

# Early Childhood Education

## *Technical Standards*

<b>Gross Motor Skills:</b>	Move across various surfaces (e.g., cushioned playground surface) Maintain balance in multiple positions Reach below waist (e.g., pick up a child) Reach out front
<b>Fine Motor Skills:</b>	Pick up objects with hands Grasp small objects with hands (e.g., small toys, pencil) Write with pen or pencil Coordinate hand-eye movements Cut with sharp implements (e.g., scissors, knives) Twist (e.g., turn objects/knobs using hands, open containers)
<b>Physical Endurance:</b>	Sit (e.g., floor, chair, child-size chair) Sustain repetitive movements (e.g., CPR) Maintain physical tolerance
<b>Physical Strength:</b>	Carry 50 pounds (e.g., carry a child) Support 50 pounds of weight (e.g., hold child) Lift 50 pounds (e.g., pick up a child, bend to lift an infant or child) Carry equipment/supplies Use upper body strength (e.g., perform CPR, position a child) Squeeze with hands (e.g., operate fire extinguisher)
<b>Mobility:</b>	Twist Bend Stoop/squat/kneel Move quickly (e.g., response to an emergency) Climb stairs Move about facility (e.g., walk/crawl)
<b>Hearing:</b>	Hear normal speaking-level sounds (e.g., person-to-person report) Hear faint voices Hear in situations when not able to see child (e.g., when masks are used) Hear auditory alarms (e.g., fire alarms, smoke detectors)
<b>Visual:</b>	See objects up to 20 inches away (e.g., read books, skin conditions) See objects up to 60 feet away (e.g., children in room/on playground) Use depth perception Use peripheral vision Distinguish color intensity (e.g., flushed skin/paleness)
<b>Smell:</b>	Detect odors (e.g., smoke, gasses or noxious smells)
<b>Environment:</b>	Tolerate exposure to allergens (e.g., latex gloves, chemical substances) Tolerate exposure to dyes and cleaning agents (e.g., chlorine bleach) Tolerate a noisy environment (e.g., children playing, screaming/crying)

- Reading:** Comprehend written documents (e.g., policies/procedures, licensing regulations)
- Math:** Tell time  
Add, subtract, multiply, and/or divide whole numbers and fractions  
Document numbers in records (e.g., medical logs, attendance records)
- Emotional Stability:** Establish professional relationships  
Provide children and families with emotional support  
Adapt to changing environment/stress  
Deal with the unexpected (e.g., illness of child, crisis)  
Focus attention on task  
Cope with own emotions  
Perform multiple responsibilities concurrently  
Cope with strong emotions in others (e.g., anger)  
Accept responsibility for executing job functions
- Analytical Thinking:** Transfer knowledge from one situation to another  
Process information from multiple sources  
Analyze abstract and concrete data  
Evaluate outcomes  
Utilize problem solving processes  
Prioritize tasks  
Use long-term memory  
Use short-term memory  
Interpret oral and written instructions
- Critical Thinking:** Identify cause-effect relationships  
Plan/control activities for others  
Synthesize knowledge and skills  
Sequence information  
Make decisions independently  
Adapt decisions based on new information
- Interpersonal Skills:** Establish rapport with individuals, children, families and groups  
Respect/value differences  
Negotiate interpersonal conflict
- Communication Skills:** Influence children and adults  
Direct/manage/delegate activities of others  
Speak English  
Write English  
Comprehend spoken/written word  
Collaborate with others (e.g., children, families, peers)  
Listen attentively to others  
Communicate with others in a comprehensible manner