



## Needs-based Professional Development: 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 21 Effective Practices listed for NBPD.
- **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: Needs-based Professional Development Framework Provides Differentiated Professional Development to All Staff Members**

### **Performance Indicator:**

1. SU/SD has a clear process to implement and document staff professional development plans.

### **Needs Assessment for Effective Practices:**

- a. PD plans integrate theories, research, and models of adult learning to achieve their intended outcomes.

Yes     No

- b. PD plans are informed by student performance, system, and instructional data.

Yes     No

- c. PD plans address the Vermont Core Teaching Standards.

Yes     No

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

**Expertise:**

*characteristic 2, indicator 1)*

Expertise resides in every aspect of the comprehensive system.

**Systemic and Comprehensive Approach:**

*characteristic 1, indicator 4)*

Professional expectations are clear and supported with appropriate coaching, mentoring or professional learning.

*characteristic 3, indicator 2)*

We regularly consider the quality and appropriateness of our instruction and intervention.

**High-Quality Instruction and Intervention:**

*characteristic 3, indicator 1)*

Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes.

## Performance Indicator:

2. SU/SD can provide evidence of structural support/design to ensure staff can engage in PD.

## Needs Assessment for Effective Practices:

a. PD plans incorporate the resources and technology needed to expand system and staff expertise to ensure all students make progress.

Yes     No

b. PD plans address inequities to improve and strengthen the system's culture, processes, and structures (e.g., racial justice, progress monitoring, teaming).

Yes     No

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

**Expertise:**

*(characteristic 2, indicator 1)*

Expertise resides in every aspect of the comprehensive system.

**Systemic and Comprehensive Approach:**

*(characteristic 1, indicator 4)*

Professional expectations are clear and supported with appropriate coaching, mentoring or professional learning.

*(characteristic 3, indicator 2)*

We regularly consider the quality and appropriateness of our instruction and intervention.

**High-Quality Instruction and Intervention:**

*characteristic 3, indicator 1)*

Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes.

## Performance Indicator:

3. SU/SD supports PD differentiated by role and experience.

## Needs Assessment for Effective Practices:

a. PD plans give educators opportunities to learn together with and from experts from inside or outside the school (e.g., Professional Learning Communities, NIC, system or instructional coaches).

Yes  No

View the following resources online:

- [Professional Learning Communities](#)
- [NIC](#)
- [System or instructional coaches](#)

b. PD plans provide both all-staff development opportunities, and additional differentiated training for some staff (as specified by role and/or experience).

Yes  No

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

**Expertise:**

*(characteristic 2, indicator 1)*

Expertise resides in every aspect of the comprehensive system.

**Systemic and Comprehensive Approach:**

*(characteristic 1, indicator 4)*

Professional expectations are clear and supported with appropriate coaching, mentoring or professional learning.

*characteristic 3, indicator 2)*

We regularly consider the quality and appropriateness of our instruction and intervention.

**High-Quality Instruction and Intervention:**

*(characteristic 3, indicator 1)*

Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes.

"Yes" total: \_\_\_\_\_ /7

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## PI Category 2: PD Coordinated at the SU/SD Level

### Performance Indicator:

1. SU/SD-sponsored PD is aligned to CNA/CIP/CFP.

### Needs Assessment for Effective Practices:

a. PD is designed to improve systemic responses to student needs.

Yes  No

b. CIP goals includes planning for any necessary PD.

Yes  No

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

### **Comprehensive and Balanced Assessment System:**

*characteristic 1, indicator 3)*

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

### **Systemic and Comprehensive Approach:**

*characteristic 1, indicator 3)*

We have a process for checking on the quality and appropriateness of instructional practices for behavior and academics across all settings.

### **Expertise:**

*characteristic 2, indicator 2)*

Programs, policies, and resource allocation decisions allow access to the appropriate expertise.

### Performance Indicator:

2. Staff PDPs align to SU/SD goals/priorities.

## Needs Assessment for Effective Practices:

a. SU/SD Leadership meets to identify and plan SU/SD-level professional development.

Yes  No

b. SU/SD Leadership provides professional development embedded in the school day.

Yes  No

c. SU/SD Leadership monitors, and coordinates resources for educator learning.

Yes  No

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

### ***Comprehensive and Balanced Assessment System:***

*(characteristic 1, indicator 3)*

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

### ***Systemic and Comprehensive Approach:***

*(characteristic 1, indicator 3)*

We have a process for checking on the quality and appropriateness of instructional practices for behavior and academics across all settings.

### ***Expertise:***

*(characteristic 2, indicator 2)*

Programs, policies, and resource allocation decisions allow access to the appropriate expertise.

"Yes" total: \_\_\_\_\_ /5

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## PI Category 3: PD is Evaluated for Intended Impact

### Performance Indicator:

1. SU/SD, school and staff PD are assessed and evaluated for impact using system and student data.

## Needs Assessment for Effective Practices:

a. SU/SD uses a standard format for planning PD that considers PD impact related to specific content area(s) addressed (include academic behavior, social emotional learning).

Yes  No

b. SU/SD uses a standard format for planning PD that considers PD impact related to equitable outcomes for all students.

Yes  No

c. SU/SD uses a standard format for planning PD that considers PD impact related to connections to the entire educational system.

Yes  No

d. SU/SD uses data to evaluate the impact of PD after delivery related to Specific content area(s) addressed (include academic behavior, social emotional learning).

Yes  No

e. SU/SD uses data to evaluate the impact of PD after delivery related to equitable outcomes for all students.

Yes  No

f. SU/SD uses data to evaluate the impact of PD after delivery related to connections to the entire educational system.

Yes  No

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

### ***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.

(characteristic 3, indicator 2)

Data determines instructional response at classroom, grade, program level.

"Yes" total: \_\_\_\_\_ /6

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## PI Category 4: Staff Voice Present in PD Identification

### Performance Indicator:

1. Educator choice and voice are essential components of the coaching cycle and are honored throughout the partnership.

# Needs Assessment for Effective Practices:

a. Leadership uses data from staff evaluations of prior PD when identifying and planning professional development offerings.

Yes  No

b. Staff have PDPs that demonstrate goals for professional growth and alignment to SU/SD goals.

Yes  No

c. Leadership uses data from staff PDPs to when identifying and planning professional development offerings.

Yes  No

## Relevant VTmtss Driver Diagram for Component Category 4 - Indicator 1:

### ***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.

(characteristic 3, indicator 2)

Data determines instructional response at classroom, grade, program level.

"Yes" total: \_\_\_\_\_ /3

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Total "Yes" across categories: \_\_\_\_\_ /21

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

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Contact Tracy Watterson at [Tracy.Watterson@vermont.gov](mailto:Tracy.Watterson@vermont.gov) with questions.