

Early Childhood Education

Technical Standards: The technical standards as stated here reflect performance abilities that are necessary for a student to successfully complete the requirements of the Early Childhood Education curriculum. It should be noted that under the Americans with Disabilities Act “A qualified person with a disability is one who can perform the essential function of a job with or without reasonable accommodation.” Please read the standards carefully and seek clarification if necessary.

According to the nature of the work required in the field of Early Childhood Education, the student must be able to meet the following standards:

TECHNICAL STANDARD	INDICATORS OF ACTIVITIES/BEHAVIORS (NOT ALL INCLUSIVE)
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport and professionally communicate with children, families, faculty, staff and colleagues. Demonstrate respect for children, colleagues, and instructors.
Communication abilities sufficient for interaction with others in verbal and written form.	Listen attentively. Observe, assess, and document information of children’s developmental progress. Ability to effectively exchange ideas and information with others through oral, written, and visual means.
Critical thinking ability sufficient for professional judgment.	Demonstrate ability to integrate knowledge, reflective, and critical perspectives in Early Childhood Education. Demonstrates ability to adhere to and uphold the NAEYC Code of Ethical Conduct and other academic and professional guidelines. Demonstrate the ability to apply foundational concepts in work as an Early Childhood professional.
Physical abilities and endurance sufficient to freely move about the classroom environment to accommodate the needs of children and colleagues.	Standing for a sustained period of time; walking, running, bending, and sitting on the floor to meet needs of children and accomplish required tasks.
Self-knowledge and awareness sufficient to make professional decisions.	Demonstrate ability to assess one’s own goals, strengths, and needs. Use constructive feedback to improve practice. Consider the impact of personal characteristics children, families, and colleagues.
Work ethic sufficient to meet the requirements of the workforce.	Demonstrate initiative, dependability, adaptability, and integrity in the classroom and field experiences.
Professionalism, Attitude and Demeanor needed for utilization of intellectual abilities and good judgment.	Present a professional appearance. Maintain own physical and mental health as well as emotional stability. Maintain a calm and efficient manner within time constraints and high stress / pressure situations. Demonstrate teamwork and flexibility. Demonstrate empathy. Maintain ethics and sound decision making. Respect cultural diversity. Able to focus in an environment with multiple interruptions, noises, distractions, and unanticipated circumstances. Demonstrate organizational skills.