


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. • Children are working toward an intended goal, such as building a tower or expression through art activities. • 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ <i>What are children learning?</i> ✓ <i>How are activities developmentally appropriate?</i> ✓ <i>How are IEP goals and State Standards (VPK) embedded into this activity?</i> 	<p><u>Link to Florida Early Learning and Developmental Standards</u></p>
<p><i>Supports, Accommodations, Adaptations</i></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. 	<p><u>Resources for Universal Design for Learning</u></p> <p><u>Activity Guides for VPK and FELDS</u></p> <p><u>Lessons that assist in the development of basic skills</u></p>
<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. 	<p><u>Individualizing Instruction in Preschool</u></p> <p><u>Sample Lesson Plan (editable)</u></p> <p><u>Sample Schedule with Descriptions</u></p> <p><u>Supporting Art and Projects</u></p> <p><u>Focus on Vocabulary during Routines</u></p>
<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. 	<p><u>Standards-based Instruction for Children with Intellectual Disabilities</u></p> <p><u>Encouraging Language and Communication</u></p> <p><u>Visual Strategies to Support Emergent Literacy</u></p>