



NYSaeycTM

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

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

Professional Development Specialist

Portfolio Scoring Instrument

Professional Development Specialist

Portfolio Scoring Instrument

Directions:

1. Use this scoring instrument to evaluate the portfolio.
2. Read each indicator description carefully and check the box (score 1-4, with 4 being the highest) that matches your assessment of the portfolio.
3. Do not mark any in between scores.
5. Total the scores for each portfolio entry.
6. Total the scores for both entries within each category: Knowledge of Content, Instructional Design and Development, Presentation Skills, Professionalism and Portfolio Organization and Presentation. Record the category totals in the space provided.
7. Add the 5 total scores for an overall score. Record this total score in the space provided.
8. Include suggestions on how the applicant can improve the portfolio in the comments section. **Suggestions are required for any indicator scored a 0, 1 or 2.**

Notes:

* Portfolios cannot be approved if there are 4 or more indicators with a score of 0 or 1.

****If any indicator has a score of 0, 1 or 2, you must write a rationale and/or justification in the comments section.**

After scoring the portfolio, please sign below and return the scoring packet to:

New York State Association for the Education of Young Children
T-TAP Credential Program
230 Washington Avenue Extension
Albany, NY 12203

Applicant Name: _____

Entry 1 Title:

Entry 2 Title:

CATEGORY SCORES:

Knowledge of Content _____/40

Instructional Design and Development _____/48

Presentation Skills _____/24

Professionalism _____/8

Portfolio Organization and Presentation _____/8

TOTAL SCORE _____/128

SCORING:

Point Range: 32 – 128

96 – 128: Credential Awarded

65 – 95: Credential Deferred (2 months to resubmit portfolio)

32 – 64: Credential Denied

I, _____, have carefully evaluated the portfolio using the criteria in the scoring instrument.

(Print name of reviewer)

(Signature of reviewer)

(Date)

A. Knowledge of Content

Purpose: In this statement the trainer should clearly articulate how his/her education, experience and knowledge qualify him/her to deliver the specific training content in the training/consultation being described.

A. (i) Does the statement explain how the trainer's formal education, continuing education and experience qualify him/her to present the content of the training/consultation described in the portfolio entry?							
	4	3	2	1	0	Score	Score
A. (i) Link to Trainer Competency A.1 <i>Qualifications and Experience</i>	Statement specifically describes how each: 1. formal education 2. continuing education 3. experience qualifies her/him to present the training content described	Statement specifically describes how 2 of the 3: 1. formal education 2. continuing education 3. experience qualifies her/him to present the training content described	Statement specifically describes how 1 of the 3: 1. formal education 2. continuing education 3. experience qualifies her/him to present the training content described	Statement generally describes the trainer's education and experience but does not specifically relate it to the training content described	Statement does not contain any information about the trainer's education, continuing education or experience related to the training content described	Entry #1	Entry #2
A. (ii) Does the statement demonstrate the trainer's understanding and use of current research /resources and how it supports the training content and learning objectives described?							
	4	3	2	1	0	Score	Score
A. (ii) Link to Trainer Competencies A.2-4 <i>Knowledge of Current Research</i>	Statement further cites specific research used which supports the training content and learning objectives	Statement references the current research/resources and describes how it supports both the training content and learning objectives	Statement references the current research/resources used and describes how it supports 1 of the 2 1. Training content 2. Learning objectives	Statement only references research/resources used	Statement does not reference any of the research/resources used	Entry #1	Entry #2
A. (iii) Does the statement describe how the content of the workshop is relevant to participants needs, makes connections between theory and practice, and reflects knowledge of diversity of all children and families?							
	4	3	2	1	0	Score	Score
A. (iii) Link to Competencies A.5-6 <i>Participants Needs, Theory to Practice, Diversity</i>	Statement describes the training content and how it addresses all 3: 1. relevance to participant needs 2. connections between theory and practice 3. diversity of the children and families	Statement describes the training content and how it addresses 2 of the 3: 1. relevance to participant needs 2. connections between theory and practice 3. diversity of the children and families	Statement describes the training content and how it addresses 1 of the 3: 1. relevance to participant needs 2. connections between theory and practice 3. diversity of the children and families	Statement generally describes the training content	Statement does not describe the training content	Entry #1	Entry #2

A. (iv) Does the statement describe how the trainer ensured the information provided was consistent with and promoted compliance with all appropriate laws, regulations, policies and quality program standards (e.g. Accreditation, Quality Stars NY, Head Start etc.)?

	4	3	2	1	0	Score	Score
A. (iv) Link to Competencies A.7-11 <i>Guiding Systems</i>	Statement further describes strategies and resources (e.g. websites, organizations) to promote compliance	Statement further describes how the trainer ensures he/she has the most current information on regulations and quality improvement systems	Statement describes how training content supports the applicable regulatory or quality improvement systems	Statement generally describes regulatory or quality improvement systems, but not how they are applicable to training content	Statement does not reference any of the regulatory and quality improvement systems applicable to the training content	Entry #1	Entry #2

A. (v) Does the statement demonstrate the trainer’s knowledge of the competencies for professionals and if applicable guidelines/standards for children (i.e. NYS Core Body of Knowledge, NYS Early Learning Guidelines, NYS Pre-K Standards, etc.)?

	4	3	2	1	0	Score	Score
A. (v). Link to Competency A.11 & B.8 <i>Learning Standards</i>	Statement describes strategies used to support connections between described training content and applicable competencies for professional and if applicable guidelines/standards for children	Statement refers to specific competencies for professional and if applicable guidelines/standards for children as well as describe their connection to the training content	Statement refers to specific competencies for professional and if applicable guidelines/standards for children but does not describe their connection to the training content	Statement in general refers to professional competencies and if applicable guidelines/standards for children but not specific criteria related to this training	Statement does not include any discussion of professional competencies	Entry #1	Entry #2

Entry Scores	_____/20	_____/20
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Knowledge of Content Category Scores	_____/40
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COMMENTS ON ANY SCORES OF 0, 1 OR 2 IN AREA A:

Candidate Area of Strength:

Candidate Area of Continued Growth:

B. Instructional Design and Development

Purpose: In this statement the trainer should specifically describe how the instructional design of the described training/consultation was developed and how the instructional designs supported the learning objectives.

B. (i) Does the statement describe at least 3 measurable objectives directly related to the training/consultation content?							
	4	3	2	1	0	Score	Score
B. (i) Link to Trainer Competency B.3 <i>Measurable objectives</i>	The statement describes one or more measurable learning objectives related to the training content and describes how the trainer evaluated how the objectives were achieved	The statement describes one or more measurable learning objective and how it is related to the training content.	The statement identifies one or more measurable learning objectives	The statement identifies one or more learning objective(s) that are not measurable	Statement does not identify any learning objectives.	Entry #1	Entry #2
B. (ii) Does the statement describe how the training/consultation was developed using accurate, current information consistent with sound theories and principles of adult learning, and used instructional methods and materials appropriate for the learning objectives?							
	4	3	2	1	0	Score	Score
B. (ii) Link to Trainer Competencies B.1,4 <i>Adult Learning</i>	Statement further describes how current theories, principles of adult learning and the specific learning objective guided the selection of instructional methods and materials	Statement further describes how theories and principles of adult learning guided the trainer's selection of instructional methods and materials	Statement describes how the training was developed using current theories and principles of adult learning	Statement generally describes theories and principles of adult learning	Statement makes no reference to theories and principles of adult learning	Entry #1	Entry #2
B. (iii) Does the statement describe the strategies used to determine the participants' needs (i.e. professional development level, characteristics, work settings and modalities); if necessary, how the trainer adapted the training to better meet the participants' needs and continually assessed their understanding and learning throughout training/consultation?							
	4	3	2	1	0	Score	Score
B. (iii) Link to Trainer Competencies B.2,5, 7, & 9 <i>Meeting participants' needs during the presentation</i>	Statement describes all of rating 3 and strategies used to continually assess participant learning	Statement describes the strategies used to determine the participants' needs and describes if it was necessary to adapt the training based on those needs	Statement describes the strategies used to determine the participants' needs	Statement generally describes participants' needs, but not the strategies used to determine their needs	Statement does not describe any strategies used	Entry #1	Entry #2

B. (iv) Does the statement describe how the audience was actively engaged with the content toward reaching the learning objectives of the training/consultation?							
	4	3	2	1	0	Score	Score
B. (iv) Link to Trainer Competencies B.6, C.5-10) <i>Audience actively engaged.</i>	Number 3 if fulfilled and statement further demonstrates direct connection between learning strategies/activities and learning objectives and gave relevant examples	Statement specifically describes learning strategies/activities and how they actively engaged participants and supported the learning objectives	Statement specifically describes learning strategies/activities and how they actively engaged participants	Statement generally describes learning strategies/activities	Statement does not describe any learning strategies/activities	Entry #1	Entry #2
B. (v) Does the statement describe training strategies/activities that supported participants practical application of the theories and practices presented?							
	4	3	2	1	0	Score	Score
B. (v) Link to Trainer Competency B.10 <i>Strategies/Activities</i>	Statement specifically describes strategies/activities used, how they supported the practical application and met the specific learning objectives	Statement specifically describes strategies/activities used and how they supported the practical application	Statement specifically describes strategies/activities used, but does not describe how they supported the practical application	Statement generally describes training strategies/activities	Statement does not describe any strategies/activities used to support the practical application of theories and practices presented	Entry #1	Entry #2
B. (vi) Are the handouts readable and relevant; and include the agenda, objectives and bibliographic information on any non-original materials?							
	4	3	2	1	0	Score	Score
B. (vi) Quality of <i>Materials and Handouts</i>	Handouts are readable/relevant and include all 3: 1. Agenda 2. Trainer guide/notes for the PD session 3. Copyright on any non-original materials	Handouts are readable/relevant and include 2 of the 3: 1. Agenda 2. Trainer guide/notes for the PD session 3. Copyright on any non-original materials	Handouts are readable/relevant , and include 1 of the 3 1. Agenda 2. Trainer guide/notes for the PD session 3. Copyright on any non-original materials	Handouts are readable/relevant but do not include any of the following: 1. Agenda 2. Trainer guide/notes for the PD session 3. Copyright on any non-original materials	No handout materials are included in the portfolio entry	Entry #1	Entry #2
Instructional Design and Development Entry Scores						____/24	____/24
Instructional Design and Development Category Score						____/48	
COMMENTS ON ANY SCORES OF 0, 1 OR 2 IN AREA B:							
Candidate Area of Strength:							
Candidate Area of Continued Growth:							

C. Presentation Skills

Purpose: Documentation submitted should provide an evaluation of the trainer's knowledge of content, instructional design and delivery, overall presentation skills and professionalism.

C. (i) Does the agenda submitted reflect a sufficient timeline for delivering the training content and opportunities for interaction and learning activities?							
	4	3	2	1	0	Score	Score
C. (i) Link to Trainer Competency C.1 <i>Agenda</i>	Agenda submitted reflects time for introduction to training content and overview of goals and learning objectives and includes specific time designations for each part of the agenda	Agenda submitted reflects time for introduction to training content and overview of goals and learning objectives	Agenda submitted reflects time for introduction to training content but not for the overview of goals and learning objectives	Agenda submitted does not reflect time designations for introduction to training content and overview of goals and learning objectives	No agenda was included	Entry #1	Entry #2
C. (ii) Do the participant evaluations submitted reflect the NYSELTC competencies in each of the areas: Content Knowledge, Instructional Design and Development, Presentation Skills and Professionalism?							
	4	3	2	1	0	Score	Score
C. (ii) Link to Trainer Competencies C.4-11 <i>Evaluation Tool</i>	The evaluation tool provides information about all 4: 1. Presenter's knowledge of content 2. Presenter's instructional development and design 3. Presenter's presentation skills 4. Presenter's professionalism	The evaluation tool provides information about 3 of the 4: 1. Presenter's knowledge of content 2. Presenter's instructional development and design 3. Presenter's presentation skills 4. Presenter's professionalism	The evaluation tool provides information about 2 of the 4: 1. Presenter's knowledge of content 2. Presenter's instructional development and design 3. Presenter's presentation skills 4. Presenter's professionalism	The evaluation tool provides information about 1 of the 4: 1. Presenter's knowledge of content 2. Presenter's instructional development and design 3. Presenter's presentation skills 4. Presenter's professionalism	The evaluation tool is not provided or the tool provided does not speak to any of the 4 knowledge base areas.	Entry #1	Entry #2

C. (iii) Do the results of the participants' evaluations reflect a majority of positive ratings of content, presentation, objectives; and are they sufficient in number and timeliness ?

	4	3	2	1	0	Score	Score
C. (iii) Evaluation Results (See <i>Guidelines for instructions regarding this section.</i>)	The submitted evaluations adequately describe training content, represent 75% completion rate, majority positive and reflect all of the knowledge base areas	The submitted evaluations adequately describe training content, represent 75% completion rate, majority positive	Evaluations submitted are reflective of the described training, but the number provided was insufficient to evaluate trainer's competencies (fewer than 10)	Evaluations submitted were inconsistent with the described training (i.e. appear to be from different training topics)	No evaluations were submitted.	Entry #1	Entry #2

Presentation Skills Entry Scores ___/12 ___/12

Presentation Skills Category Score ____/24

COMMENTS ON ANY SCORES OF 0, 1 OR 2 IN AREA C:

Candidate Area of Strength:

Candidate Area of Continued Growth:

D. Professionalism

Purpose: *This is the trainer's reflection on their own professionalism, what informs and guides their conduct as a trainer and their own professional development.*

D. (i) Does the Statement contain the trainer's personal reflection of being a professional trainer linked to the NYSELTC Competencies, Area D and plans for own professional development?						
	8	6	4	2	0	Score
D. (i) Link to Trainer Competencies D.1-10 Professionalism	Essay includes trainer's personal reflection in relation to at least 4 of the trainer competencies in Area D.1-10 and how trainer plans for own professional development	Essay includes trainer's personal reflection in relation to at least 4 of the trainer competencies in Area D.1-10	Essay includes trainer's personal reflection in relation to at least 3 of the trainer competencies in Area D.1-10	Essay is a general discussion of professionalism not personal or linked to trainer competencies in Area D.1-10	No professionalism Essay was submitted	
Professionalism Category Score						_____/8
COMMENTS ON ANY SCORES OF 0, 2, OR 4 IN AREA D:						
<p>Candidate Area of Strength:</p> <p>Candidate Area of Continued Growth:</p>						

E. Portfolio Organization and Presentation

Purpose: The organization of the portfolio and writing mechanics present the trainer as a professional.

E. (i) Is the portfolio organized into 8 identifiable sections with relevant materials according to the instructions?						
	4	3	2	1	0	Score
E (i) Organization of Portfolio	The portfolio is organized and all 8 sections are clearly labeled and materials are easily identified	Portfolio is organized into identifiable sections with related material in each	Portfolio is organized into 2 sections (one for each training) or with unrelated materials included	Portfolio not organized into sections making it difficult to identify sections and purpose of materials		
E. (ii) Is the portfolio writing without technical errors reflective of a professional document?						
	4	3	2	1	0	Score
E. (ii) Quality of Writing: Mechanics	The portfolio is clearly written with fewer than 4 errors in grammar, usage, mechanics, or spelling	The portfolio has 5-7 errors in grammar, usage, mechanics or spelling	The portfolio has 8-10 errors in grammar, usage, mechanics or spelling	The portfolio entries have more than 11 technical errors in grammar, usage, mechanics or spelling		
Portfolio Organization and Presentation Category Score						_____/8
COMMENTS ON ANY SCORES OF 0, 1, OR 2 IN AREA E:						