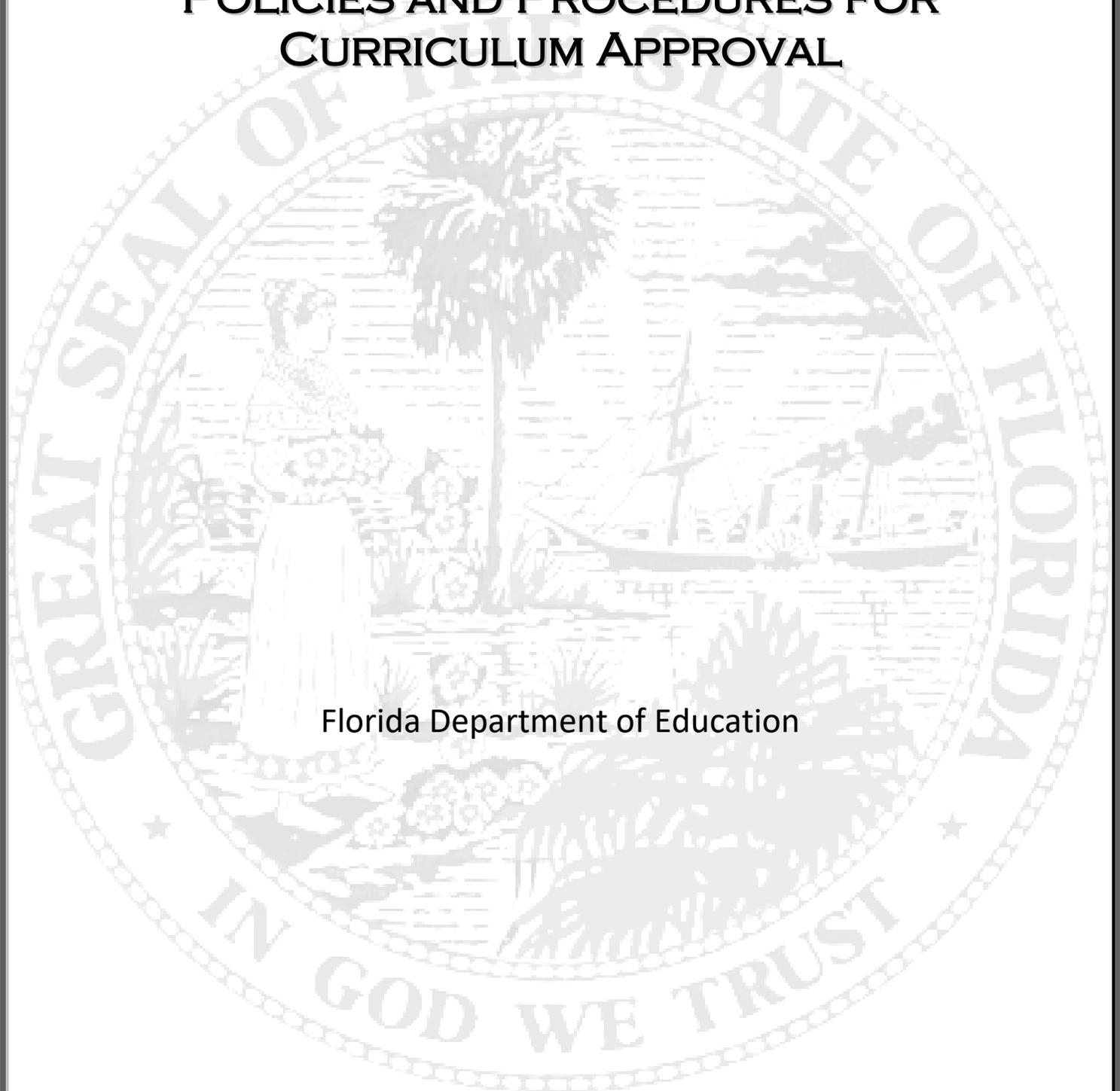


# FLORIDA VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM:

## POLICIES AND PROCEDURES FOR CURRICULUM APPROVAL

Florida Department of Education



This document was developed by the Florida Department of Education.  
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Florida Department of Education

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## I. Introduction

The following policies and procedures have been approved pursuant to section (s.) 1002.67(2), Florida Statutes (F.S.), for use by the Department of Education (the Department) to review curricula submitted for the Voluntary Prekindergarten (VPK) Education Program.

Section [1002.67\(2\)\(a\)](#), F.S., requires the Department to approve curricula for use by public and private VPK providers that fail to meet the minimum provider performance metric and designation in accordance with s. [1002.68](#), F.S. The Department maintains a list of such approved curricula.

The Department has developed curriculum specifications that align with performance standards in [Rule 6M-8.602](#), Florida Administrative Code (F.A.C.), for use in VPK programs. These specifications outline the criteria that the comprehensive curriculum package being solicited are expected to meet. The Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation document may be found at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>.

For the purposes of this approval process, curricula are defined as a set of written materials that:

- Develop students' background knowledge through a content-rich and sequential knowledge-building early literacy curriculum.
- Address the use of materials, scheduling, arranging the environment, and interaction between children and adults separately and in combination.
- Include more than activity suggestions and more than theory and pedagogy.
- Are aligned with the performance standards adopted in [Rule 6M-8.602](#), F.A.C.
- Are aligned with evidence-based research.
- Are able to be replicated.

Only comprehensive curriculum will be considered. To be considered comprehensive, the curricula submitted must "stand alone" and cover all domains of the performance standards. If ancillary or supplemental curriculum materials are required for a given curriculum to be considered comprehensive, those additional curriculum materials must be submitted together as a complete comprehensive curriculum package.

A comprehensive curriculum package is one that contains a mix of instruction and practice activities sufficient to build strong skills in each of the domains of the performance standards.

A comprehensive curriculum package contains the following characteristics:

- Intentional teaching
- Comprehensive domains of learning
- Specific learning goals
- Well-designed learning activities
- Accurate representation of Florida's population
- Individualized/differentiated instruction
- Ongoing assessment (check for knowledge)
- Family engagement
- Appropriateness for program staff, children and families

The comprehensive curriculum package also includes all required Department forms outlined in Section B of this document.

## II. Instructions to Publishers

### A. General Information

Florida Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation, which can be found at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>, includes information about the kinds of curriculum that are desired, the age-level and domains for which the curriculum should be designed, and research findings regarding effective and developmentally appropriate curriculum.

Publishers should examine the Florida Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation to determine whether the product covers the performance standards and represents a comprehensive curriculum package as referenced in the introduction to this document.

The Department will approve only comprehensive curricula that address the performance standards in their entirety. A comprehensive curriculum may include a single item or may include a number of items bundled together, which, when combined, meet the required performance standards. Submissions that comprise two or more independent, stand-alone curricula are not acceptable for approval consideration and will not be included in the curricula review process.

### B. Procedures for Submitting Curricula for Approval

All forms and documents required in this process must be emailed to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org) and received no later than the published deadlines. A publisher may submit questions and request notification of published deadlines by sending contact information to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org).

The deadline(s) for receipt of necessary forms and curricula submissions will be set by the Department and published at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>.

Required Components	Timeframe
<ul style="list-style-type: none"> <li>• Form VPKC1, Publisher’s Intent to Submit Form</li> <li>• Form VPKC2, Publisher’s Registration and Agreement Form</li> </ul>	Must be received within the submission window dates established by the Department and no more than 14 calendar days following the announcement of the curriculum review opening.
<ul style="list-style-type: none"> <li>• Form VPKC3, Performance Standards Alignment Form</li> <li>• Form VPKC4, Scope and Sequence Form</li> <li>• Form VPKC5, Professional Learning Plan</li> <li>• Form VPKC6, Publisher’s Submission</li> </ul>	Must be received within the submission window dates established by the Department and no more than 45 calendar days following the announcement of the curriculum review opening.

<p>Overview</p> <ul style="list-style-type: none"> <li>• Four full sets of the comprehensive curriculum package</li> </ul>	
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### **1. Form VPKC1, Publisher’s Intent to Submit Form (Appendix A)**

Publishers must submit Form VPKC1 to express interest in submitting curricula for the VPK Program.

### **2. Form VPKC2, Publisher’s Registration and Agreement (Appendix B)**

Publishers must submit Form VPKC2 providing publisher information and agreement with the ethical standards and requirements outlined in s. 1006.32(1), F.S.

### **3. Form VPKC3, Performance Standards Alignment Form (Appendix C)**

Publishers must submit Form VPKC3 to demonstrate where and to what degree, according to the publisher, the curriculum submission aligns with the performance standards as required in the Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation (in the Specifications document, see A.1.) and to agree to update the curriculum to reflect any new performance standards that may be adopted within the approval period. The Department will use the evidence provided on Form VPKC3 to inform the assessment of the curriculum based on the evaluation criteria adopted by the Department (in the Specifications document, see IV. Criteria for Evaluation).

### **4. Form VPKC4, Scope and Sequence (Appendix D)**

Publishers must submit Form VPKC4 detailing the scope and sequence of the curriculum. Because VPK programs can vary in length, publishers must include a separate Form VPKC4 for 300-hour and 540-hour programs.

### **5. Form VPKC5, Professional Learning Plan (Appendix E)**

Publishers must submit Form VPKC5 that outlines both initial and ongoing professional learning that would be essential for a VPK provider on probation to implement a curriculum as designed. The VPK provider may need to choose a curriculum for a summer program (300 hours) or a school year program (540 hours), so the plan may have variations for these two types of programs if the publisher deems necessary. Information and professional learning criteria can be found in the Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation document. The plan must include a written narrative, evidence of tiered levels of professional learning support for instructors, directors and/or instructional coaches, specifics on access to face-to-face training, web-based trainings or tutorials, as well as any associated materials.

In addition, **publishers are required to send a printed copy of the plan and associated materials to the Department** no later than the published deadline. These materials must be bound together, packaged separately from the curriculum materials and the package clearly marked “Professional Learning Plan.”

### **6. Form VPKC6, Publisher’s Submission Overview (Appendix F)**

Publishers must submit Form VPKC6 that outlines each component of the curriculum for providers on probation.

## ***C. Procedures for Providing a Comprehensive Curriculum Package***

Publishers and manufacturers of curriculum, or their representatives, must deliver a total of four (4) full sets of the comprehensive curriculum package to the Department.

Publishers and manufacturers must comply with the following instructions for packaging and delivering a comprehensive curriculum package and related materials to the Department. The Department has the right to disqualify any submissions not compliant with these requirements.

### **1. Comprehensive Curriculum Package Components**

Publishers must submit for review all components of the comprehensive curriculum package under consideration, including teacher editions. These materials must be in final form.

### **2. Class Kits or Libraries**

If the curriculum submission includes a class kit or library with multiple copies of the same materials, create a sample for each of the submitted comprehensive curriculum packages that includes only **one** copy of each of the items. Form VPKC6 must then specify the number of each item included with the purchase.

### **3. Deadline for Receipt of Comprehensive Curriculum Package**

The Department must receive four (4) complete sets of the comprehensive curriculum package no later than the published deadline set by the Department and published at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>.

### **4. Packing List and Shipping Instructions**

The publisher must prepare a **separate packing list for each submission** that includes the following information:

- Publisher information (must be listed on Master List and separate lists in each carton);
- Master list of the exact titles with the International Standard Book Number (ISBN) for each item in the shipment. If a comprehensive curriculum package has been put together and has an ISBN different from the one listed on Form VPKC6, that must be indicated;
- Identification of all items to be returned, if any;
- Instructions for returning the materials, if required; and
- Number of cartons in the shipment (e.g., 1 of 3, 2 of 3, 3 of 3).

**A packing list in each separate carton of a multi-carton shipment** of only those items in that carton, with exact titles and ISBNs, is required of publishers. Pack materials in a durable, reusable carton; if the comprehensive curriculum package is to be returned, mark the outside of the carton “to be returned” and include a self-addressed label.

### **5. Delivery**

The comprehensive curriculum package must be shipped by a common carrier (UPS, US Postal Service, etc.). Use a service that allows tracking of delivery. Ship all curricula package components related to a submission at the same time. If an item must be shipped separately, a notice to that effect must be in the carton with the first shipment. However, the published deadline is for receipt of the completed comprehensive curriculum package.

## 6. Return of Materials

The Department is not obligated to return a comprehensive curriculum package unless the publisher has so indicated. Publishers who wish to have their comprehensive curriculum package returned must:

- Label each returnable piece of the curricula. The label shall be affixed to the item and shall clearly indicate that the item is to be returned. **In the absence of the labeling of each returnable piece, the Department will assume that the curriculum is not to be returned.**
- Arrange for pickup of curriculum from the delivery site at the publisher's expense. Curriculum to be returned shall be shipped in durable, reusable containers with self-addressed labels and detailed instructions for return shipment to the publisher or manufacturer. The outside container shall be clearly marked "to be returned." **In the event the publisher or manufacturer fails to provide a means for returning the curriculum, the Department shall not be liable for return or payment.**

## III. Scoring of Approved Comprehensive Curriculum Package for Providers on Probation

Comprehensive curriculum packages will be evaluated using criteria outlined in Florida Voluntary Prekindergarten (VPK) Education Program: Curriculum Approval Specifications for Providers on Probation (VPK Curriculum Specifications) document incorporated in [Rule 6M-8.604](#), F.A.C.

Comprehensive curriculum packages will be scored with a rating scale of 0-2 as follows:

- 0: Unsatisfactory – The curriculum does not adequately meet all the criteria for each section.
- 1: Adequate – The curriculum adequately meets the criteria by meeting all the components for each section AND meets 100% of the Language and Literacy and Mathematical Thinking domains' performance standards and 80% or more of the other domains' performance standards.
- 2: Exceeds – The curriculum thoroughly addresses the criteria by meeting all the components listed for each section in an extraordinary way AND meets 100% of the Language and Literacy and Mathematical Thinking domains' performance standards and 90% or more of the other domains' performance standards.

To approve a comprehensive curriculum package, the following scoring rules **MUST** be met:

1. An **average score of 1** (Adequate) in each of the six major priority areas within the VPK

Curriculum Specifications document:

- Content
- Presentation
- Learning
- Professional learning
- Parent/family materials
- Evidence-based

2. AND a **minimum score of 1** (Adequate) for each of the following individual items within the VPK Curriculum Specifications document: A.1.a.-A.1.h., A.2.a.-A.2.d., A.3, B.1.a.-B.1.b., B.2, B.3., B.3.a.-B.3.d., B.4-B.5., B.6.a.-B.6.b., C.1.a.-C.1.b., C.2., C.3.a.-C.3.b., C.4.a.-C.4.b., C.5.a.-C.5.b., D.1.-D.7., E.1., F.1.

The Department will assess the comprehensive curriculum package in each **major priority area** to determine if benchmarks in each domain of the performance standards have been adequately addressed. A comprehensive curriculum package will be found to satisfy a domain when the Department has determined that the curriculum has met 100% of the Language and Literacy and Mathematical Thinking domains and a minimum of 80% of the remaining domains' performance standards and benchmarks.

### ***C. Maintenance of List: Approved Curricula for VPK Providers on Probation***

#### **1. List of Approved Curricula**

The Department will maintain a list of approved curricula for VPK providers on probation on the Department's website and in the Provider Portal. Listed titles will be linked to a document that includes information about the approved submission (all materials and professional learning required), including ISBN numbers and publication dates for books.

#### **2. Length of Approval**

Curricula remain approved for a minimum of three (3) calendar years and until the end of the program year in which the Department finalizes a superseding list. If a publisher cannot support the approved comprehensive curriculum package (including all required materials and professional learning) at the set price, the approved submission title will be removed from the list.

#### **3. Curriculum Application for Minimal Revisions**

Publishers who have made minimal revisions to the approved comprehensive curriculum package, including professional learning, must submit Form VPKC7 to seek continued approval by the Department.

Minimal revisions are defined as a change in the title of the curriculum, publisher name change, changes in style, format, layout or printing options, minor changes that resulted in an edition change, or other revisions that are not related to the performance standards. Change in price of the approved comprehensive curriculum package is not considered a minimal revision and will result in the removal of the curricula from the approved list.

To be approved to make minimal revisions to an approved comprehensive curriculum package, the publisher **must**:

- Submit the request to the Department on Form VPKC7;
- Support a curriculum that has been approved by the Department for more than six months; and
- Demonstrate that the minimal changes made to the curriculum align with the performance standards adopted by the Department under Rule 6M-8.602, F.A.C.

A publisher must submit Form VPKC7 via email to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org) within the published timeframe.



## **APPENDICES**

- Appendix A- Form VPKC1, Publisher's Intent to Submit Form
- Appendix B- Form VPKC2, Publisher's Registration and Agreement Form
- Appendix C- Form VPKC3, Performance Standards Alignment Form
- Appendix D- Form VPKC4, Scope and Sequence
- Appendix E- Form VPKC5, Professional Learning Plan
- Appendix F- Form VPKC6, Publisher's Submission Overview
- Appendix G- Form VPKC7, VPK Curriculum Application for Minimal Revisions

**Publisher’s Intent to Submit Form**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

Provide the following information regarding your intent to submit a comprehensive curriculum package for review through the VPK Curriculum Approval Process. Type responses into the shaded boxes below, which will expand to accept information. **Note: If submitting more than one curriculum, a separate form is required for each submission.** This form must be submitted via email to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org) and received no later than the published deadline set by the Department and published at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>.

Curriculum Submission Information	
<b>Title:</b>	Click or tap here to enter text.
<b>Edition:</b>	Click or tap here to enter text.
<b>Author(s):</b>	Click or tap here to enter text.
<b>Copyright:</b>	Click or tap here to enter text.
<b>Format:</b>	<input type="checkbox"/> Print <input type="checkbox"/> Online <input type="checkbox"/> Both  <b>If print</b> , indicate the estimated number of boxes/packages:  <b>If online</b> , provide the location and/or log-in information to access the curriculum: Click or tap here to enter text.

Publisher Information	
<b>Company Name:</b>	Click or tap here to enter text.
<b>FEID No.:</b> xx-xxxxxxx	Click or tap here to enter text.
<b>Street Address:</b> (No post office box)	Click or tap here to enter text.
<b>City/State/ZIP Code:</b>	Click or tap here to enter text.
<b>Email Address:</b>	Click or tap here to enter text.
<b>Phone No.:</b>	Click or tap here to enter text.

*This represents an intention to submit only, and in no way obligates this company to participate in this approval process.*

**Name of Publisher Administrator:** Click or tap here to enter text.

**Title of Publisher Administrator:** Click or tap here to enter text.

**Signature:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.



**Publisher’s Registration and Agreement Form**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

**Publisher’s Registration**

Publishers submitting a comprehensive curriculum package for the VPK Curriculum Approval Process are required to complete this form. **Note: If submitting more than one comprehensive curriculum package, a separate form is required for each submission.** The form must be returned no later than the published deadline to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org).

PUBLISHER CONTACT INFORMATION	
<b>Publisher Name:</b>	Click or tap here to enter text.
<b>FEID No.:</b> xx-xxxxxxx	Click or tap here to enter text.
<b>Street Address:</b> (No post office box)	Click or tap here to enter text.
<b>City, State, ZIP Code:</b>	Click or tap here to enter text.

PUBLISHER ADMINISTRATOR’S CONTACT INFORMATION	
<b>First Name:</b>	Click or tap here to enter text.
<b>Last Name:</b>	Click or tap here to enter text.
<b>Phone No.:</b> xxx-xxx-xxxx	Click or tap here to enter text.
<b>Email Address:</b>	Click or tap here to enter text.

ALTERNATIVE PUBLISHER CONTACT INFORMATION	
<b>First Name:</b>	Click or tap here to enter text.
<b>Last Name:</b>	Click or tap here to enter text.
<b>Phone:</b> xxx-xxx-xxxx	Click or tap here to enter text.
<b>Email Address:</b>	Click or tap here to enter text.

**Publisher's Registration and Agreement Form**  
Florida Department of Education  
Division of Early Learning  
**VPK Curriculum Approval Process**

**Publisher's Agreement**

I hereby agree that I will faithfully adhere to the spirit and intent of Florida's stated procedures as they pertain to the ethical standards for the selection of curriculum as outlined in the Florida Voluntary Prekindergarten (VPK) Education Program Policies and Procedures for Curriculum Approval document. Furthermore, the ethical standards outlined in s. 1006.32(1), F.S., related to instructional materials adoption and applied to VPK curriculum, and made a part of the comprehensive curriculum package, as well as the signing of this agreement, have been shared in writing with all company representatives registered to do business in Florida.

To maintain the ethical standards for the approval of curriculum, publishers will adhere to the guidelines as follows:

- I. Neither offer nor accept requests of inducements that might influence professional judgment in the approval process;
- II. Coordinate any activities pertaining to the curriculum approval process; and
- III. Direct questions concerning appropriate conduct and ethical standards to the Department via email at [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org).

In witness whereof, he/she has hereto set his hand and seal.

**Submission Title:** Click or tap here to enter text.

**Name of Publisher Administrator:** Click or tap here to enter text.

**Title of Publisher Administrator:** Click or tap here to enter text.

**Signature:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Performance Standards Alignment Form**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

Provide the following information for submitting a curriculum for review through the VPK Curriculum Approval Process. **Note: If submitting more than one curriculum, a separate form is required for each submission.** This form must be submitted via email and received no later than the published deadline to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org).

CURRICULUM SUBMISSION INFORMATION				
<b>Publisher Name</b>				
<b>Mailing Address</b>				
<b>Submission Title</b>				
<b>Edition/Year</b>				
<b>Publisher Administrator Full Name</b>				
<b>Publisher Administrator Contact Information</b>				
<b>Email Address</b>				
<b>Submission Author</b> (if applicable)	<b>VPK PROGRAM TYPE:</b>			
	<input type="checkbox"/> School Year Program (540 hours) <input type="checkbox"/> Summer Program (300 hours)			
CURRICULUM PERFORMANCE STANDARDS ALIGNMENT				
	The <b>minimum required</b> number ( <b>80%</b> ) of performance standards/benchmarks met <i>in all domains to earn a score of 1</i> on a scale of 0-2	The <b>minimum required</b> number ( <b>90%</b> ) of performance standards/benchmarks met <i>in all domains to earn a score of 2</i> on a scale of 0-2	The <b>total number</b> ( <b>100%</b> ) of performance standards/ benchmarks in each domain	<b>Number of performance standards/ benchmarks met in each domain</b>
	<b>*100% of the performance standards and benchmarks are required for Language and Literacy and Mathematical Thinking domains.</b>			
<b>DOMAIN</b>	<b>80% Performance Standards/Benchmarks</b>	<b>90% Performance Standards/Benchmarks</b>	<b>100% Performance Standards/Benchmarks</b>	
Physical Development	14	15	17	
Approaches to Learning	3	4	4	
Social and Emotional	14	15	17	
Language and Literacy*	N/A	N/A	43*	
Mathematical Thinking*	N/A	N/A	23*	
Scientific Inquiry	24	27	30	
Social Studies	20	23	25	
Creative Expression Through the Arts	6	7	8	
Publisher indicates if the performance standards/ benchmarks meet the minimum requirement.	<b>80% of performance standards/ benchmarks met?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>90% of performance standards/ benchmarks met?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>*100% of required domains met?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

**Performance Standards Alignment Form**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

**FLORIDA VPK PROGRAM: CURRICULUM PERFORMANCE STANDARDS ALIGNMENT**

Publishers must submit this form to demonstrate where and to what degree, according to the publisher, the curriculum submission aligns with the performance standards approved by the Department under Rule 6M-8.602, F.A.C.

Florida Early Learning and Developmental Standards	Submission Evidence (Include page numbers, weblinks, etc.)
<b>I. Physical Development Domain</b>	
<b>A. Health and Well-Being</b>	
<b>a. Active Physical Play</b>	
<b>1. Engages in physical activities with increasing balance, coordination, endurance and intensity</b>	
Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	
<b>b. Safety</b>	
<b>1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity</b>	
Benchmark a: Consistently follows basic safety rules independently across different situations	
Benchmark b: Identifies consequences of not following safety rules	
<b>c. Personal Care Routines</b>	
<b>1. Responds to and initiates care routines that support personal hygiene</b>	
Benchmark a: Initiates and completes familiar hygiene routines independently	
<b>d. Feeding and Nutrition</b>	
<b>1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</b>	
Benchmark a: Assists adults in preparing simple foods to serve to self or others	

Benchmark b. Recognizes nutritious food choices and healthy eating habits	
<b>B. Motor Development</b>	
<b>a. Gross Motor Development</b>	
<b>1. Demonstrates use of large muscles for movement, position, strength, and coordination</b>	
Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	
Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	
Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	
<b>2. Demonstrates use of large muscles to move in the environment</b>	
Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	
<b>b. Gross Motor Perception</b>	
<b>1. Uses perceptual information to guide motions and interactions with objects and other people</b>	
Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	

Benchmark b: Demonstrates spatial awareness through play activities	
<b>c. Fine Motor Development</b>	
<b>1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks</b>	
Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	
<b>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</b>	
Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	
Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	
Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	
<b>Percent of standards/benchmarks met for Physical Development domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence (Include page numbers, weblinks, etc.)
<b>II. Approaches to Learning Domain</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows increased curiosity and is eager to learn new things and have new experiences	
<b>B. Persistence</b>	
1. Attends to tasks for brief periods of time	
<b>C. Creativity</b>	
1. Approaches daily activities with creativity and inventiveness	
<b>D. Planning and Reflection</b>	
1. Demonstrates some planning and learning from experiences	
Percent of standards/benchmarks met for Approaches to Learning domain	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence
III. Social and Emotional Development Domain	(Include page numbers, weblinks, etc.)
<b>A. Emotional Functioning</b>	
<b>1. Expresses, identifies and responds to a range of emotions</b>	
Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	
<b>2. Demonstrates appropriate affect (emotional response) between behavior and facial expression</b>	
Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	
<b>B. Managing Emotions</b>	
<b>1. Demonstrates ability to self-regulate</b>	
Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	
<b>2. Attends to sights, sounds, objects, people and activities</b>	
Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	
<b>C. Building and Maintaining Relationships with Adults and Peers</b>	
<b>1. Develops positive relationships with adults</b>	
Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	
<b>2. Develops positive relationships with peers</b>	
Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	
Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	
Benchmark c: Responds appropriately to bullying behavior	

<b>3. Develops increasing ability to engage in social problem solving</b>	
Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	
<b>4. Exhibits empathy by demonstrating care and concern for others</b>	
Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	
<b>D. Sense of Identity and Belonging</b>	
<b>1. Develops sense of identity and belonging through play</b>	
Benchmark a: Engages in associative play and begins to play cooperatively with friends	
<b>2. Develops sense of identity and belonging through exploration and persistence</b>	
Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	
<b>3. Develops sense of identity and belonging through routines, rituals, and interactions</b>	
Benchmark a: Demonstrates willingness to be flexible if routines must change	
<b>4. Develops sense of self awareness and independence</b>	
Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings	
Benchmark b: Recognizes preferences of others	
Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	
Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	
<b>Percent of standards/benchmarks met for Social and Emotional Development domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence (Include page numbers, weblinks, etc.)
<b>IV. Language and Literacy Domain</b>	
<b>A. Listening and Understanding</b>	
<b>1. Demonstrates understanding when listening</b>	
Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	
<b>2. Increase knowledge through listening</b>	
Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	
<b>3. Follows directions</b>	
Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	
<b>B. Speaking</b>	
<b>1. Speaks and is understood when speaking</b>	
Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	

<b>C. Vocabulary</b>	
<b>1. Shows an understanding of words and their meanings (receptive)</b>	
Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	
Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments	
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	
<b>2. Uses increased vocabulary to describe objects, actions, and events (expressive)</b>	
Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	
Benchmark c: Identifies unfamiliar words asking for clarification	
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	
<b>D. Sentences and Structure</b>	
<b>1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences</b>	
Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	

<b>2. Connects words, phrases, and sentences to build ideas</b>	
Benchmark a: Uses sentences with more than one phrase	
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	
<b>E. Conversation</b>	
<b>1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems</b>	
Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	
<b>2. Asks questions, and responds to adults and peers in a variety of settings</b>	
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	
<b>3. Demonstrates understanding of the social conventions of communication and language use</b>	
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	

<b>F. Emergent Reading</b>	
<b>1. Shows motivation for and appreciation of reading</b>	
Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	
Benchmark b: Makes real-world connections between stories and real-life experiences	
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	
<b>2. Shows age-appropriate phonological awareness</b>	
Benchmark a: Distinguishes individual words within spoken phrases or sentences	
Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)	
Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	
Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)	
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	
<b>3. Shows alphabetic and print knowledge</b>	

Benchmark a: Recognizes that print conveys meaning	
Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	
Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	
<b>4. Demonstrates comprehension of books read aloud</b>	
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	
Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	
<b>G. Emergent Writing</b>	
<b>1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition</b>	
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	
Benchmark b: Uses letter-like shapes or letters to write words or parts of words	
Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters	
<b>Percent of standards/benchmarks met for Language and Literacy domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence
V. Mathematical Thinking Domain	(Include page numbers, weblinks, etc.)
<b>A. Number Sense</b>	
1. Subitizes (immediately recognizes without counting) up to five objects	
2. Counts and identifies the number sequence “1 to 31” and begins to count groups of one to five objects in daily routine	
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	
4. Identifies the last number spoken tells “how many” up to 10 (cardinality)	
5. Constructs and counts sets of objects (one to 10 and beyond)	
6. Uses counting and matching strategies to find which is more, less than or equal to 10	
7. Reads and writes some numerals one to 10 using appropriate activities	
<b>B. Number and Operations</b>	
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	
<b>C. Patterns</b>	
1. Identifies and extends a simple AB repeating pattern	
2. Duplicates a simple AB pattern using different objects	
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	

<b>D. Geometry</b>	
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	
<b>E. Spatial Relations</b>	
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (e.g., beside, next to, between, below, over and under)	
2. Uses directions to move through space and find places in space	
<b>F. Measurement and Data</b>	
1. Measures object attributes using a variety of standard and nonstandard tools	
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	
3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	
5. Begins to predict the results of data collection	
<b>Percent of standards/benchmarks met for Mathematical Thinking domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence (Include page numbers, weblinks, etc.)
VI. Scientific Inquiry Domain	
<b>A. Scientific Inquiry Through Exploration and Discovery</b>	
<b>1. Uses senses to explore and understand their social and physical environment</b>	
Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs	
Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	
Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	
<b>2. Uses tools in scientific inquiry</b>	
Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	
<b>3. Uses understanding of causal relationships to act on social and physical environments</b>	
Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	
Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)	
Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	
Benchmark d: Shares findings and outcomes of experiments	
<b>B. Life Science</b>	
<b>1. Demonstrates knowledge related to living things and their environments</b>	
Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	
Benchmark b: Notices the similarities and differences among various living things	
Benchmark c: Understands that all living things grow, change and go through life	

cycles	
Benchmark d: Begins to distinguish between living and non-living things	
Benchmark e: Observes that living things differ with regard to their needs and habitats	
<b>C. Physical Science</b>	
<b>1. Demonstrate knowledge related to physical science</b>	
Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	
Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	
Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	
Benchmark d: Investigates and describes changing states of matter – liquid, solid and gas	
Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	
<b>D. Earth and Space Science</b>	
<b>1. Demonstrate knowledge related to the dynamic properties of earth and sky</b>	
Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	
Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and seashells)	
Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	
Benchmark d: Compares the daytime and nighttime cycle	
Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)	

<b>E. Environment</b>	
<b>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</b>	
Benchmark a: Demonstrates how people use objects and natural resources in the environment	
Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	
Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	
<b>F. Engineering and Technology</b>	
<b>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</b>	
Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	
Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	
Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	
Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	
<b>Percent of standards/benchmarks met for Scientific Inquiry domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence
VII. Social Studies Domain	(Include page numbers, weblinks, etc.)
<b>A. Culture</b>	
1. Identifies self as a member of a culture	
2. Understands that everyone belongs to a culture	
3. Explores the culture of peers and families in the classroom and community	
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	
<b>B. Individual Development and Identity</b>	
1. Identifies characteristics of self as an individual	
2. Identifies the ways self is similar to and different from peers and others	
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	
<b>C. Individuals and Groups</b>	
1. Identifies differences and similarities of self and others as part of a group	
2. Explains the role of groups within a community	
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	

<b>D. Spaces, Places, and Environments</b>	
1. Identifies the relationship of personal space to surroundings	
2. Identifies differences and similarities between own environment and other locations	
3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	
4. Uses spatial words (e.g., far/close, over/under and up/down)	
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	
<b>E. Time, Continuity, and Change</b>	
1. Identifies changes within a sequence of events to establish a sense of order and time	
2. Observes and recognizes changes that take place over time in the immediate environment	
<b>F. Governance, Civic Ideals, and Practices</b>	
1. Recognizes and follows rules and expectations in varying settings	
2. Participates in problem-solving and decision-making	

3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	
<b>G. Economics and Resources</b>	
1. Recognizes the difference between wants and needs	
2. Begins to recognize that people work to earn money to buy things they need or want	
<b>H. Technology and Our World</b>	
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	
<b>Percent of standards/benchmarks met for Social Studies domain</b>	_____ %

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	Submission Evidence
<b>VIII. Creative Expression Through the Arts</b>	(Include page numbers, weblinks, etc.)
<b>A. Sensory Art Experience</b>	
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	
<b>B. Music</b>	
1. Actively participates in a variety of individual and group musical activities	
2. Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities	
<b>C. Creative Movement</b>	
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	
<b>D. Imaginative and Creative Play</b>	
1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	
<b>E. Appreciation of the Arts</b>	
1. Uses appropriate art vocabulary to describe own art creations and those of others	
2. Compares own art to similar art forms	
3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	
<b>Percent of standards/benchmarks met for Creative Expression Through the Arts domain</b>	_____ %

**Scope and Sequence**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

Provide sample indicators and resources regarding your VPK Curriculum Approval Process submission. **Note: If submitting more than one curriculum, provide information for each submission.** Type responses into the shaded boxes below, which will expand to accept information.

Publishers must submit this form via email no later than the published deadline to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org).

**Scope and Sequence for**  **Click or tap here to enter text. (insert submission title)**

**School Year (540 hours) VPK Program**

**Summer (300 hours) VPK Program**

Domains of Learning and Development	Objectives	Progressions of Development and Learning (Sample Indicators)			Sample Resources from the Curriculum (include name, link and/or location of resource within the curriculum)
		Beginning of the Year	Middle of the Year	End of the Year	
<b>Physical Development</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Approaches to Learning</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Social and Emotional Development</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Language and Literacy</b>	<b>Alphabetic and Print Knowledge</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Phonological Awareness</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Vocabulary Development</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Scope and Sequence**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

Domains of Learning and Development	Objectives	Progressions of Development and Learning (Sample Indicators)			Sample Resources from the Curriculum (include name, link and/or location of resource within the curriculum)
		Beginning of the Year	Middle of the Year	End of the Year	
<b>Mathematical Thinking</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Scientific Inquiry</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Social Studies</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Creative Expression Through the Arts</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Professional Learning Plan**  
Florida Department of Education  
Division of Early Learning  
**VPK Curriculum Approval Process**

Publishers must submit a professional learning plan for each submission title via email to [DEL.Curriculum@del.fldoe.org](mailto:DEL.Curriculum@del.fldoe.org) no later than the published deadline set by the Department and published at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml> that outlines the following:

1. Initial and ongoing professional learning opportunities that would be highly beneficial for a VPK provider on probation who needs to implement a curriculum as designed.
2. Curriculum adaptations that align with the two VPK program types: summer (300 hours) and school-year program (540 hours).

<b>PROFESSIONAL LEARNING PLAN</b>
Provide a written narrative and answer subsequent questions describing the curriculum professional learning plan. Content should include, but is not limited to, the following ( <b>up to 1000 words</b> ): <ul style="list-style-type: none"><li>• <b>Evidence of tiered levels of professional learning support</b> for instructors, directors and/or instructional coaches</li><li>• <b>Specifics on access to face-to-face trainings, web-based training or tutorials, and any other supporting training available to educators</b> (e.g., up-to-date monthly schedule of webinar opportunities, online tutorials, researcher chats)</li></ul>
Click or tap here to enter text.
<b>1. Describe all materials and each component that comprises the professional learning plan.</b>
Click or tap here to enter text.
<b>2. Describe the <b>in-service training</b>, workshops and consulting services that are included in the submitted overview and pricing total as part of the professional learning plan.</b>
Click or tap here to enter text.

**3. Identify and describe all required professional learning necessary for VPK instructors to implement the curriculum as designed (initial and ongoing).**

Click or tap here to enter text.

**4. Identify and describe all required types of professional learning that are necessary for VPK directors and/or instructional coaches to support the instructor in the implementation of the curriculum (initial and ongoing).**

Click or tap here to enter text.

**5. Describe to what level the curriculum professional learning plan is user-friendly and that the content and resources are helpful.**

Click or tap here to enter text.

**6. Describe or provide evidence of how the following areas are supported in the professional learning plan.**

- Adaptive for learners/educators
- Evidence-based instructional strategies
- Differentiated instructional strategies (e.g., pacing, small group, individualized, etc.)

Click or tap here to enter text.

**7. Provide evidence of how the following areas are supported in the professional learning plan.**

- How to administer curriculum-based assessments
- How to use the collected results
- How to identify the various levels of student performance in specific learning areas
- Interpreting the assessment data and determining instructional grouping and strategies
- Instructional implications – how to plan for instruction

Click or tap here to enter text.

**FACILITATOR GUIDE**

**8. Is a Facilitator Guide provided for the [instructional coach or director](#)?**

Click or tap here to enter text.

**9. Provide an outline of the content included in the Facilitator Guide.**

Click or tap here to enter text.

**10. Describe any [embedded tools](#) and resources referenced in the Facilitator Guide.**

Click or tap here to enter text.

**11. Describe how the Facilitator Guide supports current and new teachers in the [delivery](#) of the curriculum (i.e., tiered approach).**

Click or tap here to enter text.

**12. Describe and provide evidence of how the content included in the professional learning plan**

**supports teachers, principals/directors, and coaches in the [implementation of the curriculum](#) (e.g., observation tool, feedback tool, in-class modeling guidance, video resource of model instruction).**

Click or tap here to enter text.

**13. Describe how the following adult professional learning characteristics are utilized in the curriculum professional learning plan:**

- Focused on the learning target
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration

Click or tap here to enter text.



<b>Professional Learning</b> (include product type, format options; e.g., instructor-led, webinar, etc.)		
<b>TITLE:</b>	<b>TYPE:</b>	<b>FORMAT OPTIONS:</b>

<b>Comprehensive Costs</b>	
<b>TYPE:</b>	<b>AMOUNT:</b>
<b>Instructional Materials</b>	
<b>Professional Learning Materials</b>	
<i>Costs for the approved curriculum package (instructional materials and professional learning) must not increase during the three (3)-year approval term.</i>	<b>TOTAL:</b>

**VPK Curriculum Application for Minimal Revisions**  
 Florida Department of Education  
 Division of Early Learning  
**VPK Curriculum Approval Process**

VPK CURRICULUM APPLICATION FOR MINIMAL REVISIONS		
<p>Publishers who have made minimal revisions to the approved comprehensive curriculum package, including professional learning, may submit the VPK Curriculum Application for Minimal Revisions for review in accordance with Rule 6M-8.604(6), Florida Administrative Code. <b>Note: If submitting for more than one curriculum, a separate form is required for each submission.</b> This form must be submitted via email and received within the published timeframe to <a href="mailto:DEL.Curriculum@del.fldoe.org">DEL.Curriculum@del.fldoe.org</a>.</p> <p>Minimal revisions are defined as a change in the title of the curriculum; publisher name change; changes in style, format, layout or printing options; minor changes that resulted in an edition change; or other revisions that are not related to the performance standards adopted by the Department. Change in price of the approved comprehensive curriculum package is not considered a minimal revision and will result in the removal of the curriculum from the approved list.</p>		
<b>Publisher Name</b>		
<b>Mailing Address</b>		
<b>Curriculum Name</b>		
<b>Edition (If applicable)</b>		
<b>Year</b>		
<b>Submitted by</b>		
<b>Contact Information</b>		
<b>Email</b>		
<b>Author</b>		
Describe the changes:		
<b>DEPARTMENT OFFICIAL USE ONLY</b>	<b>Submission Date Received:</b>	Accepted <input type="checkbox"/> Not Accepted <input type="checkbox"/>
<b>Department Comments:</b>		
<b>Further Inquiry Required</b> <input type="checkbox"/> FORWARD THE FOLLOWING INFORMATION FOR REVIEW TO <a href="mailto:DEL.Curriculum@del.fldoe.org">DEL.Curriculum@del.fldoe.org</a> .		



Florida Department of Education