

## Needs-based Professional Development (NBPD): Making Connections with VTmtss

**Purpose:** This document is intended to be used by school systems who are reviewing and improving their Needs-based Professional Development (NBPD) and will be most effective when used in conjunction with the [VTmtss Systems Screener](#), the [VTmtss Framework](#) and with the [VTmtss Driver Diagram](#) as an organizational tool for action planning.

### Terms within this document:

- **Performance Indicator (PI) Categories** are the essential elements representing what an effective needs-based professional development should include. ([See Quickscan for Education Recovery: SU/SD Self-Assessment.](#))
- **Performance Indicators** begin to describe what a school system would want to realize within each PI category. (See [Act 173 Technical Guidance: Needs-based Professional Development in School District Systems.](#))
- **Effective Practices** are examples of what best practice within each Performance Indicator.
- **Relevant VTmtss Driver Diagram Component Indicators** are the VTmtss Framework Component (its corresponding characteristic and indicators located within the component tab of the VTmtss Driver Diagram) to support needs-based professional development improvement conversations: Systemic and Comprehensive Approach (SCA), Effective Collaboration (EC), High-quality Instruction and Intervention (HQII), Comprehensive and Balanced Assessment System (CBAS), and Expertise (E).

### If a school system has identified improving their needs-based professional learning as a priority, this is how they should use this document:

1. Complete the VTmtss Systems Screener to help your school system articulate its systemic strengths and areas for improvement and inform how you approach your needs-based professional development improvement work.
2. Decide which PI Category(ies) to focus on in your improvement work.
3. Use the VTmtss Driver Diagram to frame your action planning around your selected Category(ies).
  - a. Use the Performance Indicators and Effective Practices as reference points for what you should be working towards.
  - b. Focus on the Relevant VTmtss Driver Diagram Component Indicators within your VTmtss Driver Diagram conversation, to help guide the direction of your action planning.

### Contact Information:

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If you have questions about this document or this process, please contact Tracy Watterson, VTmtss Program Manager, at [tracy.watterson@vermont.gov](mailto:tracy.watterson@vermont.gov).

## PI CATEGORY 1: THE EST SYSTEM IS COORDINATED AT THE SU/SD LEVEL

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>SU/SD has a clear process to implement and document staff professional development plans.</p> <p>SU/SD can provide evidence of structural support/design to ensure staff can engage in PD.</p> <p>SU/SD supports PD differentiated by role and experience.</p>	<ul style="list-style-type: none"> <li>• PD plans integrate theories, research, and models of adult learning to achieve their intended outcomes.</li> <li>• PD plans are informed by student performance, system, and instructional data.</li> <li>• PD plans address the Vermont Core Teaching Standards.</li> <li>• PD plans incorporate the resources and technology needed to expand system and staff expertise to ensure all students make progress.</li> <li>• PD plans address inequities to improve and strengthen the system’s culture, processes, and structures (e.g., racial justice, progress monitoring, teaming).</li> <li>• PD plans ensure sufficient infrastructure to support educators learning together with and from experts from inside or outside the school (e.g., <a href="#">Professional Learning Communities</a>, <a href="#">NIC</a>, <a href="#">system or instructional coaches</a>).</li> <li>• PD plans prioritize whole staff opportunities and provides additional training and differentiation for some staff (as specified by role and/or experience).</li> </ul>	<p><b><u>Expertise:</u></b> <i>(characteristic 2, indicator 1)</i> Expertise resides in every aspect of the comprehensive system.</p> <p><b><u>Systemic and Comprehensive Approach:</u></b> <i>(characteristic 1, indicator 4)</i> Professional expectations are clear and supported with appropriate coaching, mentoring or professional learning.</p> <p><b><u>(characteristic 3, indicator 2)</u></b> We regularly consider the quality and appropriateness of our instruction and intervention.</p> <p><b><u>High-Quality Instruction &amp; Intervention:</u></b> <i>(characteristic 3, indicator 1)</i> Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes.</p>

## PI CATEGORY 2: PD COORDINATED AT THE SU/SD LEVEL

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>SU/SD-sponsored PD is aligned to CNA/CIP/CFP.</p> <p>Staff PDPs align to SU/SD goals/priorities.</p>	<ul style="list-style-type: none"> <li>• PD is designed to improve systemic responses to student needs.</li> <li>• SU/SD goals and CIP priorities include planning for any necessary PD.</li> <li>• Leadership intentionally schedules time to plan professional development.</li> <li>• Leadership provides professional development embedded in the school day.</li> <li>• Leadership monitors, and coordinates resources for educator learning.</li> <li>• Leadership provides opportunities for internal and external coaching</li> </ul>	<p><u><i>Comprehensive &amp; Balanced Assessment System:</i></u> <i>(characteristic 1, indicator 3)</i> A shared focus on using assessment information to improve instructional practices and outcomes.</p> <p><u><i>Systemic and Comprehensive Approach:</i></u> <i>(characteristic 1, indicator 3)</i> We have a process for checking on the quality and appropriateness of instructional practices for behavior and academics across all settings.</p> <p><u><i>Expertise:</i></u> <i>(characteristic 2, indicator 2)</i> Programs, policies, and resource allocation decisions allow access to the appropriate expertise.</p>

**PI CATEGORY 3: PD IS EVALUATED FOR INTENDED IMPACT.**

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>SU/SD, school and staff PD are assessed and evaluated using system and student data.</p>	<p>PD is evaluated for its impact on:</p> <ul style="list-style-type: none"> <li>• advancing all staffs’ understanding and participation in systems-level thinking.</li> <li>• Improving the culture, processes, and structures of the system (e.g., racial justice, progress monitoring, teaming),</li> <li>• Improving instructional practices in areas such as social emotional learning, behavior, and the system (Did investments result in educators gaining needed skills to improve outcomes for all students?).</li> </ul> <p>Staff professional development plans demonstrate connections to the entire educational system; staff may share PD for broader application and impact.</p>	<p><u><i>High Quality Instruction &amp; Intervention:</i></u>  <i>(characteristic 2, indicator 3)</i>            All instruction and intervention approaches and supports respond to student need and ensure equity of opportunity and outcome.</p>

## PI CATEGORY 4: STAFF VOICE PRESENT IN PD IDENTIFICATION

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>Staff have PDPs that demonstrate goals for professional growth and alignment to SU/SD goals.</p>	<ul style="list-style-type: none"> <li>• Leadership uses data from staff evaluations of prior PD when identifying and planning professional development offerings.</li> <li>• PD goals reflect the continuum of an educator’s career: reflecting an increase in content and pedagogical knowledge and skills, promoting positive attitudes and beliefs, encouraging staff to take on leadership roles, and helping the educator guide all students to learning at high levels.</li> <li>• Educator choice and voice are essential components of the coaching cycle and are honored throughout the partnership.</li> </ul>	<p><u><i>Systemic and Comprehensive Approach:</i></u> <u><i>(characteristic 1, indicator 2)</i></u> An effective system for supporting professional expertise is in place and includes professional learning plans and regular evaluation processes.</p>