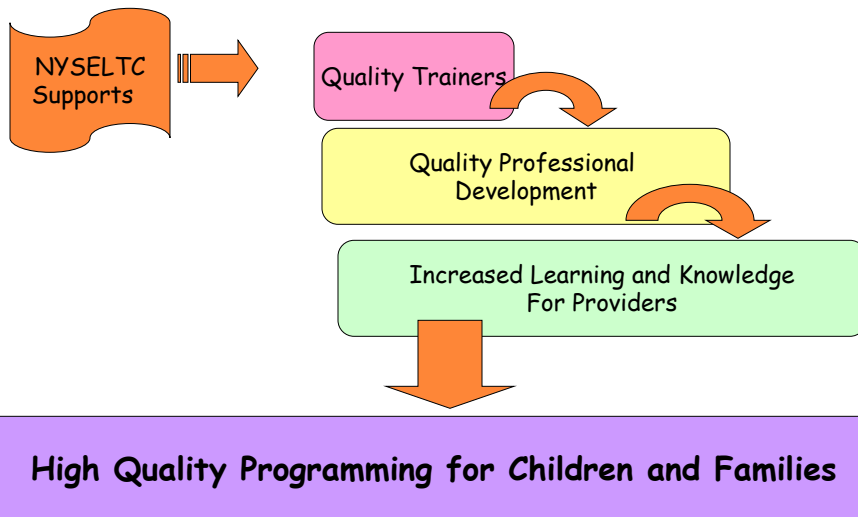




# NEW YORK STATE EARLY LEARNING TRAINER CREDENTIAL

Completing the NYSELTC Portfolio  
*Informational Webinar*

THE GOAL: TO IMPROVE THE QUALITY OF CARE  
FOR YOUNG CHILDREN



## EDUCATIONAL INCENTIVE PROGRAM (EIP)

- ▶ As of January 1, 2014 to continue to receive EIP for training you must hold the appropriate approved trainer type for the training being offered.
  - ▶ Verified Trainer – for standardized curricula i.e. First Aid, CPR
  - ▶ Content Specialist Trainer – approved to train in a specific content area not directly related to Early Care and Learning
  - ▶ Credential Level 1, 2 or 3 Trainer – for any self developed content i.e. CDA Prep Course, workshops in Child Development, Family and Community Relationships, Observation and Assessment, Environment and Curriculum, etc.

## NYSELTC FEE STRUCTURE

- ▶ Level 1, 2 or 3 Credentialed Trainer (120-day process)
  - ▶ Total Fee: \$350.00
    - ▶ \$100 non-refundable application fee with the Intent to Apply submission
    - ▶ \$250 assessment fee with the portfolio submission
      - ▶ If portfolios are deferred and additional \$150 resubmission fee will be charged with portfolio resubmission

**New York State Early Learning Trainer Credential Levels with Alternate Routes**

Effective January 1, 2015-December 31, 2015

LEVEL 1		
Route	Education	Professional Experience in the Early Care and Learning Field
Standard	Associate's Degree in Early Childhood or Child Development <b>OR</b> An Associate's Degree in a related field with 36 credits in Early Childhood or Child Development	3 years
Alternate 1	Associate's Degree in an unrelated field <b>OR</b> 32 credits in Early Childhood, Child Development or Childhood-related course work	5 years
LEVEL 2		
Route	Education	Professional Experience in the Early Care and Learning Field
Standard	Bachelor's Degree in Early Childhood or Child Development <b>OR</b> 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 <b>OR</b> 32 credits in Early Childhood, Child Development or Childhood-related course work	5 years
LEVEL 3		
Route	Education	Professional Experience in the Early Care and Learning Field
Standard	Master's Ed.S. and/or Ph.D. Degree in Early Childhood or Child Development	3 years
Alternate 1	Master's Ed.S. and/or Ph.D. Degree <b>OR</b> 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

## WHAT ARE THE PORTFOLIO REQUIREMENTS?

Use the **NYS Early Learning Trainer Competencies** to compile a portfolio that addresses four *Knowledge Base Areas*:

- A. Knowledge of Content
- B. Instructional Design and Development
- C. Presentation Skills
- D. Professionalism

## 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



Appendix A  
Candidate Name: \_\_\_\_\_

**Portfolio Entry Cover Sheet**

**PORTFOLIO ENTRY INFORMATION**

The portfolio entry that follows pertains to a (Check one):      Degree of Training or Certification \_\_\_\_\_  
 Single Training Incident and  
 Cumulative Experience

Title of Training or Experience: \_\_\_\_\_

<b>EMPLOYER INFORMATION</b>	<b>TRAINING AND PACE ISSUES</b>
<input type="checkbox"/> Agency: City, District, County, City, State Provider <input type="checkbox"/> Children's Day Care Dept. <input type="checkbox"/> Informal: Family, Child Care Providers <input type="checkbox"/> School Based: Staff <input type="checkbox"/> Supplemental: Staff <input type="checkbox"/> Other: _____	<input type="checkbox"/> Online <input type="checkbox"/> Classroom <input type="checkbox"/> Hybrid <input type="checkbox"/> Self-paced <input type="checkbox"/> Other: _____

**CORE BODY OF KNOWLEDGE: New York State's Core Competencies for Early Childhood Education**  
 Please indicate the areas that best describe the primary focus of your education or professional experience

<input type="checkbox"/> Child Growth and Development <input type="checkbox"/> Family and Community Relationships <input type="checkbox"/> Observation and Assessment <input type="checkbox"/> Environment and Curriculum	<input type="checkbox"/> Health Safety and Nutrition <input type="checkbox"/> Professionalism and Leadership <input type="checkbox"/> Administration and Management
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**DEVELOPMENTAL LEVELS:** Check the developmental levels of the children you are required to be responsible for (Check one)

I work in classrooms at this level as a lead teacher in the classroom to a degree in which I am directly responsible for the planning of the daily and long-term environment in which children learn and develop. They learn about children and learning through participation in professional development activities. They receive ongoing supervision from someone at a higher level.

I work in classrooms at this level as a lead practitioner in the field of growth, development, and learning. They work independently with others, establish good working relationships, and sometimes provide direct supervision. They have participated in field study leading to a degree and/or certificate and have reflected their knowledge through guided and reflective experiences with young children and families.

I work in classrooms at this level and supervise others in preparation and experience in the field. They are responsible for managing (lead or coach) and/or guide the ability to provide and receive in the development of theory and research practice. They demonstrate a mastery of developmental, appropriate practice which allow them to train others as well as provide other levels.

**EDUCATIONAL TRAINING TOPICS:** Please check the topics that best describe the primary focus of your graduate training or professional experience

<input type="checkbox"/> 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 other or recognized and designed individual needs of children <input type="checkbox"/> Child care program development <input type="checkbox"/> Safety and security procedures, including communications between staff <input type="checkbox"/> Business related management and management <input type="checkbox"/> Discipline and behavior management and prevention <input type="checkbox"/> Developmental requirements pertaining to child care <input type="checkbox"/> Research and regulations pertaining to child care and licensing <input type="checkbox"/> Educational and information on the identification, diagnosis and prevention of infant early onsets
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## KNOWLEDGE OF CONTENT

- ❖ In this statement the candidate should clearly articulate how his/her education, experience and knowledge of content qualify the candidate to deliver the specific training content described in this presentation

## 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 competencies for early care and learning professionals and if applicable guidelines/standards for children (i.e. NYS Core Body of Knowledge, NYS Pre K Standards, and Principals of Adult Learning). (**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 one or more measurable objective 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.

**NYS ELC SAMPLE Evaluation Form**

Workshop Title: \_\_\_\_\_ Workshop Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Presenter Name: \_\_\_\_\_

**Elaine Circle One**  
 (Strongly Disagree) 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 (Strongly Agree)

**Workshop Content and Format:**

1) The presenter provided an overview of the workshop content and the specific goals and learning objectives for the presentation.

2) The presenter used a variety of instructional methods appropriate to the learning objectives (e.g. group discussion, small group work, lecture and activity, etc.).

3) The information presented was clear and concise and met my expectations based on the description.

**Presenter Skills:**

4) The presenter seemed to be prepared and flexible in response to the age appropriate to the needs (i.e. learning styles, content knowledge, application to my role, etc.) of the participants.

5) The presenter asked questions to assess participants' learning and used strategies to actively engage participants.

6) The presenter helped to connect the information presented to the learning objectives and/or to classroom practice.

7) The presenter was professional, knowledgeable and well prepared.

8) The presenter used language that was respectful of children, families and the participants.

**General Feedback:**

9) This workshop met my expectations and needs in terms of the content provided and the level of discussion of the program.

10) Overall rating for this workshop:

Not good    Average    Good    Very Good    Excellent

Comments: Please use other side.

## NUMBER OF EVALUATIONS

- ❖ 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:
  - ❖ 20 or more from 1 presentation
  - ❖ A total of 20 or more for the **SAME** presentation done more than once in the last 3 years.
  - ❖ 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 or an evaluation from the participant or the sponsoring agency which describes how the consultant met the NYS Early Learning Training Competencies.

## PRESENTATION SKILLS TIPS

- ❖ Review your current workshop evaluation to determine how it meets the competencies standards
- ❖ Make changes/additions to the evaluation so that you can meet the standards while compiling the information need for your agency

## 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
    - ❖ \$150 reassessment fee due with resubmission
  - ❖ 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.



## SUPPORTS

- ❖ NYSAEYC Professional Development Coordinator
  - ❖ Available via email or phone for assistance through the process
- ❖ Webinars
- ❖ Trainer Institutes
  - ❖ Adult Learning and Theory – April 9, 2015 – Verona, NY
  - ❖ ERS Training Opportunity – April 9, 2015 – Verona, NY
- ❖ Online FAQ



## CONTACT INFORMATION

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<http://nysaeyc.org/early-learning-trainer-credential/>

