**Section 26.230 Communication**

The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands communication theory, language development, and the role of language in learning.

2) understands how cultural, gender, and socioeconomic differences can affect communication in the classroom.

3) understands the interrelationships among culture, language and thought and the function of the home language in the development of young children.

4) understands the importance of audience and purpose when selecting ways to communicate ideas.

b) Performance Indicators – The competent early childhood teacher:

1) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

2) uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

3) creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.

4) communicates with and challenges students in a supportive manner and provides students with constructive feedback.

5) uses a variety of communication modes to communicate with a diverse student population effectively.

6) practices effective listening, conflict resolution, and group-facilitation skills as a team member.

7) uses a variety of communication tools to enrich learning opportunities.

8) uses individual and group guidance and problem-solving skills to develop positive and supportive relationships with children, to encourage positive social interaction among children, and to develop children's personal self-control, self-motivation, and self-esteem.