


<b>1. Evidence of lesson planning</b>	
<b>1a. Instruction is meaningful, purposeful, and addresses FL standards.</b>	
<p>Quality indicators:</p> <ul style="list-style-type: none"> <li>• Activities are developmentally appropriate for the child’s age and skill level.</li> <li>• State standards and IEP goals are considered for both adult-initiated and child-initiated activities.</li> <li>• Teachers prepare for lessons in advance with materials ready when children arrive.</li> <li>• <b>Children are provided opportunities and support throughout the day to practice functional use of skills.</b></li> <li>• <b>Lesson materials include information related to real life to facilitate generalization across settings and situations.</b></li> </ul>	
<p>Questions to ask:</p> <ul style="list-style-type: none"> <li>✓ How are activities developmentally appropriate?</li> <li>✓ How are IEP goals and State Standards (VPK) embedded into this activity?</li> </ul>	
<p><i>Supports, Accommodations, Adaptations</i></p>	<p><b>Links for Additional Information</b>  <b>Right click to open in new window</b></p>
<p><b>Universal Supports</b></p> <ul style="list-style-type: none"> <li>→ 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.</li> <li>→ <b>Plans should allow for extension activities related to themes and skills.</b></li> <li>→ <b>Plans should allow for and encourage child-directed and social play activities.</b></li> </ul>	<p><a href="#"><u>Applying Universal Design (TATS/FIN)</u></a>  <a href="#"><u>Lessons that Last a Lifetime - Basic Skills</u></a>  <a href="#"><u>Link to Florida Early Learning and Developmental Standards - 2017</u></a></p>
<p><b>Targeted/Specialized Supports</b></p> <ul style="list-style-type: none"> <li>→ <b>Lessons and themes should relate to “real-life” and objects and visuals that represent the information should be provided.</b></li> <li>→ <b>Pre-requisite skills and pre-requisite vocabulary should be directly taught</b></li> <li>→ Lessons should provide for additional and extended practice of skills with re-teaching as needed.</li> <li>→ IEP information (learning goals, present levels, learning styles and needs for support) is considered when planning and referenced in the lesson plans.</li> </ul>	<p><a href="#"><u>Sample Lesson Plan (editable)</u></a>  <a href="#"><u>Supporting Art and Projects</u></a>  <a href="#"><u>Focus on Vocabulary during Routines</u></a>  <a href="#"><u>Sample Schedule with suggested times</u></a></p>
<p><b>Intensive Interventions</b></p> <ul style="list-style-type: none"> <li>→ Prompting strategies should be pre-planned, taught to staff, and used consistently.</li> <li>→ <b>Manipulative and real-life objects should be provided.</b></li> <li>→ <b>Consult with family, service providers, and classroom staff to be sure that activities are accessible to children with intensive needs.</b></li> <li>→ IEP information (learning goals, present levels, adaptations, learning styles and needs for support) is considered when planning lessons and activities.</li> </ul>	<p><a href="#"><u>Encouraging Language and Communication</u></a>  <a href="#"><u>Visual Strategies to Support Emergent Literacy</u></a></p>