

VTmtss Definition and Logo and Principles

The **VTmtss Framework** is a systemic approach to decision-making for excellence and equity within a culture of continuous improvement that focuses on successful outcomes for all students. This systemic approach:

- Supports all adults to meet the academic, behavioral, social and emotional needs of all students
- Provides a layered continuum of high-quality, evidence-based instruction, intervention, and assessment practices that are matched to student strengths and needs
- Relies on effective and timely use of meaningful data
- Helps schools and districts organize resources to accelerate the learning of every student, and
- Engages and develops the collective expertise of educators, students, family and community partnerships

~draft 5.28.19



VTmtss

VTmtss Field Guide 2019 Principles

Principle 1

Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching. (Original)

Principle 2

A well-developed, coherent, and comprehensive **system** ensures **equity** by providing an appropriate context for learning with layered supports and **personalized** instruction for **all students**.

Principle 3

Effective and committed leadership at all levels of the system is crucial for guiding and sustaining educational excellence and equity.

Principle 4

A system supports all students by providing each student with the highest quality classroom instruction – instruction that is informed by research, supported by a standards-based curriculum, and provided by highly-qualified educators.

Principle 5

A coherent, articulated, **balanced and comprehensive assessment system** guides responsive teaching, informs educators and students about progress, and leads to effective decisions within a continuous plan for improvement for both students and systems.

Principle 6

Student proficiency increases when expert professionals analyze and use ongoing performance data to inform decisions and provide instruction that is responsive.

Principle 7

Instruction and intervention are culturally sensitive, based on solid research, and allow teachers to use formative assessment and keen observation to engage in responsive teaching.

Principle 8

The foundation for effective problem solving and instructional decision making is a dynamic, positive, and productive **collaboration** among students, families, and professionals.

Principle 9

Ongoing professional learning for *all members of the school community* is needed to build capacity and sustain progress.

Principle 10

These principles are **interrelated** and most effective when **integrated within a coherent plan for continuous improvement** that recognizes how recursive assessment, reflection, and adaptation improve instruction and increase student achievement.