


1. Evidence of lesson planning	
1a. Instruction is meaningful, purposeful, and addresses FL standards.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Activities are developmentally appropriate for the child's age and skill level. State standards and IEP goals are considered for both adult-initiated and child-initiated activities. Teachers prepare for lessons in advance with materials ready when children arrive. Children are provided opportunities and support throughout the day to practice functional use of skills. Lesson materials include information related to real life to facilitate generalization across settings and situations. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ How are activities developmentally appropriate? ✓ How are IEP goals and State Standards (VPK) embedded into this activity? 	Link to Florida Early Learning and Developmental Standards
<p>Supports, Accommodations, Adaptations</p>	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Teachers and staff should be familiar with Florida Early Learning and Developmental Standards and be aware of the sequences of development described in each domain of the document. → Plans should allow for extension activities related to themes and skills. → Plans should allow for and encourage child-directed and social play activities. 	Resources for Universal Design for Learning Activity Guides for VPK and FELDS Lessons that Last a Lifetime - Basic Skills
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Lessons and themes should relate to “real-life” and objects and visuals that represent the information should be provided. → Pre-requisite skills and pre-requisite vocabulary should be directly taught → Lessons should provide for additional and extended practice of skills with re-teaching as needed. → IEP information (learning goals, present levels, learning styles and needs for support) is considered when planning and referenced in the lesson plans. 	Individualizing Instruction in Preschool Sample Lesson Plan (editable) Sample Schedule with Descriptions Supporting Art and Projects Focus on Vocabulary during Routines
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Prompting strategies should be pre-planned, taught to staff, and used consistently. → Manipulative and real-life objects should be provided. → Consult with family, service providers, and classroom staff to be sure that activities are accessible to children with intensive needs. → IEP information (learning goals, present levels, adaptations, learning styles and needs for support) is considered when planning lessons and activities. 	Standards-based Instruction for Children with Intellectual Disabilities Encouraging Language and Communication Visual Strategies to Support Emergent Literacy