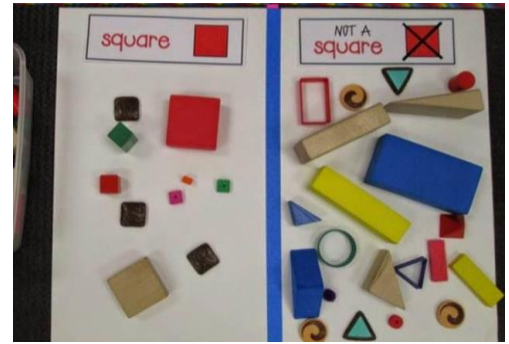


Evidence of Lesson Planning

1b. Teachers know and can describe instructional objectives and purpose of activities.

Quality indicators:

- 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.**



Questions to ask:

- ✓ 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

Links for Additional Information
Right click to open in new window

Universal Supports

- 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.**

[Florida Early Learning and Developmental Standards](#)

[Universal Design for Learning Overview](#)

Targeted/Specialized Supports

- 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.**

[Guide for Individualizing Instruction from Head Start Inclusion](#)

[Breadth of the Three Child Outcomes](#)

[Sample Matrix: Learning Goals](#)

[Planning Matrix from Head Start](#)

Intensive Interventions

- 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.

[Ideas to Engage Students with Significant Multiple Disabilities](#)

[Planning Matrix from Head Start](#)