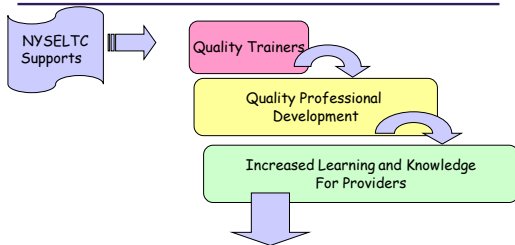


NYS Early Learning Trainer Credential



Completing Part II of the NYSELTC
"The Portfolio"

The Goal: To improve the quality of care for young children



High Quality Programming for Children and Families

Educational Incentive Program (EIP) Changes

- January 1, 2013 Trainer holding the NYSELTC Credential (Level 1, 2, 3) will be eligible for an enhanced rate of \$35/hour
- June 1, 2013 to continue to receive EIP Trainers must have completed part 1 of the NYSELTC application.
- December 1, 2013 All trainers receiving EIP must hold a NYSELTC Endorsement.

What are the portfolio requirements?

- ❖ Choose two group trainings, two consultation services OR one of each experience that you've lead within the past three years.
- ❖ For each experience create an entry that communicates how your work reflects your competency in Knowledge Base Areas A-C.
- ❖ Write an essay reflecting on your professionalism and understanding of the competencies in Knowledge Base Area D.

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:
 - ❖ Was presented to 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

Eligible Consultation Services

- ❖ A three to eight hour onsite/face-to-face assessment and resolution of an issue specific concern with an individual or an organization within the last three years that:
 - ❖ Was created specifically to meet the needs of the individual or organization.
 - ❖ Created a resolution for a specific concern or set of concerns.
 - ❖ Facilitated the recipient's continued use of the process employed during or as a result of the consultation.

Knowledge of Content Competencies

- ❖ How your formal education, continuing education, and experience qualify you to present the content of this training/consultation. (**Competency A.1**)
- 1. Possesses extensive knowledge and practical experience in the identified topic area(s).
- ❖ 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**)
- 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 and 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.

Knowledge of Content Competencies (cont.)

- ❖ 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**)
- 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.
- ❖ 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**)
- 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.

Knowledge of Content Competencies (cont.)

- 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.
- ❖ How the content information was consistent with the standards for professionals and/or children (i.e. NYS Core Body of Knowledge, NYS Pre K Standards, and Principals of Adult Learning). *Please be aware that the NYS Core Body of Knowledge is currently under revision.* (**Competency A.11 & B. 8**)
- 11. Provides accurate information of training's relationship to New York State Credentials, CDA, NYS Teacher Certification, and program accreditation criteria.

Knowledge of Content Tips

- Be specific in statements, avoid generalizing
- This is your opportunity to explain who you are and why you are able to train/consult
- Remember to reference resources used in compiling training/consultation
- Statement must be specific to children and families served by the participants in this workshop
- Ensure consistency with regulations, policies, and quality program standards

Instructional Development and Design

- ❖ In this statement the candidate should specifically describe how the instructional design of the described training was developed and how the instructional designs supported the learning objectives.

Instructional Design and Development Competencies

- ❖ Describe 3 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**)
 - ❖ 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**)
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.

Instructional Design and Development Competencies (cont.)

- 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).
- ❖ Describe how the training/consultation met the assessed needs of the participants regarding their professional development level, characteristics, work settings and modalities; if necessary, describe 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)
- 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.

Instructional Design and Development Competencies (cont.)

- 9. Designs trainings that are applicable and specific to the participants' work settings and modalities.
- ❖ Address how the training/consultation led participants to the practical application of theories and practices that improve their work.
(Competency B.10)
- 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.
- ❖ Describe how the participants were actively engaged with the content toward reaching the objectives of the training/consultation.
(Competencies B.6, C.5-10)
- ❖ Include a set of handouts that are readable, relevant, and include the agenda, objectives and copyright information on any non-original materials distributed to the participants.

Instructional Design and Development Tips

- ❖ Be specific
- ❖ Learning level of participants (described on portfolio entry cover sheet)
- ❖ Use of accurate and current information consistent with sound theories and principles of adult learning
- ❖ Determining the learning needs of the group
- ❖ Assessment learning throughout the workshop and changes made to meet the learning needs of the participants.
- ❖ Measurable objectives

Presentation Skills

- ❖ Documentation submitted should provide an evaluation of the candidate's knowledge of content, instructional design and delivery, overall presentation skills and professionalism.

Presentation Skills Competencies

- ❖ 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)**
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).

Presentation Skills Competencies (cont.)

- ❖ An evaluation tool that reflects the NYSELTC competencies in each of the areas: Content Knowledge, Instructional Design, Presentation Skills and Professionalism. **(Competencies C.4-11)**
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.

Professionalism

❖ This is the candidate's reflection on their own professionalism; what informs them as a trainer that guides conduct and own professional development.

Professionalism Competencies

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.

Professionalism Competencies (cont.)

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.

Professionalism Tips

- ❖ Specific to your experiences as a trainer
- ❖ Describe how you will continue to develop your professionalism

Portfolio Organization and Presentation Tips

- ❖ Proofread
 - ❖ Spelling
 - ❖ Grammar
- ❖ Tabbed dividers
- ❖ Section Labels
- ❖ Binders no larger 1 ½"
- ❖ Use of photographs

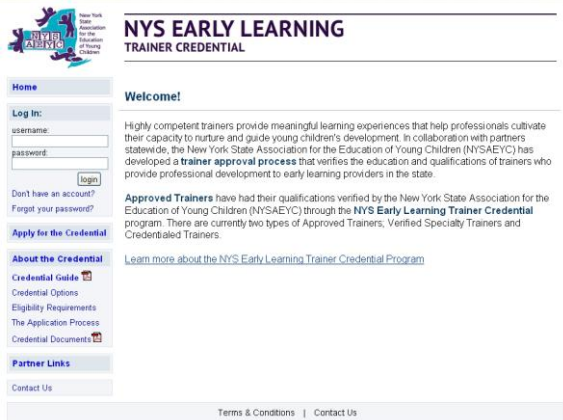


What happens after I submit my portfolio?

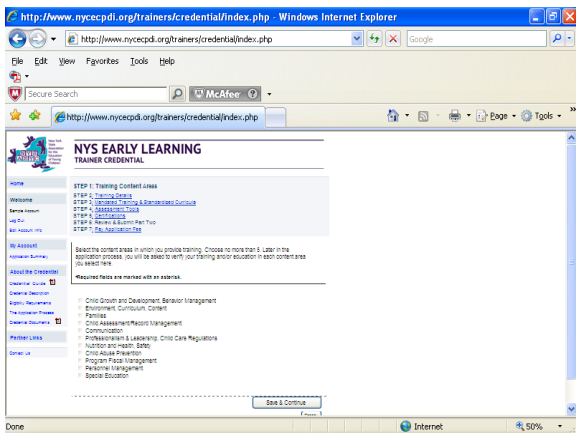
- ❖ Two NYSELTC trained reviewers will review your portfolio using the Portfolio Scoring Instrument.
- ❖ Reviewers will make one of three decisions:
 - ❖ Credential awarded
 - ❖ Level is determined on by your education and experience
 - ❖ Credential deferred – 60 days to resubmit
 - ❖ Credential denied
- ❖ Once awarded, you will be listed on the NYS Early Learning Training Source as a **Credentialed Trainer** at the level you have achieved.

Online Portion of Part II

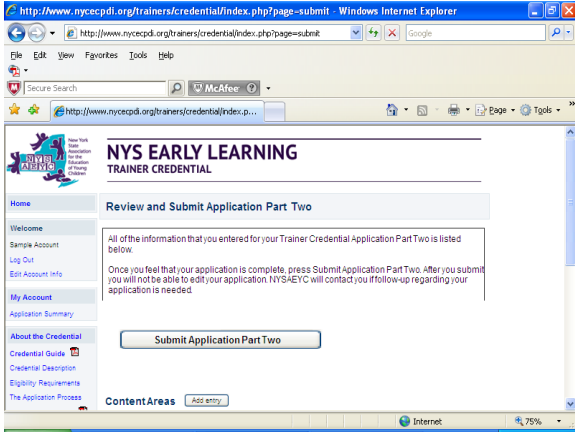
- ❖ The online application must be submitted on or before the date of your portfolio submission
- ❖ Complete as fully as possible, much of this information will play a role in your public profile.



The screenshot shows the homepage of the NYS Early Learning Trainer Credential program. The header includes the NYS logo and the text "NYS EARLY LEARNING TRAINER CREDENTIAL". A "Welcome!" message is followed by a paragraph explaining the program's goal: "Highly competent trainers provide meaningful learning experiences that help professionals cultivate their capacity to nurture and guide young children's development." Below this, it states that the program has developed a "trainer approval process" and lists three types of trainers: Approved Trainers, Verified Specialty Trainers, and Credentialed Trainers. A link is provided to "Learn more about the NYS Early Learning Trainer Credential Program". On the left side, there is a navigation menu with links for Home, Log In (with username and password fields and a login button), Apply for the Credential, About the Credential, Credential Guide, Credential Options, Eligibility Requirements, The Application Process, Credential Documents, Partner Links, and Contact Us. At the bottom, there are links for "Terms & Conditions" and "Contact Us".



The screenshot shows the application page for the NYS Early Learning Trainer Credential program in a Windows Internet Explorer browser. The address bar shows the URL "http://www.nycepd.org/trainers/credential/index.php". The page content is similar to the home page but includes a "Required Skills and Areas of Expertise" section. This section lists various skills and areas of expertise, including: Child Group and Development, Behavior Management, Assessment, Curriculum, Content, Family, Child Assessment/Record Management, Communication, Professionalism & Leadership, Child Care Regulations, Nutrition and Health Safety, Child Abuse Prevention, Program Plans Management, Personnel Management, and Special Education. At the bottom of the page, there is a "Back & Continue" button.



Supports

- ❖ NYSAEYC Credential Coordinator
 - ❖ Available via email or phone for assistance through the process
- ❖ NYSELTC FAQ
- ❖ Developing Mentor Training
- ❖ NYSELTC Trainer Institute Regional Events

Contact Information

Avril Mills
 NYSAEYC Credential Coordinator
amills@nysaeyc.org
 518-867-3517
 Fax: 518-867-3520
www.nysaeyc.org
www.nycecpdi.org – NYSELTC Website
