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

Sarah Jackson, M.Ed.  
sljackso@kent.edu

Sandra Hess Robbins, M.Ed.  
srobbin4@kent.edu

Sanna Harjusola-Webb, Ph.D.  
shwebb@kent.edu

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**Elements of a Curriculum Framework**

**Assessment**
- Prioritized Needs
- Targeted Needs
- Common Needs

**Scope and Sequence**
- Assessment Information is used to determine children's needs across the three tiers for the Scope and Sequence element.

**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.

**Progress Monitoring**
- Progress monitoring practices vary in frequency, intensity, and intent across the tiers. Information is used to revise activities and instruction.

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**Early Childhood Systems Model**

**Leadership Team**
- Define
- Collaborative Planning Process
- Action Plan
- Implement

**Process**
- Quality
- Ability to Change
- Sustainability

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

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**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.
- 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.

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**RtI and Curriculum Framework Alignment**
- RtI Foundational Principles
- Curriculum Framework Element Characteristics and Practices
- Multi Tiers
- Progress Monitoring
- RtI and Curriculum Framework Alignment
- Early Childhood Systems Model
- Leadership Team
- Process of Selecting and Implementing

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**RtI Foundational Principles**
- Multi Tiers
- High Quality Instruction
- Research Based Core Curriculum
- Data Collection System
- Evidence Based Interventions
- Process of Selecting and Revising Instruction
- Fidelity Measure

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**Curriculum Framework Element Characteristics and Practices**
- Assessment:
  - Provides baseline information regarding development and content or subject areas.
  - Identifies children's interests and preferences.
  - Captures family resources, priorities, and concerns.
  - Guides the development of activities and instruction.

- Scope and Sequence:
  - Assessment information is used to determine children's needs across the three tiers for the Scope and Sequence element.
  - Prioritized Needs
    - Requires intensive instruction
    - Emphasis on acquisition
    - Functional skills and concepts
  - Targeted Needs
    - Emerging skills, temporary, conditional
    - Requires practice/repeated and additional support
    - Emphasis is on generalization, use, and fluidity
  - Common Needs
    - Universal outcomes for all children.
    - Generally agreed upon developmental expectations.
    - Develops 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.

- Progress Monitoring:
  - Progress monitoring practices vary in frequency, intensity, and intent across the tiers.
  - Information is used to revise activities and instruction.
  - High efficiency
  - Rapid response expected

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**Future Research**
- Summary of assessment information guides instructional efforts (when and how to teach).
- Practices across curriculum framework elements should include fidelity measures.
- Process of selecting and implementing instructional materials.
- Process of selecting and revising instructional methods.
- Fidelity measures within an instructional process allowing for fidelity to be monitored.

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- Early Childhood Systems Model
- Leadership Team
- Process of Selecting and Implementing
- Fidelity Measure