

St. Petersburg College
Essential Functions
College of Education
Early Childhood Education

The Early Childhood Education programs at St Petersburg College prepare graduates to fulfill the requirements of early childhood educators in child care centers, preschools and Head Start classrooms. The essential functions described in this document are based on the knowledge and skills required of early childhood educators. Major Learning Outcomes are aligned with the National Association for the Education of Young Children (NAEYC) Program Standards for Associate and Bachelor programs. Measurement of some of these competencies shall be made through course written assignments and Field Experience assignments conducted in early childhood care and education settings. Other competencies will be assessed by faculty members and may be used to decide if an ability to perform an essential function of an early childhood educator has been demonstrated.

ESSENTIAL FUNCTION	EXAMPLES OF REQUIRED FUNCTIONS (not all inclusive)
Communication	<ul style="list-style-type: none"> display interpersonal Skills sufficient to interact with individuals, families, and groups from a variety of backgrounds ability to speak intelligibly to large and small groups ability to respond promptly, clearly, and appropriately one-on-one with children of varying ages and levels ability to communicate effectively orally and in writing to parents, colleagues, and community members ability to model/teach phonetics and assess young children's language skills including phonetic awareness ability to interpret policy, and adhere to proper policy and procedure
Critical Thinking/Problem Solving	<ul style="list-style-type: none"> ability to think critically in thoughts, feelings, and behavior sufficient to plan and implement safe and appropriate interactions with children, families, peers, administrators, and the public identify cause-effect relationships in early childhood group situations display sensitivity to possible reactions, needs, and emotions of others; and make sequential short and long term planning decisions ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems ability to conceptualize, analyze, synthesize, and evaluate a problem and propose an adequate solution ability to analyze and evaluate problems to determine if given data and information will produce required outputs identify both positive and negative factors that could impact the solution to a problem and prepare measures to manage those factors ability to conduct inspections of all areas of the environment including outdoor play areas
Cognitive Skills	<ul style="list-style-type: none"> develop, implement, and adapt developmentally appropriate and inclusive learning activities for young children demonstrate effective reading, writing, and computation skills required in early childhood care and education settings assists in the observation and documentation as well as the written assessment and evaluation of children's growth and development

	<ul style="list-style-type: none"> display knowledge of health, safety and nutrition requirements of young children
Professionalism	<ul style="list-style-type: none"> establish professional rapport with persons of all cultures and backgrounds ability to maintain professionalism and emotional control under stress exercise flexibility (ability to shift from one task to another) work within time constraints and maintain attentiveness intensity display socially acceptable interaction with the children, families, colleagues, supervisors, and members of the public from all cultures and backgrounds ability to be a productive and collaborative team member ability to respect other viewpoints while engaging in professional dialogue ability to receive feedback and incorporate/demonstrate suggestions for improvement ability to maintain professional attitude and tone in appropriately and effectively dealing with social and behavioral issues in an early childhood care and education setting ability to maintain knowledge of the trends, techniques, and resources to remain current in the education field ability to maintain family/caregiver/school confidentiality display ability to quickly and professionally evacuate children to safety in an emergency situation
Technology	<ul style="list-style-type: none"> ability to maintain basic knowledge of computer hardware and software, including educational applications, programs, and assessment instruments explain and enforce relevant policies, procedures, and strategies to promote safe and effective operations for the protection of children, data, and school property
Management	<ul style="list-style-type: none"> effectively guide the social and emotional development of young children and promote healthy interactions in group settings ability to maintain proper records and reports ability to articulate team participation and promote team collaboration ability to simultaneously manage multiple projects and prioritize projects and duties ability to facilitate and properly record meetings with children and caregivers
Mobility/Motor Skills/Vision/Hearing Skills	<ul style="list-style-type: none"> display the mobility and motor skills sufficient to carry out the essential duties of an early childhood educator, ensure child safety, and deliver effective learning activities display sufficient manual dexterity or effective use of assistive technology and learning materials create written or typed notes home, tests or reports; and complete official forms such as assessment, referrals, or individualized plans ability to visually present material for extended periods of time possess vision and/or hearing skills sufficient to perform essential duties including the visual monitoring of the environment, both indoor and in outdoor play areas, and hearing within normal range to assess activity level and safety concerns ability to respond appropriately to alarms, bells and speech typical in a classroom setting ability to function with typical lighting ability to use standard computer equipment and other educational technology tools with reasonable modification ability to perform essential early childhood educator duties such as academic planning, content delivery, and child guidance ability to communicate personally with children, parents and colleagues; and independently assess children's abilities and skills ability to maintain specific vision abilities required by this job to include close vision, distance vision, depth perception, and the ability to adjust focus must be able to hear conversations in quiet environments
Physical Demands	<ul style="list-style-type: none"> display ability to stand, walk, bend, kneel and sit including on the floor or in child-sized chairs monitor children in a variety of locations with noise, activity, and inclement weather

	<ul style="list-style-type: none">• ability to lift and/or move children, and equipment up to 50 pounds
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