' of the candidate's knowledge of content, instructional design and delivery, overall presentation skills and professionalism. Documentation provided should include:
- i. An agenda with time designations that reflect sufficient time for delivering the training content and opportunities for interaction and learning activities. (This agenda is same as in B.vi but you may choose not to include times on the participant's copy). If you are describing a consultation experience in your entry, provide a timetable of the work and your contract (you may block out your fee or other confidential information.) (Competency C.1)
 - ii. An evaluation tool that reflects the Professional Development Specialist competencies in each of the areas: Content Knowledge, Instructional Design, Presentation Skills and Professionalism. (**Competencies C.4-11**)
 - iii. A total of 20 or more completed evaluations of the described presentation done within the last year (each evaluation tool should include the date of the presentation). The 20 can be accomplished in the following ways:
 1. 20 or more from 1 presentation
 2. A total of 20 or more for the **SAME** presentation done more than once in the last 3 years.
 3. In the event of low enrollment of participants (beyond the control of the presenter), submit evaluations along with a sign in list to show that at least 90% of the participants completed evaluations.

D. **Professionalism** – An essay in which you reflect on your own professionalism linked to at least 4 of the Professional Development Specialist Competencies in Area D (with a notation reference to the specific competency statements addressed) and a professional development for yourself using the New York State Core Body of Knowledge and NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators.

The reviewers will use the Portfolio Scoring Instrument.

- The whole portfolio will also be evaluated for organization and presentation
- The portfolio is organized into 8 identifiable sections with relevant materials according to the instructions.
 - Portfolio Checklist
 - Entry 1 – Knowledge of Content
 - Entry 1 – Instructional Design and Development
 - Entry 1 – Presentation Skills
 - Entry 2 – Knowledge of Content
 - Entry 2 – Instructional Design and Development
 - Entry 2 – Presentation Skills
 - Professionalism Essay
- The portfolio is free of technical writing errors reflective of a professional document.

PORTFOLIO SCORING INSTRUMENT

Your portfolio entries will be scored by two independent trained reviewers using the Portfolio Scoring Instrument. It is suggested that you self-score or ask a colleague to score your portfolio before submission to be sure that you have included all the required information. Reviewers can only make an assessment of your competence based on the evidence you provide.

PROFESSIONAL DEVELOPMENT SPECIALIST TRAINER PORTFOLIO CHECKLIST

Use this checklist to help you gather the components required for the Trainer Credential portfolio. Once you have compiled the necessary components, submit the documents along with this checklist to:

**NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL PROGRAM
NEW YORK STATE ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
230 WASHINGTON AVENUE EXTENSION
ALBANY, NY 12203**

APPLICANT INFORMATION

Name: _____ Date: ____/____/____

Address: _____

Daytime Phone: _____ Email Address: _____

Section 1:

- A copy of this portfolio checklist
- Resume

Section 2: (Portfolio Entry #1 – Knowledge of Content)

- Completed portfolio cover page (appendix A)
- A written statement that explains how group training or consultation experience #1 demonstrates that you meet the Knowledge of Content Competencies

Section 3: (Portfolio Entry #1 – Instructional Design and Development)

- A written statement that describes how you meet the instructional design and development competencies of group training or consultation
- All required materials for group training or consultation experience #1 (See portfolio guidelines for details)

Section 4: (Portfolio Entry #1 – Presentation Skills)

- Timed agenda
- Participant evaluation forms

Section 5: (Portfolio Entry #2 – Knowledge of Content)

- Completed portfolio cover page (appendix A)
- A written statement that explains how group training or consultation experience #1 demonstrates that you meet the Knowledge of Content Competencies

Section 6: (Portfolio Entry #2 – Instructional Design and Development)

- A written statement that describes how you meet the instructional design and development competencies of group training or consultation
- All required materials for group training or consultation experience #1 (See portfolio guidelines for details)

Section 7: (Portfolio Entry #2 – Presentation Skills)

- Timed agenda
- Participant evaluation forms

Section 8:

- A written statement that explains how you as a trainer meet at least four of the professionalism competencies
- A detailed personal professional development plan using the New York State Core Body of Knowledge Assessment

Appendix A

Candidate Name: _____

PORTFOLIO ENTRY COVERSHEET

PORTFOLIO ENTRY INFORMATION

The portfolio entry that follows pertains to (*Check One*):

- Group training experience

Date(s) of Training: _____

Title of Training _____

TRAINING AUDIENCE:

- Family Child Care/Group Family Child Care Providers
- Childcare Center Staff
- Informal Family Child Care Providers
- School-Age Child Care/School Based Staff
- Supervisors/Directors
- Trainers/Instructors
- Other:

TARGET AGE FOR TRAINING:

- Infants
- Toddlers
- Preschoolers
- Kindergarteners
- First to Third-Graders
- Other:

CORE BODY OF KNOWLEDGE New York States Core Competencies for Early Childhood and/or School Age Educators:

Please select the area(s) that best describes the primary focus of your group training or consultation

- Area 1: Child Growth and Development
- Area 2: Family and Community Relationships
- Area 3: Observation and Assessment
- Area 4: Environment and Curriculum
- Area 5: Health Safety and Nutrition
- Area 6: Professionalism and Leadership
- Area 7: Administration and Management

COMPETENCY LEVELS: *Check the competency level(s) of the individuals you are targeting in your presentation: (choose only 2)*

- Level I** - Individuals at this level are at the first step in the commitment to a career in early learning; they contribute to and assure the maintenance of a safe and nurturing environment in which children learn and develop; they learn about children and families through participation in professional development activities; they receive ongoing supervision from someone at a higher level.
- Level II** - Individuals at the level consistently exhibit practices grounded in theories of growth, development, and learning; they work cooperatively with others; establish good mentoring relationships, and sometimes provide direct supervision; they have participated in formal study leading to a degree and/or certificate and have refined their knowledge through guided and reflective experience with young children and families.
- Level III** - Individuals at this level have extensive academic preparation and experience in the field; they can be responsible for mentoring those at Level I and II; they possess the ability to provide new resource in the development of theory and innovative practice; they demonstrate a mastery of developmentally appropriate practices which allow them to mentor peers as well as persons at other levels.

OCFS REQUIRED TRAINING TOPICS: *Please select the area(s) that best describes the primary focus of your group training experience.*

- Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline
- Nutrition and health needs of children
- Child care program development
- Safety and Security procedures, including communications between staff
- Child abuse and maltreatment identification and prevention
- Statutes and regulations pertaining to child care
- Statutes and regulations pertaining to child abuse and maltreatment
- Education and information on the identification, diagnosis and prevention of shaken baby syndrome

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.