



Evidence of Lesson Planning	
1b. Teachers know and can describe instructional objectives and purpose of activities.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Teachers can explain what children are learning throughout the day for all indoor and outdoor activities. Teachers can explain how activities relate to State Standards or IEP goals. Teachers are aware of IEP goals, accommodations and/or modifications for diverse learners. Teachers and staff plan for and facilitate the practice of skills in varying situations and settings. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ Do the children understand what they are learning? How do you know this? ✓ How are IEP goals and State Standards embedded into this activity? 	
Supports, Accommodations, Adaptations	<p>Links for Additional Information</p> <p>Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Plans should be based on and correlated to the standards. → Teachers and staff should be aware of how the lesson and the activities relate to the standards, IEP's (as applicable), and progress monitoring (including formal, classroom-based, and district informational) tools. → Teachers and staff should facilitate practice of skills in various settings for all children. 	<p>Florida Early Learning and Developmental Standards</p> <p>Resources for Universal Design for Learning</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Display visuals stating and showing learning goals for lessons, activities, and specific needs → Cue children to learning goals before activities as well as before and during practice opportunities. → Inform children verbally and visually how they are doing and remind them of what they have learned. → Teach skills directly and provide additional guided practice in varying situations. 	<p>Guide for Individualizing Instruction from Head Start Inclusion</p> <p>Breadth of the Three Child Outcomes</p> <p>Sample Matrix: Know the Goal</p> <p>Planning Matrix from Head Start</p> <p>Helping Children Understand and Set Goals</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → State the goals for children with significant needs with simple and clear words and visuals, followed by practice with emphasis on functional use of skills. → Collaborate with families and service providers to determine IEP goals and how they will be addressed. 	<p>Ideas to Engage Students with Significant Multiple Disabilities</p> <p>Planning Matrix from Head Start</p>