

New York State Association for the Education of Young Children

Presenter Request for Proposals

NYSAEYC 2013 State Conference

April 4-6, 2013 • Verona, NY

Mail or email completed form and resume(s) by **September 21, 2012**

NYSAEYC Conference 2013, 230 Washington Avenue Extension, Albany, NY 12203

Email: conference@nysaeyc.org • Phone: 518-867-3517 • Fax: 518-867-3520 • Website: www.nysaeyc.org

Presenter _____ **Professional Title** _____

Employer _____ Employer City: _____

(Please list exactly as it should appear in the final program)

Please Check if you are a NYS Early Learning Trainer Credential Recipient

Mailing Address _____

City _____ State _____ Zip _____

Home Telephone _____ Work _____ Fax _____

Email _____ NAEYC Member # _____

***CO-PRESENTER** _____ **Professional Title** _____

Employer _____ Employer City: _____

(Please list exactly as it should appear in the final program)

Please Check if you are a NYS Early Learning Trainer Credential Recipient

Mailing Address _____

City _____ State _____ Zip _____

Home Telephone _____ Work _____ Fax _____

Email _____ NAEYC Member # _____

*** Only one Co-Presenter will be listed in the Final Program.**

Please provide a resume(s) or brief outline of education and experience in the early childhood field (birth through eight years old).

TITLE OF PRESENTATION: _____

Write **two** sentences that provide a **short, specific** description for the conference program (60 word maximum). Include content, objectives, and techniques to be used in your presentation. Space is limited. If a longer description is submitted, NYSAEYC reserves the right to edit. Please type or print legibly.

*You will receive notification by email: 1) when we receive your proposal; 2) when final acceptance is determined. Due to space and category restraints, notification will not be available until **November 28, 2012**. If you must withdraw your proposal, please do so prior to **November 28, 2012**.*

PRESENTATION CONDITIONS: Complimentary package B registration will be provided for **One Member Presenter** in lieu of an honorarium. A/V equipment needed for the presentation is the responsibility of the presenter. NYSAEYC does its best to negotiate the lowest possible cost with the A/V provider on behalf of our presenters. An A/V order form will be sent with acceptance notification. Individual arrangements for equipment must be made with the hotel/convention center at least 1 month prior to the conference. NYSAEYC will not be responsible for any of the A/V costs or arrangements.

Any sale of merchandise must be done through an exhibit booth.

Handouts – Copies of all handouts must be submitted to NYSAEYC, by **March 4, 2013**, for the member only USB Drive. Workshops seat at least **80 persons**. Most rooms range from **80-200 seats**. Please provide sufficient quantities of handout materials for session attendees. You will be notified of your room capacity upon final confirmation. (Please refer to page 3 for additional information)

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Presenter/Main Contact _____

The information requested below is used to categorize each workshop to help attendees choose those workshops that best meet their needs. ***Please select the areas in each of the eight categories that best describes the primary focus of your presentation.*** Please submit this proposal by **September 21, 2012**.

1) NYS Core Body of Knowledge – Please select the CBK area(s) that best describes the primary focus of your training.

Please check no more than two.

- Child Growth and Development **(1)**
- Family and Community Relationships **(2)**
- Observation and Assessment **(3)**
- Environment and Curriculum **(4)**
- Health Safety and Nutrition **(5)**
- Professionalism and Leadership **(6)**
- Administration and Management **(7)**

2) OCFS State Licensing Requirements - Please select the OCFS area(s) that best describes the primary focus of your training.

- 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 behavior management and discipline **(1)**
- Nutrition and health needs of children **(2)**
- Child care program development **(3)**
- Safety and security procedures, including communication between parents and staff **(4)**
- Business record maintenance and management **(5)**
- Child abuse and maltreatment identification and prevention **(6)**
- Statutes and regulations pertaining to child care **(7)**
- Statutes and regulations pertaining to child abuse and maltreatment **(8)**
- Education and information on the identification, diagnosis and prevention of shaken baby syndrome **(9)**

3) Age/Modality (AM)

- Infant/Toddler **(1)**
- Preschool **(2)**
- K-3 **(3)**
- Family Child Care **(4)**
- SACC/Afterschool **(5)**

4) Session Type

- 90 Minutes (1.5 hours) 180 Minutes (3 hours)

5) Room Set Up

- Theater Movement Space (limited to active sessions)
- Round Tables (limited for hands on crafts)

6) Check the competency level(s) of the individuals you are targeting in your presentation:

Please check no more than two.

- Level I** – Individuals at this level are at the first step in the commitment to a career in early care and education; they contribute to and assure the maintenance of a safe and nurturing environment in which children learn and develop; they learn about children and families through participation in professional development activities; they receive ongoing supervision from someone at a higher level. **(1)**
- Level II** – Individuals at this level consistently exhibit practices grounded in theories of growth, development, and learning; they work cooperatively with others, establish good mentoring relationships, and sometimes provide direct supervision; they have participated in formal study leading to a degree and/or certificate and have refined their knowledge through guided and reflective experience with young children and families. **(2)**
- Level III** – Individuals at this level have extensive academic preparation and experience in the field; they can be responsible for mentoring those at Level I and II; they possess the ability to provide new resources in the development of theory and innovative practice; they demonstrate a mastery of developmentally appropriate practices which allow them to mentor peers as well as persons at other levels. **(3)**

