



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 (PDS) 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.

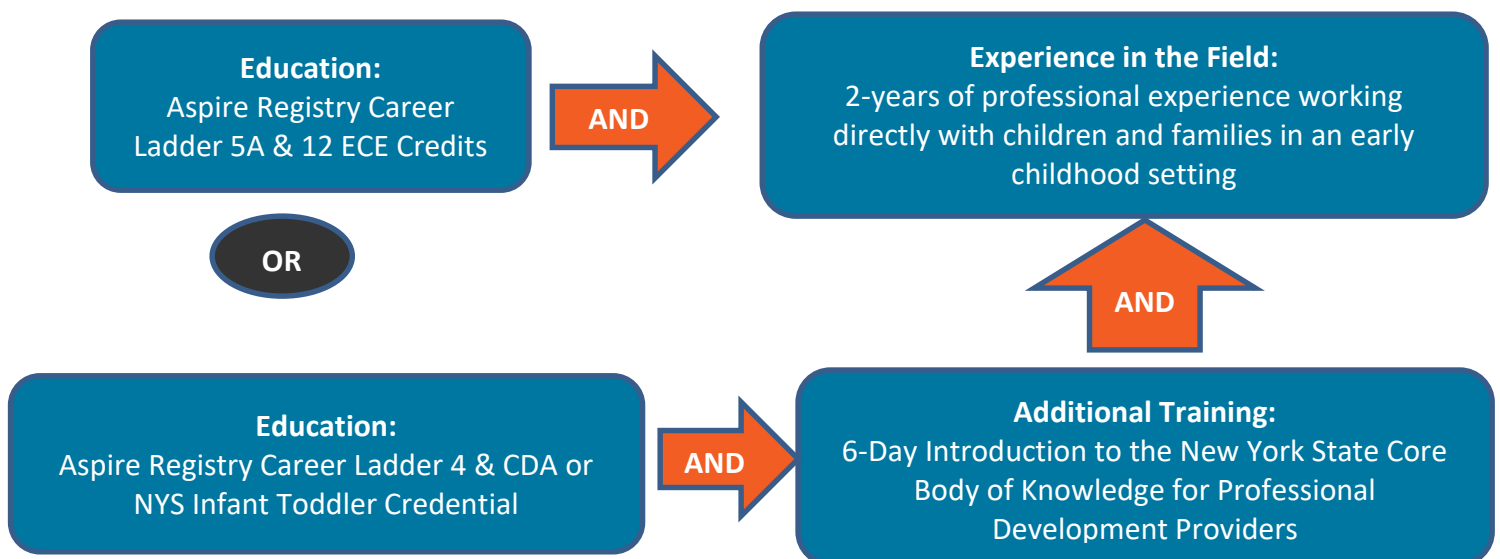
The T-TAP application and interview are an opportunity for you to present evidence of your abilities as a trainer. The application must specifically describe your knowledge and skills as they relate to those outlined in the credential's T-TAP Competencies for providers of group professional development.

Education and Experience

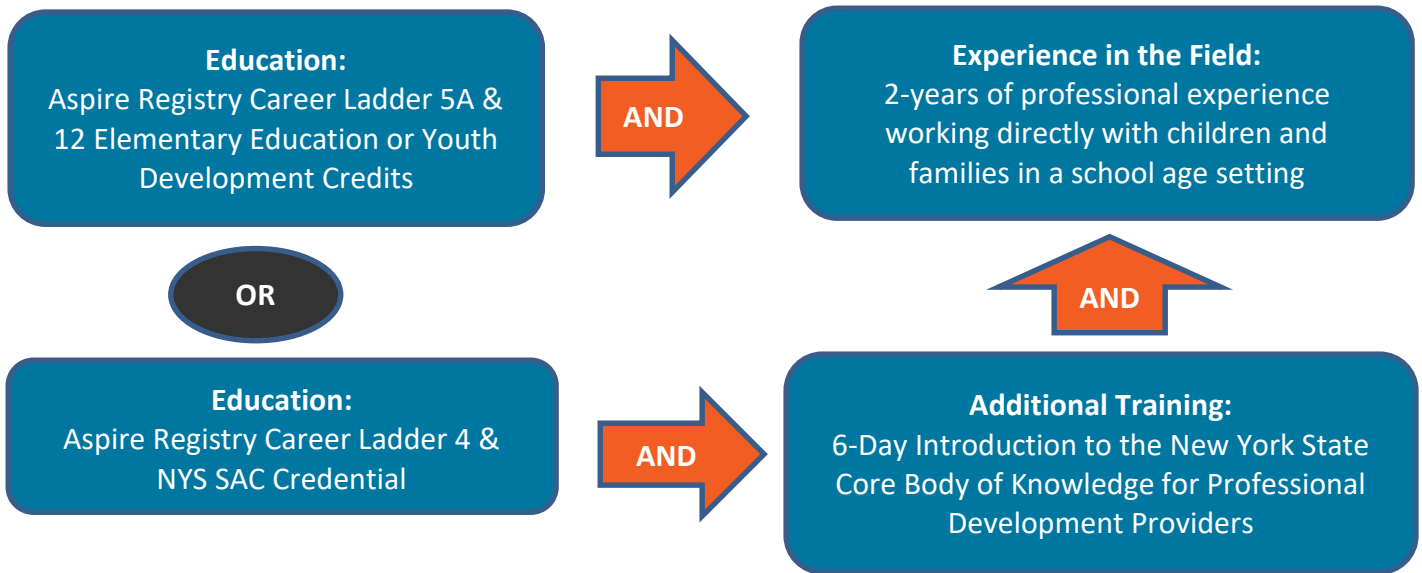
Your education and experience will be verified through [The Aspire Registry](#). Please complete an individual professional profile in Aspire before applying for the credential. NYAEYC offers the T-TAP Credential Professional Development Specialist Designation for both early childhood and school-age trainers. Please indicate which credential aligns with your education and work experience.

You must have an active **trainer** profile that meets one of the pathways below:

Early Childhood (*provide group professional development for educators working in a birth-8 program - all modalities*)



School Age (provide group professional development to educators working in a program serving children ages 5 and above i.e. afterschool program, youth program)



Family Child Care (provide group professional development to educators working in a family or group family child care program)



*All applicants are encouraged to complete the 6-Day series for Professional Development Providers on the New York State Framework, the course is currently name “Introduction to the New York State Core Body of Knowledge for Professional Development Providers”.

Intent To Apply Form

Once you have an active Aspire Professional Profile, complete the Intent to Apply Form on the NYAEC website: <http://nyaec.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, NYAEC 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. Please refer to the Scoring Rubric details at the end of this document for additional details.

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

<p>\$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</p>
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Maintaining Your Credential

To maintain your Training and Technical Assistance Professional (T-TAP) Credential as a Professional Development Specialist, you must renew your credential every three years. 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 NYAEC 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@nyaec.org



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New York Association for the
Education of Young Children

NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL PROFESSIONAL DEVELOPMENT SPECIALIST

COMPETENCIES:

(EARLY CHILDHOOD, SCHOOL AGE, FAMILY CHILD CARE)

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.

New York State Training and Technical Assistance Professional Credential

Professional Development Specialist

SCORING RUBRIC GUIDE

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.

Written Submission Scoring Rubric

The following documents were completed:

100% Complete – 2

Partially Complete – 1

Incomplete – 0

Core Body of Knowledge and Comfort Level Self-Assessment:

Core Body of Knowledge and Comfort Level Self-Assessment:	Score
Assessment and Professional Development Planning Tool	
Core Body of Knowledge Summary Form	
Strengths	
Areas of Opportunity	
Comfort Level Assessment	
Total Score	

Professional Development Submission:

Area	0	1	2	3	Score
Title	No title	There is a title	The title is representative of the overall content	NA- MAX SCORE is 2	
Description	No description	Description is irrelevant (does not match the title)	Description matches the title	Description matches the title and is reflective of the content	
CBK Areas Covered	No CBK areas addressed	Identified a general Core Competency area	Identified a general Core Competency area(s) that supports the description	MAX SCORE is 2	
Learning Goal	No Learning goal(s)	Learning goal(s) identified don't support the description	Learning goal(s) support the description	Learning goal(s) support description and content	

SMART Learning Objectives	No SMART Objectives	Some elements of SMART objectives	All Elements of SMART are in the objectives	SMART Objectives align with description and Content	
Bibliography/References/Resources	No professional resources/references used	Resources are used, but not relevant, current and valid	Resources are relevant, current and valid	Resources are referenced using APA	
Blank Evaluation	No evaluation provided	Evaluation addresses 1 of the 3 areas: 1. Content 2. Trainer's delivery 3. Trainers professionalism	Evaluation addresses 2 of the 3 areas: 1. Content 2. Trainer's delivery 3. Trainers professionalism	Evaluation addresses 3 of the 3 areas: 1. Content 2. Trainer's delivery 3. Trainers professionalism	
Total Score					

Professional Development Self Reflection Questions

0= Missed the mark, did not respond to the question

1= Vague indirect response

2 = Directly answers the question

3 = Directly answers the question with specific details that are grounded in the competencies for the T-TAP

Question	Score
Tell us about 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?	
The evaluation submitted measures participant learning at the culmination of this session. What are some ways that you assess participant learning throughout this training session?	
Research shows that high quality professional development leads to changes in behavior and practice. What specific strategies do you use to make this happen?	
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?	
Total Score	

Interview Scoring Rubric

Scoring Key

0= Missed the mark

1= Touched on key point briefly

2= Expanded on it - did well

3= Went into depth and hit all points with strong supportive verbiage.

For each scenario you will be evaluated on a combination of the below competencies:

Competency
Adheres to the NYAEC Code of Ethical Conduct: Supplement for Adult Educators
Relates effectively with individuals and groups.
Recognizes and owns personal limitations of knowledge, skills and experience
Develops the dispositions of the participants to effectively support children and their families
Facilitates and continually assesses group dynamics to ensure learning involvement, interactions and participation
Provides an environment that addresses incorrect responses and guides participants to appropriate conclusions
Uses effective transitions to link content and learning objectives throughout the session
Values multiple perspectives and facilitates open, collaborative discussion to generate ideas and solve problems
Reflects knowledge of the value of diversity, uniqueness, and abilities of all participants, children and families
Responds to participants with comfort and support, and cultivates closeness and open communication
Regularly engages in self-reflection regarding relationships with participants, competency with content, and effectiveness of facilitation methods
Uses language respectful of children, families, and participants.
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.
Maintains poise and professionalism under stress.
Recognizes and owns personal limitations of knowledge, skill and experience.
Maintains professional boundaries in relationship with participants
Adapts content to respond to participants' current knowledge expectations (e.g. learning styles, special needs and appropriateness to participants unique setting)
Creates a supportive, flexible environment appropriate to adult learners (e.g. making eye contact, responding to personal needs)
Values multiple perspectives and facilitates open, collaborative discussion to generate ideas and solve problems
Maintains professional boundaries in relationship with participants
Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to personal needs).
Relates effectively with individuals and groups.

Adult Learning and Theory Interview Question

Competency
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).
Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to personal needs
Adapts instruction and content as necessary as a result of ongoing assessment of session
Assesses audience understanding of learning objectives during, and at the conclusion of the session

Reflection Question

Competency
Regularly engages in self-reflection regarding relationships with participants, competency with content, and effectiveness of facilitation methods
Adheres to the NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators.
Provides an introduction , overview of goals and objectives, and content with summary and evaluation in the specified timeframe.

New York State Training and Technical Assistance Professional Credential

Professional Development Specialist

RENEWAL

To maintain a current Professional Development Specialist (PDS) designation through the New York State Training and Technical Assistance Professional (T-TAP) Credential, a professional development provider must renew their credential every three (3) years.

Requirements for Renewal

Step 1: Maintain an Active Aspire Profile

- Your profile on the Aspire Registry requires annual renewal. For additional information maintaining your account please visit www.nyworksforchildren.org/aspire/go.
 - **REMINDER:** To maintain your T-TAP Professional Development Specialist Designation your Aspire Profile must remain current and Active at all times.
 - Please ensure all tabs are complete and your contact information is current as this is what is found on the public search.
 - **Note:** Any additions you make to your profile must be accompanied by the supporting documentation for verification purposes. i.e. if you are now a CPR and first Aid Trainer, you must submit copies of your instructor certificates OR if you have received additional education or a higher degree you must submit copies of your official transcripts

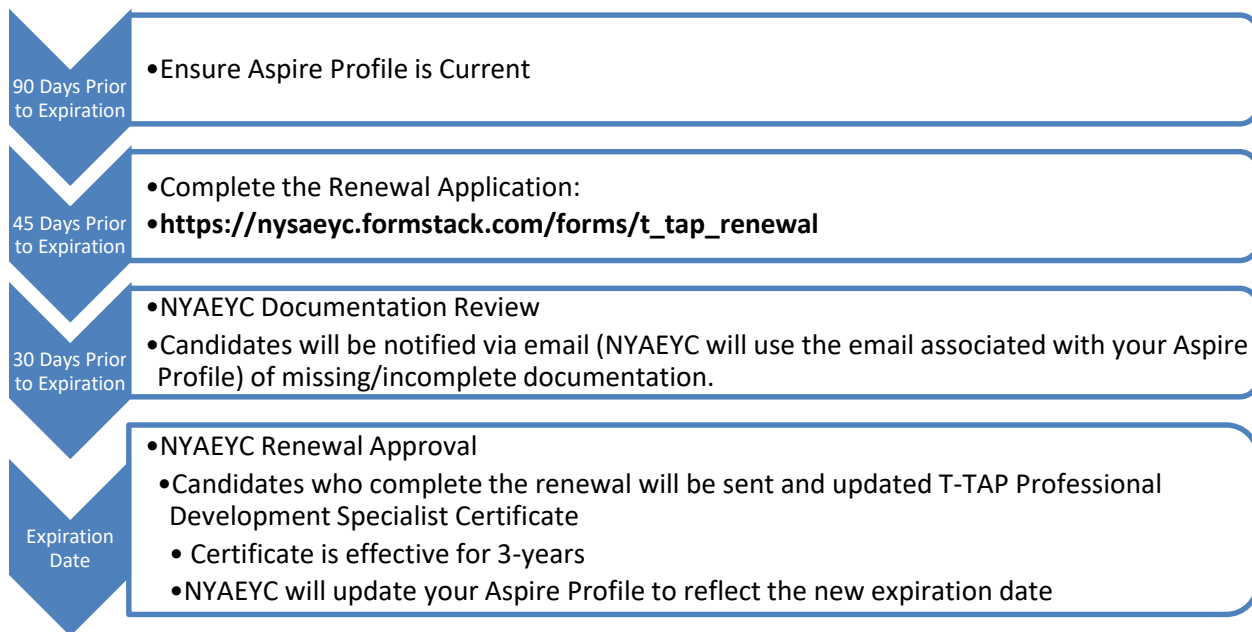
Step 2: Complete the [Renewal Application](#) a minimum of 30-days prior to expiration.

- Report number of personal professional development hours you have received since your credential award/renewal date
 - All hours must be verified in your Aspire profile.
 - **Please note:** if you have not participated in any professional development during this renewal period, you are not eligible to renew your credential. Hours must include synchronous learning.
 - The professional recommendation is that the credential holder obtain a minimum of 10 hours per year of professional development
- Report number of training hours you have provided to the field since your award/renewal date.
 - Hours of provided professional development must be documented in the Aspire Registry
 - Facilitated events that were approved in The Aspire Registry can be used for the renewal. Attendance rosters must be entered and uploaded in the event.
 - A minimum of 1 event must be completed per year to maintain your credential
- Be prepared to answer these Reflective Questions:
 - Describe your personal professional development focus over the renewal period and actions you took to enhance your knowledge on your focus area(s)?
 - Describe how has the professional development you received in this renewal period impacted your role as a Professional Development Provider.

- Explain how you use reflective practice to reexamine training sessions, solve ethical and/or cultural dilemmas and reflect on your own work.
- Describe any supports, training, coaching that would assist you in your role as a professional development provider.
- Personal Professional Development Plan
 - As a holder of the T-TAP you have committed to engage in continuous learning and self-reflection. Identify three core competency areas and/or credential competencies in which you intend to seek further study in the next three years and strategies you will use to implement your plan.
 - Helpful Links:
 - [Core Body of Knowledge](#)
 - [T-TAP PDS Competencies](#)
 - [T-TAP Coach Competencies](#)
- Sign the Professional Development Specialist Agreement
- Pay the renewal fee of \$100.00

T-TAP Professional Development Specialist Renewal Timeline

It is the responsibility of the T-TAP Professional Development Specialist to know their expiration date and follow the below recommended timeline to ensure renewal is completed prior to expiration.



T-TAP Renewal Questions

Please contact the Professional Development Team.

Email: credentials@nysaeyc.org

Phone: 518-867-3517

New York State Training and Technical Assistance Professional Credential *Professional Development Specialist*

Deferral Policy

Portfolios submitted and Interviews completed for the New York State Training and Technical Assistance Professional Credential for the designation of Professional Development Specialist that score 70% or below will be deferred. The candidate's portfolios will be returned with a deferral letter. The deferral letter will address all scoring areas the candidate scored a zero, one or two point(s).

1.1 Portfolio Resubmission

Candidates can resubmit their intent to reapply once criteria addressed in the deferral letter is met (i.e. Before reapplying your Aspire account must show proof of professional development taken in the deficient competencies. Examples are, Core Body of Knowledge Series, Anti-Bias, or Adult Theory, etc.). Candidates can submit a new written entry or make adjustments to their existing written entry based on the feedback given to them in the deferral letter. The review process will remain the same with the written entry and interview, however two different reviewers will be used unless otherwise requested. Candidate must score 70% or above to be awarded the credential. A score below 70% will result in another deferral of the credential and the process will start over.

Deferral's act as a second chance, the fees are as follows:

\$100.00 for the new application

\$325.00 for the Portfolio/Video Interview (Member)

\$350.00 for the Portfolio/Video Interview (Non-member)

1.2 Response and Outcomes

A. Credential Awarded

Candidates who are awarded the credential will be notified of the award via email. A formal letter and certificate will be mailed to the NYS T-TAP Credential Professional Development Specialist. Professional Development Specialist status will remain active for a period of three years from the award date.

B. 2nd Deferral

Candidates who are deferred more than once will be notified via email and be provided with specific steps that must be taken before they can reapply again.