**Section 26.220 Instructional Delivery**

The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands the rationale for a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences for children from birth through grade three.

2) understands how to enhance the intellectual curiosity, problem-solving, and decision-making of children from birth through grade three.

3) understands how to select, integrate, and implement technology and multimedia resources with children from birth through grade three, including assistive technologies for children with special needs.

4) understands the importance of utilizing knowledge and strategies from multiple disciplines and systems in instructional delivery and in the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children from birth through grade three.

b) Performance Indicators – The competent early childhood teacher:

1) implements and evaluates a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences for children from birth through grade three.

2) implements and evaluates instructional strategies that promote the development of intellectual curiosity, problem-solving, and decision-making for children from birth through grade three.

3) selects, evaluates, and implements technology and multimedia resources and activities for children from birth through grade three and is able to include and adapt assistive technologies for children with special needs.

4) makes decisions regarding intervention strategies and daily activities that incorporate knowledge and strategies from multiple disciplines, including health and social service systems, for children from birth through grade three and their families with IFSPs and IEPs.