Coordinated Curriculum: Making Connections with VTmtss

Purpose: This document is intended to be used by school systems who are reviewing and improving their Coordinated Curriculum and will be most effective when used in conjunction with the VTmtss Systems Screener, the VTmtss Framework and with the VTmtss Driver Diagram as an organizational tool for action planning.

Terms within this document:

- **Performance Indicator (PI) Categories** are the essential elements representing what an effective coordinated curriculum should include. (See Quickscan for Education Recovery Self-Assessment.)
- **Performance Indicators** begin to describe what a school system would want to realize within each PI category. (See Coordinated Curriculum in School Districts: Act 173 Technical Guidance.)
- **Effective Practices** are examples of what best practice within each Performance Indicator.
- **Relevant VTmtss Driver Diagram Component Indicators** are the VTmtss Framework Component (its corresponding characteristic and indicators located within the component tab of the VTmtss Driver Diagram) to support coordinated curriculum Improvement conversations: Systemic and Comprehensive Approach (SCA), Effective Collaboration (EC), High-quality Instruction and Intervention (HQII), Comprehensive and Balanced Assessment System (CBAS), and Expertise (E).

If a school system has identified improving their coordinated curriculum as a priority, this is how they should use this document:

1. Complete the VTmtss Systems Screener to help your school system articulate its systemic strengths and areas for improvement and inform how you approach your coordinated curriculum improvement work.
2. Decide which PI Category(ies) to focus on in your improvement work.
3. Use the VTmtss Driver Diagram to frame your action planning around your selected Category(ies).
   a. Use the Performance Indicators and Effective Practices as reference points for what you should be working towards.
   b. Focus on the Relevant VTmtss Driver Diagram Component Indicators within your VTmtss Driver Diagram conversation, to help guide the direction of your action planning.

If you have questions about this document or this process, please contact Tracy Watterson, VTmtss Program Manager, at tracy.watterson@vermont.gov.

Contact Information:

If you have questions about this document or would like additional information, please contact:

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PI CATEGORY 1: CURRICULA ARE COORDINATED AT THE SU/SD

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
Curricula are aligned horizontally across schools for all grade levels and content areas. Curricula are aligned vertically from Pre-K through 12th grade across schools and content areas and include proficiency-based graduation requirements. Critical proficiencies and proficiency-based graduation requirements (PBGRs) are defined at the SU/SD level.	• Curriculum leadership is organized at the SU/SD level. • Grade level/content area teachers are supported with time and expertise to align instruction. • Teachers engage in frequent collaborative work to support alignment and refine practice. • Teachers in successive grade levels can expect that students come to them with a shared foundational experience. • SU/SD demonstrates vertical alignment through a [curriculum map](#).	***Systemic and Comprehensive Approach:*** *(characteristic 1, indicator 3)* We have a process for checking on the quality and appropriateness of instructional practices for behavior and academics across all settings. *(characteristic 3, indicator 2)* We regularly consider the quality and appropriateness of our instruction and intervention. ***Effective Collaboration:*** *(characteristic 1, indicator 3)* Administrators share leadership responsibilities and empower others to participate in decision making about substantive issues. ***High Quality Instruction & Intervention:*** *(characteristic 1, indicator 1)* Committed educators who believe all children can learn at high standards. *(characteristic 2, indicator 1)* High quality, evidenced-based, and standards-driven instruction in every classroom and every setting.

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PI CATEGORY 2: CURRICULA ARE COORDINATED WITH CLEAR STRUCTURES, PROTOCOLS, AND DESIGN

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
• Standards-based student outcomes are focused on big ideas and essential skills. • All curricula are framed in research-based instructional practices to support first instruction for most students. • All curricula support personalized learning, flexible pathways, and accommodations/ adaptations/modific ations by design. • Locally developed grade-level common assessments are directly connected to student outcomes identified in the curriculum.	• SU/SD level work has identified shared standards, developed grade level expectations for standards. • Teachers collaborate to develop/ share a range of assessments to measure development toward and attainment of proficiency. • Collaborative structures are in place so that teachers share development and implementation of learning activities designed to address standards.	_**High Quality Instruction & Intervention:**_ _(characteristic 2, indicator 1)_ High-quality, evidenced-based, and standards-driven instruction in every classroom and every setting. _(characteristic 3, indicator 1)_ Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes. _**Comprehensive & Balanced Assessment System:**_ _(characteristic 3, indicator 1)_ Collaborative structures are in place for data discussions on essential standards, common assessments, systemic interventions, and extended learning.

PI CATEGORY 3: DATA COLLECTION AND VISUALIZATION

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
Educators calibrate and discuss local assessment student data. Curricula and local comprehensive assessment system (LCAS) coordination depicted through inventory, map, or crosswalk.	• Teachers develop and share learning activities that address precursor knowledge and skills needed for proficiency. • Instruction is designed to accommodate variations in student's knowledge, skill, experience and modes of learning. • SU/SD leadership engages teachers in the use of student data to collaborate on refinement of curricular design.	***Comprehensive & Balanced Assessment System:*** *(characteristic 1, indicator 3)* A shared focus on using assessment information to improve instructional practices and outcomes. ***High Quality Instruction & Intervention:*** *(characteristic 2, indicator 2)* Responsive decision-making based on on-going assessment. *(characteristic 2, indicator 3)* All instruction and intervention approaches and supports respond to student need and ensure equity of opportunity and outcome.

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