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**Title: Tools for Evidence-based Lesson Plans and Progress Monitoring for Early Childhood Programs (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Tools for* *Evidence-based Lesson Plans and Progress Monitoring in Early Childhood Programs* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to planning instruction and activities that are based on Florida Early Learning and Developmental Standards. Participants are expected to apply knowledge of strategies that are developmentally appropriate for young children while addressing accommodations for individual needs of children with delays and disabilities. Additionally, participants will be expected to apply knowledge of progress monitoring in order to inform and group and individual plans for instruction. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate plans and supports for activities, lessons, and guided to children throughout the schedules and routines of the day.
2. Levels of support (universal, individualized, intensive) for developing plans and monitoring children’s performances and needs for support during lessons and activities.
3. Recognize and develop plans according to levels of support (universal, individualized, and intensive) indicated for meeting the needs of all children.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of the Components of Florida Early Learning and Developmental Standards*** - Participants will recognize skills related to the primary sections of the standards (for example, domains, component skills, and benchmarks) and corresponding sections of Individual Education Plans (IEP’s) for children who have delays and disabilities.

***Topic 2: Developing Developmentally Appropriate Lesson Plans*** – Using resources provided, participants will identify and give examples of incorporating the following into lesson plans: hands-on activities, guided practice, instruction on theme-related vocabulary, individualized accommodations, meeting both receptive and expressive communication needs of children.

***Topic 3: Using ongoing Progress Monitoring to Inform Instruction*** - Participants will identify various methods and techniques for observing and monitoring children’s performance and progress (including checklists, activity matrixes, anecdotal).

***Topic 4: Collaborating with Staff*** - Participants will develop examples of strategies for sharing information and collaborating with classroom staff and children’s service providers during the planning of lessons and activities.

***Topic 5: Planning for and Progress Monitoring IEP Goals*** - Participants will identify methods for incorporating specific goals into lesson planning and taking data that indicates a child’s specific level of performance and needs.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Lesson Planning*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/lesson-planning-sept-1.pdf), Rock Your Classroom – Focus on Lesson Planning - TATS document.
* [*Resources for Universal Design for Learning and Strategies for Inclusion*](https://tats.ucf.edu/universal-design-for-learning/)*,*TATS compilation of resources
* [*Adapting Activities and Materials for Young Children with Disabilities*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/05/adaptingactivitiesand_materialsec-1.pdf), Early Intervention Technical Assistance
* [*Children with Special Needs*](http://headstartinclusion.org/children-special-needs), Head Start Center for Inclusion

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of lesson and activity plans. Plans must include strategies for supporting the needs of children with delays and disabilities (for example, those indicated in IEP’s)
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s abilities for using materials, understanding and participating in lessons and related activities. Specific information must be included about supports for children in expressing their ideas and knowledge of information.
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning instruction, practice and activities that correlate to the standards. Information about scaffolding and differentiating instruction must be included.

Verification of completed follow-up activities by the participants' supervisor is required.