

The **Early Childhood Education** program technical standards have been developed to inform students of the essential nonacademic functions of the program and profession. Examples are not all-inclusive.

Standard	Essential Function	Examples
<p>Communication Oral / Written</p>	<ul style="list-style-type: none"> • Effective verbal and written communication to support collaborative professional relationships with colleagues, professional partners, children, and children’s families. 	<ul style="list-style-type: none"> • Compose emails and texts in standard English • Communicate with children using appropriate tones and language and at their level • Discuss children’s needs and developmental progress with parents and educational support personnel • Document in writing and through oral language educational and curriculum plans
<p>Critical Thinking and Decision Making</p>	<ul style="list-style-type: none"> • Ability to maintain focus in an early childhood setting. • Ability to adapt quickly and effectively to changes in daily routines, environments, and situations. • Ability to follow guidance, feedback, and directions related to early childhood best practices. • Ability to maintain proper professional boundaries in both home and school environments. 	<ul style="list-style-type: none"> • Limit use of technology to classroom-focused activities • Respond appropriately during emergency situations • Follow written and verbal feedback with minimal prompting • Apply rules and regulations with minimal prompt • Adapt behavior, language, and positioning based on the situation

Standard	Essential Function	Examples
Mobility / Motor Skills	<ul style="list-style-type: none"> Actively participate in and support an early childhood education setting's daily routine 	<ul style="list-style-type: none"> Sustain periods of mobility Physically interacting with children indoors and outdoors Participate in and facilitate gross and fine motor activities. Lift children, move furniture, and move equipment Physical activities may include: <ul style="list-style-type: none"> Bending Lifting Twisting Crouching
Physical Strength and Stamina	<ul style="list-style-type: none"> Ability to possess sufficient physical strength, mobility, and stamina to meet the daily demands of working with children in active and sometimes physically demanding environments. 	<ul style="list-style-type: none"> Maintain the physical endurance required to work a full day in a busy, dynamic classroom Lift, carry, and move children and classroom materials
Sensory <ul style="list-style-type: none"> Sight Sound Taste Touch Smell 	<ul style="list-style-type: none"> Ability to monitor children according to state licensing and accreditation requirements Ability to tolerate multiple sensory inputs 	<ul style="list-style-type: none"> Observe and participate in activities with children Observe and document children's development and learning Respond to verbal cues and responses from children, such as questions or crying Change diapers and care for sick or injured children

Standard	Essential Function	Examples
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Ability to safely and effectively work in environments that may involve exposure to communicable illnesses, bodily fluids, and common childhood conditions • Working with children who may exhibit unpredictable behaviors, emotional outbursts, or physical contact requiring calm, consistent, and safe responses. • Ability to work in varying environmental temperatures and conditions. 	<ul style="list-style-type: none"> • Follow state and accreditation safety protocols, such as the use of protective gloves and sanitation procedures • Respond to challenging behaviors in a calm and appropriate manner • Dress appropriately for the weather
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Implement and adhere to an early childhood setting’s operating procedure, state childcare licensing rules, Maine Department of Education regulations, and/or the National Association for the Education of Young Children’s Code of Ethical Conduct. 	<ul style="list-style-type: none"> • Obtain applicable background check(s) with fingerprinting (CHRC and DHHS Child Care Provider) • Complete required training and certifications such as CPR/First Aid or BLS (Basic Life Support), Mandated Reporter Training, and State-approved health and safety training