



New York State Association for the Education of Young Children

NYS Early Learning Trainer Credential

Portfolio Instructions

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Approved Trainer Definitions

Credentialed Trainers

To become a NYS Early Learning Credentialed Trainer (NYSELTC), candidates must first demonstrate that they meet the NYS Early Learning Trainer qualifications. In part one of the application process candidates must provide information and documentation as verification of their formal education, experience working with children and families, and their experience providing professional development. Once a candidate has demonstrated that they meet the specified qualifications; they must provide additional information through the on-line application and submit a professional portfolio. The portfolio is designed to evaluate the candidate's competency as a provider of professional development. The portfolio is assessed by two independent, trained reviewers using a scoring tool based on the NYSELTC Competencies in four Knowledge Base Areas; A. Knowledge of Content, B. Instructional Design and Development, C. Presentation Skills, and D. Professionalism.

Verified Specialty Trainers

The Verified Specialty Trainer is available to those who have completed a training of trainers in a specific curricula for which they have received formal certification. Verified Specialty trainers are approved through the Professional Development Approval System (PDAS) to provide only the specific curricula/assessment tools in which they have successfully completed approved "Training of Trainer" courses. Such topics/content might include: Program for Infant Toddler Care (PITC), Assessment tools (e.g. Environmental Rating Scales, CLASS, Work Sampling System), SUNY Health and Safety, and others as deemed appropriate.

Verified Specialty Trainers complete an on-line Trainer Credential application and submit documentation to NYSAEYC to verify that they have valid, current certification in the areas in which they offer training.

Please note: The guidelines in this booklet are for trainers attempting to become credentialed and have been approved through part 1 of the application process. The information that follows provides guidance to assist you in your portfolio development.

General Instructions

All trainers applying to become Credential Level 1, 2, or 3 trainers must submit a Trainer Credential Portfolio. The Trainer Credential Portfolio is an opportunity for you to present evidence of your competence as a provider of early childhood professional development. The portfolio should specifically describe your knowledge and skills as they relate to those outlined in the **NYS Early Learning Trainer Competencies**.

Credential Levels

Trainer Levels	Education	Experience in ECE	Training Experience
Credential Level 1	Associates Degree OR 60 college credits AND 18 credits in Early Childhood or Child Development	2 years working with children and families	25 hours of documented training experience
Credential Level 2	Bachelor's Degree AND 24 Credits in Early Childhood or Child Development	3 years working with children and families	45 hours of documented training experience
Credential Level 3	Masters , Ed.D, and/or Ph.D degree in Early Childhood or Child Development	4 years working with children and families	60 hours of documented training experience

Trainer Credential Portfolio

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 **NYS Early Learning Trainer 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 6-7 to help you organize your portfolio entries.

The NYS Early Learning Trainer Credential seeks to recognize exemplary Trainers and Consultants.

We recommend you choose the format below, training and/or consultation services, which best represents the majority of your work as a trainer. For example, if you primarily deliver content through a training format, we would recommend both portfolio entries describe a training. Conversely, if your work is primarily comprised of consultation services we would recommend both portfolio entries should describe consultation experiences. If your work is composed of both trainings and consultation services, you are welcome to submit one portfolio entry describing each.

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.**

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

1. Portfolio Checklist
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

Trainings and Consultations

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

The portfolio entries for training/consultations should describe and explain how you meet the NYS Early Learning Training Competencies. **(See the Portfolio Scoring Instrument to see how each entry will be evaluated as you compose your essays.)** The purpose of each competency area and questions to guide your thinking are included below. Entries may be formatted as a narrative or by answering each of the questions separately. For further understanding of each entry component, refer to the NYS Early Learning Training Competencies.

Entry 1

- 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 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)**

- 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. 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)**
- 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 agenda, objectives and copyright information on any non-original materials distributed to the participants.

- 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 NYSELTC 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 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.

For consultation entry, provide an evaluation or a letter of recommendation from the participant or the sponsoring agency which describes how the consultant met the NYS Early Learning Training Competencies.

Entry 2 – Same structure as Entry 1

Entry 2 – A. Knowledge of Content

Entry 2 – B. Instructional Design and Development

Entry 2 – C. Presentation Skills

D. **Professionalism** – An essay in which you reflect on your own professionalism linked to at least 4 of the NYSELTC Competencies in Area D (with a notation reference to the specific competency statements addressed) and plans for your own professional development.

The reviewers will use the Portfolio Scoring Instrument for Trainer or Consultant.

The whole portfolio will also be evaluated for organization and presentation

2. The portfolio is organized into 8 identifiable sections with relevant materials according to the instructions.
 1. Portfolio Checklist
 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
3. 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.

NEW YORK STATE EARLY LEARNING TRAINER CREDENTIAL 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:

**NYS Early Learning Trainer Credential Program
NYS Association for the Education of Young Children (NYSAEYC)
Trainer Credential Program
230 Washington Avenue Extension
Albany, NY 12203**

Applicant Information

Date: _____

Name: _____

Address: _____

Daytime Phone: _____ Evening Phone: _____

Email Address: _____

Be sure each of your Trainer Credential Portfolios include:

- ☐ **This Portfolio Checklist**
- ☐ **Entry 1 – Cover sheet**
 - ☐ **Entry 1 - A. Knowledge of Content**
 - ☐ **Entry 1 – B. Instructional Design and Development**
 - ☐ **Entry 1 – C. Presentation Skills**
- ☐ **Entry 2 – Cover sheet**
 - ☐ **Entry 2 – A. Knowledge of Content**
 - ☐ **Entry 2 – B. Instructional Design and Development**
 - ☐ **Entry 2 – C. Presentation Skills**
- ☐ **Reflective Essay on Professionalism – D. Professionalism**