



Coordinated Curriculum: Making Connections with VTmtss:

Purpose

This document is intended to be used by school systems that are reviewing and improving their LCAS model. It can be used independently as a diagnostic/needs assessment tool in conjunction with the [VTmtss Systems Screener](#), the [VTmtss Framework](#), and with the [VTmtss Driver Diagram](#) within a more comprehensive continuous improvement process.

Terms Within This Document

- **Performance Indicator (PI) Categories** are the essential elements representing what an effective LCAS should include.
- **Performance Indicators** begin to describe what a school system would want to realize within each PI category.
- **Effective Practices** are examples of some best practices within each Performance Indicator.
- **Relevant VTmtss Driver Diagram Component Indicators** reference prompts within the VTmtss Driver Diagram that uniquely support a conversation about LCAS. Users seeking to have improvement conversations about LCAS through the VTmtss Driver Diagram are encouraged to use these prompts to structure those discussions.

How to Use this Form as a Needs Assessment

1. Assemble a team to complete this needs assessment. Although the composition of review teams will vary, we would strongly recommend that, at a minimum, your team include at least one staff member who can speak to the status of your general education system, special education system, and PreK programs, along with a school or district administrator. Additionally, review teams should include staff who are directly engaged in the implementation and supervision of LCAS within your school system.
2. Team members independently complete the needs assessment by reviewing each effective practice and responding to each practice with a “yes” or “no” answer.
3. Team members convene to review and discuss their answers. Each effective practice that is in place in a school system counts for one point. An Effective Practice is only considered to be in place if all scorers mark “Yes” on their individual form. (See Step 2.)

4. The team will use the total number of practices marked "Yes" for number 3 to inform the team's next step. There are a total of 14 Effective Practices listed for CC.
 - **Low Need:** If your score is **25 or above (81% or above)**, you likely don't need to prioritize systemic improvement of this systems lever at this time, although you may identify Effective Practices that you choose to target and improve upon.
 - **Medium Need:** If your score is between **16 and 24 (51%-77%)**, or if you get a 0-1 in any one category, the AOE recommends that you consider focusing on this systems lever in your improvement work. Emphasize improving categories and effective practices that you identify as being the most critical within your school system.
 - **High Need:** If your score is **15 or below (below 50%)**, the AOE recommends that you focus on this systems lever in your improvement work. Emphasize improving categories and effective practices that you identify as being the most critical within your school system. The AOE also recommends that you contact the Agency's VTmtss team to discuss AOE technical assistance offerings.

5. After identifying a final score, the team has the option of submitting the team's self-assessment online to discuss VTmtss Team technical assistance offerings. Please use the online form to submit this data.

PI Category 1: Curricula are Coordinated at the SU/SD Level

Performance Indicator:

1. Curricula are aligned horizontally across schools for all grade levels and content areas.

Needs Assessment for Effective Practices:

- a. Curriculum leadership is organized at the SU/SD level.

Yes No

- b. Grade level/content area teachers have regularly scheduled time to align instruction.

Yes No

- c. Teachers engage in regularly scheduled collaborative work to support alignment and refine practice.

Yes No

Relevant VTmtss Driver Diagram for Component

Category 1 - Indicator 1:

Systemic and Comprehensive Approach:

(characteristic 1, indicator 3)

We have a process for checking on the quality and appropriate-ness 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 and 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.

Performance Indicator:

2. Curricula are aligned vertically from Pre-K through 12th grade across schools and content areas and include proficiency-based graduation requirements.

Needs Assessment for Effective Practices:

a. Curriculum is aligned to provide a shared foundational experience for all students at each grade.

Yes No

Relevant VTmtss Driver Diagram for Component

Category 1 - Indicator 2:

Systemic and Comprehensive Approach:

(characteristic 1, indicator 3)

We have a process for checking on the quality and appropriate-ness 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 and 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.

Performance Indicator:

3. Critical proficiencies and proficiency-based graduation requirements (PBGRs) are defined at the SU/SD level.

Needs Assessment for Effective Practices:

a. SU/SD demonstrates vertical alignment through a curriculum map.

Yes No

View the following resource online:

- [Curriculum map](#)

Relevant VTmtss Driver Diagram for Component Category 1 - Indicator 3:

Systemic and Comprehensive Approach:

(characteristic 1, indicator 3)

We have a process for checking on the quality and appropriate-ness 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 and 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.

"Yes" total: _____ /5

PI Category 2: Curricula are Coordinated with Clear Structures, Protocols and Design

Performance Indicator:

1. Standards-based student outcomes are focused on big ideas and essential skills.

Needs Assessment for Effective Practices:

a. The SU/SD has identified shared content standards.

Yes No

b. The SU/SD has developed grade level expectations for standards.

Yes No

c. Teachers' schedules include time to develop and share a range of common assessments to measure development toward and attainment of proficiency.

Yes No

d. Groups of teachers have scheduled time to share development and implementation of standards-aligned learning activities.

Yes No

e. Instructional design includes differentiation to accommodate variations in students' knowledge, skill, experience, and modes of learning.

Yes No

f. Locally developed grade-level common assessments are directly connected to student outcomes identified in the curriculum.

Yes No

Relevant VTmtss Driver Diagram for Component Category 2 - Indicator 1:

High-Quality Instruction and 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 and 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.

"Yes" total: _____ /6

PI Category 3: Data Collection and Visualization

Performance Indicator:

1. Educators calibrate and discuss local assessment student data.

Needs Assessment for Effective Practices:

a. SU/SD leadership schedules opportunities to engage teachers in using student data to refine curricular design.

Yes No

b. Teachers have dedicated time to identify the precursor knowledge and skills needed for the attainment of proficiency against curriculum standards.

Yes No

Relevant VTmtss Driver Diagram for Component Category 3 - Indicator 1:

Comprehensive and Balanced Assessment System:

(characteristic 1, indicator 3)

A shared focus on using assessment information to improve instructional practices and outcomes.

High-Quality Instruction and 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

Performance Indicator:

2. Curricula and local comprehensive assessment system (LCAS) are coordinated.

Needs Assessment for Effective Practices:

a. Teachers depict connections between curricula and assessment through inventories, maps, or crosswalks.

Yes No

Relevant VTmtss Driver Diagram for Component Category 3 - Indicator 2:

Comprehensive and Balanced Assessment System:

(characteristic 1, indicator 3)

A shared focus on using assessment information to improve instructional practices and outcomes.

High-Quality Instruction and 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.

"Yes" total: _____ /3

Total "Yes" across categories: _____ /14

Refer to "How to Use this Form as a Needs Assessment" section of this form for recommended next steps.

Contact Tracy Watterson at Tracy.Watterson@vermont.gov with questions.