



NYSaeycTM

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL

The New York State Training and Technical Assistance Professional Credential (T-TAP) is an endorsement from New York State Association for the Education of Young Children (NYSAEYC) available to those who provide PD for early childhood and school age professionals. Trainer Approval serves as a quality assurance process for early childhood trainers in New York. The Trainer Approval process gives trainers the opportunity to show they have experience and formal education in early childhood, as well as knowledge of adult learning principles and sound training design.

Although Trainer Approval is currently voluntary, going through the process confers credibility and professional status. As an Approved Trainer, you offer early childhood educators assurance that you are well-informed and knowledgeable about the topic(s) you present, and that you understand adult learning styles and principles.

NYSAEYC has adopted the national [definitions for training and technical assistance from both the National Association for the Education of Young Children and Child Care Aware of America](#): “Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.

New York State has the following T-TAP Credential designations for providers of group professional development or training:

- Verified Trainer
- Content Specialist Trainer
- Professional Development Specialist Trainer (Early Childhood and/or School Age)
- Coach (development in progress)

For additional information on the approved designations please visit www.nysaeyc.org

COMPETENCIES:
PROFESSIONAL DEVELOPMENT SPECIALIST
(EARLY CHILDHOOD AND/OR SCHOOL AGE DESIGNATION)

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

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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.