

# Comprehensive Curriculum Framework for Tiered Instruction: A Response to Intervention Model

Sarah Jackson, M.Ed.

[sljackso@kent.edu](mailto:sljackso@kent.edu)

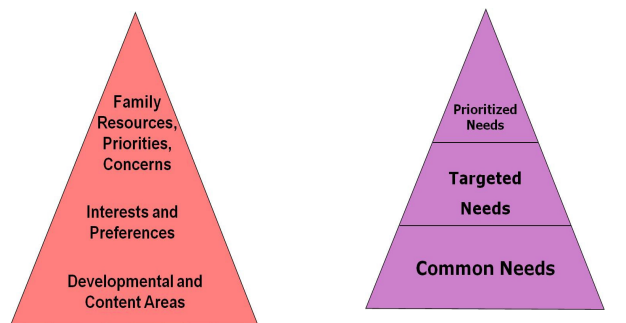
Sandra Hess Robbins, M.Ed.

[srobbin4@kent.edu](mailto:srobbin4@kent.edu)

Sanna Harjusola-Webb, Ph.D.

[shwebb@kent.edu](mailto:shwebb@kent.edu)

## Elements of a Curriculum Framework

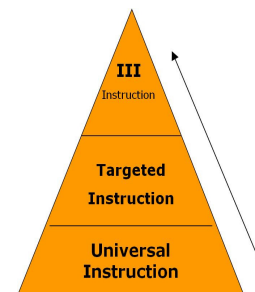
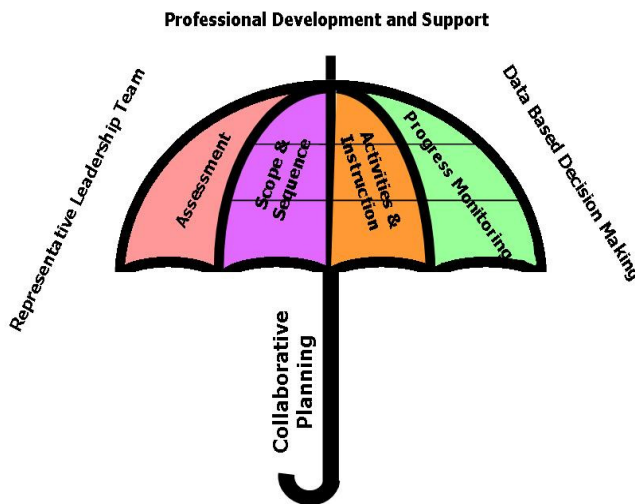


Assessment element is comprehensive and consists of practices that are appropriate for all children

- Provides baseline information regarding developmental and content or subject areas
- Identifies children's interests and preferences
- Captures family resources, priorities, and concerns
- Guides the development of activities and instruction

Assessment information is used to determine children's needs across the three tiers for the Scope and Sequence element

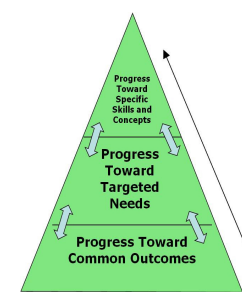
- Prioritized Needs**
- Require intensive instruction
  - Emphasis is on acquisition
  - Functional skills and concepts
- Targeted Needs**
- Emerging skills, temporary, conditional
  - Require practice/exposure and additional support
  - Emphasis is on generalization, use, and fluidity
- Common Needs**
- Universal outcomes for all children
  - Generally agreed upon developmental expectations
  - Develop given prerequisites and environmental support



### Activities and Instruction

Type of activities and instructional strategies vary in frequency, intensity, and intent across the tiers; information from assessment and scope and sequence elements guide activities and instruction

- III Instruction**
- Intensive
  - Individualized
  - Intentional
- Targeted Instruction**
- Specific children (at-risk)
  - High efficiency
  - Rapid response expected
- Universal Instruction**
- Provide to all children
  - Preventative
  - Proactive

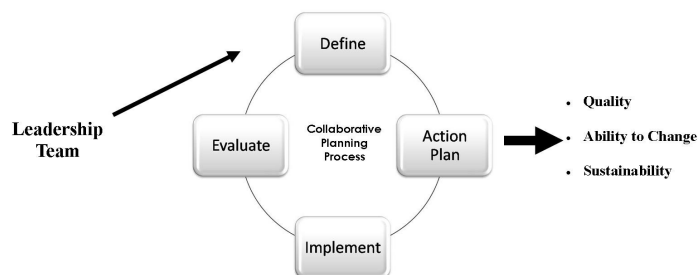


### Progress Monitoring

Progress monitoring practices vary in frequency, intensity, and intent across tiers; information is used to revise activities and instruction and is directly linked to the scope and sequence

- Progress Towards Specific Skills and Concepts**
- Specific, individually targeted
  - Prioritized skills or concepts
  - Intensive and frequent documentation of observable, measurable targets
  - Daily/Weekly data collection
- Progress Towards Targeted Needs**
- Focused on a select children
  - Examines the need for change in instruction to access common outcomes
  - Weekly/Monthly data collection
- Progress Towards Common Outcomes**
- For all children
  - Across broad developmental domains and content areas
  - Ensure progress in the general curriculum/daily activities
  - Quarterly/Semi-Annual data collection

## Early Childhood Systems Model



• An early childhood system supports the organization/program in their pursuit of quality, their ability to change to meet evolving mandates, and for continuous improvement and sustainability.

• Components of an early childhood system provides the foundation needed to ensure successful implementation of a curriculum framework and include: (1) Representative Leadership Team, (2) Collaborative Planning Process, (3) Data Based Decision Making, and (4) Ongoing Professional Development and Support.

• As a leadership team determines the focus or goal related to improvement efforts, they enter a collaborative planning process to put in place actions to achieve the targeted goal. The team then gathers data to evaluate and revise their plan.

### Curriculum Framework Overview

- The panels of the umbrella represent the four elements of the curriculum framework: assessment, scope and sequence, activities and instruction, and progress monitoring
- Together, the elements become a comprehensive framework for instruction and day-to-day interactions with young children
- Supporting features including a representative leadership team, ongoing professional development, collaborative planning opportunities, and data-driven decision making sustain a curriculum framework
- The curriculum framework serves as an underlying support or foundation from which all practices related to promoting children's growth and development are identified, implemented, and evaluated
- The curriculum framework is a dynamic system that serves as the foundation for high quality programs as well as a model for the application of RtI to early childhood

### Future Research

- Validation of the process to support implementation of the curriculum framework
- Development of an instructional decision making model
- Validation of the Early Childhood Systems Rating Rubric
- Development of structured progress monitoring tools
- Exploration of fidelity of implementation

## RtI and Curriculum Framework Alignment

RtI Foundational Principles	Curriculum Framework Element Characteristics and Practices
Multi Tiers	<ul style="list-style-type: none"> <li>• Scope and Sequence, Activities and Instruction, and Progress Monitoring elements consist of three tiers</li> <li>• Practices at each tier guide services designed to meet the needs of all children by changing the frequency and intensity of supports</li> <li>• Tiers represent a dynamic process where children continuously move in and out of the levels based on needs</li> </ul>
High Quality Instruction	<ul style="list-style-type: none"> <li>• Activities &amp; Instructional practices match needs identified through interpretation and prioritization of assessment information</li> <li>• Activities &amp; Instructional practices are designed around program beliefs and community/family/child needs values</li> <li>• Activities &amp; Instructional practices are grounded in universal design and developmentally responsive practices</li> <li>• Continuum of instructional strategies are utilized</li> </ul>
Research Based Core Curriculum	<ul style="list-style-type: none"> <li>• All selected elements of a curriculum framework should have evidence regarding effectiveness for population served</li> <li>• Curriculum framework elements and practices address children's needs across developmental and content areas (e.g., pre-academics and social-emotional well being)</li> <li>• Teams of professionals, family members, and community partners establish collaborative partnerships around the implementation of the curriculum framework</li> </ul>
Data Collection System	<ul style="list-style-type: none"> <li>• Curriculum framework includes ongoing assessment and progress monitoring</li> <li>• Assessment information identifies children's strengths and needs (common outcomes, targeted needs, and intensive needs)</li> <li>• Progress monitoring methods include practices that change intensity and frequency depending on focus of the scope and sequence</li> </ul>
Evidence Based Interventions	<ul style="list-style-type: none"> <li>• Curriculum framework is a tiered model of instruction that supports the needs of all learners</li> <li>• Information gathered from ongoing assessment and progress monitoring is used to determine whether the activities and instruction have an evidence based to support their effectiveness</li> </ul>
Process of Selecting and Revising Instruction	<ul style="list-style-type: none"> <li>• Summary of assessment information guides instructional efforts (when and how to teach)</li> <li>• Progress monitoring data leads to ongoing revisions of instructional efforts (between &amp; within instructional tiers)</li> </ul>
Fidelity Measure	<ul style="list-style-type: none"> <li>• Implementation of the curriculum framework occurs within a collaborative process allowing for fidelity to be monitored</li> <li>• Practices across curriculum framework elements should include fidelity measures</li> </ul>