

**COMPETENCY SKILL AREA:
LEARNING ENVIRONMENTS**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Learning Environments**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

Skill Area: Learning Environments	0	1	2
Level 1			
1.1 Provides equipment and materials that are clean, safe and free from hazards.			
1.2 Follows a daily schedule.			
1.3 Arranges environment and routines to promote respect for materials, equipment and others in the room.			
1.4 Arranges materials on child's level to allow for exploration and independence.			
1.5 Observes health and safety practices in the environment.			
1.6 Encourages children to participate in a variety of learning centers.			
1.7 Limits children's exposure to TV, videotapes, DVD's and passive learning.			
Level 2			
2.1 Selects materials appropriate for the developmental levels of all children.			
2.2 Implement schedules, routines, and transitions to meet children's needs.			
2.3 Arranges environment and routines to give children choices.			
2.4 Provides a variety of materials on a regular basis to allow children to have new experiences and opportunities for exploration and learning.			
2.5 Selects and provides materials that respond to the individual needs and learning styles of children.			
2.6 Provides an environment that encourages learning through play.			
2.7 Observes and documents children's learning as they participate in daily routines and transitions.			
2.8 Utilizes a developmentally appropriate curriculum to help plan learning activities.			

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Level 3			
3.1 Plans and adapts learning environments to meet the needs of all children, including children with special needs.			
3.2 Provides a balance of scheduled and unscheduled activities. For example, time, space and equipment are provided for active and quiet play, child-directed and teacher-directed activities, individual and group activities, and indoor and outdoor play.			
3.3 Observes children as they engage in learning centers and makes modifications and adaptations in the environment to support the individual needs of children.			
3.4 Organizes learning center to encourage active play, initiative, creativity, responsibility, and self-sufficiency for all children.			
3.5 Offers activities that routinely use materials representing multiple cultures and ethnic groups, and various ages and abilities.			
Level 4			
4.1 Includes a variety of activities and materials for implementing curriculum which includes all domains of early childhood learning.			
4.2 Structure opportunities for children to work independently, with other children, and with adults in groups of different sizes.			
4.3 Designs and implements a child-centered environment to encourage independence, responsibility and positive social skills through a variety of activities.			
4.4 Plans and adapts a supportive learning environment to promote positive interactions between children and adults.			
4.5 Observes children and uses observations to plan appropriate activities for each child.			
4.6 Identifies delays in development and makes appropriate adjustments in expectations and learning opportunities.			
4.7 Uses criteria from Environment Rating Scales to maintain high quality learning environments.			

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Level 5			
5.1 Creates a learning environment using specific materials, child choice and play as a context for enhancing development and active learning.			
5.2 Invites all children to participate in planning and creating a rich, stimulating environment, encouraging interaction, exploration and investigation by all children.			
5.3 Makes the learning community visible to children and families through pictures, stories, newsletters, journals, artwork, and notes to families, etc.			
5.4 Examines, evaluates and identifies the appropriate use of technology with young children.			
5.5 Designs adaptations in learning environments to support the functional and developmental needs of individual children.			
Level 6			
6.1 Advocates, evaluates, and justifies the need for appropriate curriculum and learning environments.			
6.2 Accesses, articulates, analyzes, evaluates and applies current theory and research related to early learning environments both indoors and outdoors.			
6.3 Partners with other professionals to plan, create, and sustain learning environments in which children may work harmoniously, creatively, and productively.			
6.4 Develops strategies that support the children's learning and families' roles in planning curriculum and their children's learning environment.			
6.5 Mentors other staff in designing, implementing, evaluating, and revising learning environments so that they are appropriate for children's learning and development.			
6.6 Ensures that technology is used effectively within the early childhood education learning environments to assist the program and to support children's learning and development.			

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Self-Reflection Questions

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?

_____ Yes _____ No Explain

b. If the skill is rarely used is it because you need to know more about the skill?

_____ Yes _____ No Explain

Is there someone you know who could help you better understand this skill? Who would that be?