**Section 26.210 Learning Environment**

The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.

a) Knowledge Indicators – he competent early childhood teacher:

1) understands how to create, select, and evaluate developmentally appropriate materials, equipment and technology for inclusion in the learning environment.

2) understands how to adapt strategies to meet the specific needs of all children from birth through grade three, including those with disabilities, developmental delays, or special abilities.

3) understands how to design learning environments that support the educational needs and interests of all children from birth through grade three.

4) understands how to design and maintain physically and psychologically safe, healthy, and productive learning environments.

5) understands the influence of the physical setting, schedule, routines, and transitions on children from birth through grade three.

6) understands how to interpret and apply information gained through formative and summative program evaluation to ensure a high-quality learning environment for children, their families, and the community.

b) Performance Indicators – The competent early childhood teacher:

1) creates and modifies learning environments to meet the individual needs of children from birth through grade three, including children with disabilities, developmental delays, and special abilities.

2) designs learning environments for children from birth through grade three that include and integrate developmentally and culturally appropriate materials, equipment, and technological resources.

3) integrates and applies individual and group guidance and problem-solving strategies that develop positive and supportive relationships, encourage positive social interaction, promote conflict resolution, and develop personal self-control, self-motivation, and self-esteem in children from birth through grade three.

4) designs and maintains physically and psychologically safe, healthy, and productive learning environments for children from birth through grade three.

5) applies an understanding of developmentally appropriate physical settings, schedules, routines, and transitions when promoting the development and learning of children from birth through grade three.

6) interprets and applies information gained from formative and summative program evaluation to ensure a high-quality learning environment for children, their families, and the community.