



The Kansas Common Core Standards and Kansas Multi-Tier System of Supports

As the Kansas State Department of Education transitions to the Kansas Common Core Standards (KCCS) it is important to recognize and integrate this effort with previous and ongoing initiatives across the state. With this idea in mind, it is essential to understand that the KCCS and the Kansas Multi-Tier System of Supports (MTSS) framework are integrated to support and complement one another.

KCCS provides the standards that describe what students should know and be able to do in content areas. Some schools make the mistake of thinking that the standards are the curriculum. A research-based curriculum, including scope and sequence of content and materials, is needed to bridge the standards to an instructional framework. Kansas MTSS provides a framework for how to properly implement instruction and interventions.

The goals and intent of both KCCS and Kansas MTSS are clear: to advance instruction and improve student learning. These initiatives complement each other, and the Kansas State Department of Education's intent is to continue to update resources for both. These resources will interact constructively to benefit all students and all education stakeholders.

INSTRUCTION

Instruction is the purposeful direction of the learning process for all students in a school. The KCCS allows renewal of opportunities to advance instruction for all students. Instruction of the KCCS should be based on the conceptual understanding, knowledge and skills that will help students succeed. Because the instructional process is a major class activity for teachers, implementation of instruction should be consistent with research-based practices and include differentiated instruction. Student performance data are utilized to inform the teacher and student about next steps in teaching and learning. The KSDE recommends the implementation of these practices through the Kansas MTSS initiative.

INTERVENTION

The KCCS provides the vision for the conceptual understanding, knowledge, and skills that will help students succeed. The KCCS, as with any set of content standards, does not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations. Kansas MTSS provides a framework for delivering interventions to students who require more explicit, systematic, and focused instruction to acquire the knowledge and skills represented in the KCCS. The Kansas MTSS recommends that students who need supplementary (Tier 2) or intensive (Tier 3) supports receive small group instruction in addition to the core instruction provided in the classroom. Interventions are based on student need as determined by diagnostic assessment, focused on specific skills and strategies, providing more opportunities for students to respond and receive immediate feedback. To ensure consistency of knowledge and skills being taught to students, core instruction and the instruction provided during intervention should be complementary and mutually reinforcing.

For more information on the Kansas Common Core Standards: www.ksde.org/Default.aspx?tabid=4754

For more information on the Kansas Multi-Tier System of Supports: www.kansasmtss.org