
Issue Date: December 4, 2024

Suggested Criteria and Questions When Selecting Vermont Multi-Tiered System of Supports (VTmtss) Professional Learning Providers

Purpose

This document offers the criteria used by The VTmtss Team in reviewing applications for the [VTmtss Framework Professional Learning Providers 2024](#) list. We recommend SU/SD/schools consider the following when choosing a professional learning provider to hire to support their systems-level work.

Below are questions to ask a professional learning provider to determine if their experience aligns with the VTmtss Framework.

1. Describe your business or organization, including the number of years you have provided professional learning to educators at either a school or district level.
2. What types of services do you provide?
 - Professional learning for educators (short or long term)
 - Consultation for educators and education systems (short or long term)
 - Facilitation of Networked Improvement Communities
 - Facilitation of Communities of Practice
 - Other
3. What experience do you have providing professional learning to educators related to the components of the VTmtss Framework (2019)?
 - Applying an emphasis on the interconnectedness, inter-dependence, and interrelatedness of the components.
 - Applying continuous improvement principles and practices in addressing needs.
 - Applying systemic and comprehensive approaches to make equity-based decisions and develop equitable conditions.
 - Applying inclusive and culturally responsive practices that reduce or eliminate equity gaps in schools (academic and non-academic).
 - Applying research-based practices to improve academic and non-academic outcomes for all students (e.g., Response to Intervention, Restorative Approaches).



4. What experience do you have with connecting the 2019 VTmtss Framework to school-level and systems-level (SU/SD) continuous improvement processes and action plans for the development of the following?
 - School-level continuous improvement processes and action plans
 - SUs/SDs System-level continuous improvement processes and action plans
 - Local Comprehensive Assessment Systems (LCAS)
 - Educational Support Teams (EST)
 - Coordinated Curriculum
 - Professional learning plans and models
 - Student, family, and community engagement practice

5. Provide a summary of the process you use to support SU/SD or schools in determining improved student and school systems outcomes.
 - What data is used to determine the need for improving student outcomes?
 - How are change ideas prioritized?
 - How are outcomes measured?
 - How do you establish a continuous cycle of improvement?