Professional Learning

A critical component of *Georgia's Systems of Continuous Improvement* is **Professional Capacity**. Professional Capacity is a major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. **Professional Learning**, a component of Georgia's Tiered System of Supports for Students, is directly aligned with Professional Capacity. Professional Learning is the means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and habits necessary to create and support learning for all students.

Essential Component: Professional Learning

District and school leadership provide a supportive environment for professional learning that supports the implementation of a Tiered System of Supports for Students. A supportive environment for professional learning helps to ensure highly qualified staff, quality core instruction, and implementation of evidence-based practices (EBPs).

Sample Performance Indicators

Performance indicators for district and schools include, but are not limited to:

☐ Allocates resources to attract, develop, and retain staff to support the implementation of a Tiered System of Supports for Students
☐ Delivers professional learning on the Multi-Tiered Prevention System
☐ Implements a comprehensive professional learning plan that consists of trainings, webinars, job-embedded coaching, and follow-up technical assistance
☐ Creates and monitors policies and procedures that facilitate the implementation of a Tiered System of Supports for Students
☐ Creates professional development schedules and protects designated time for professional learning
☐ Collects data to determine fidelity of implementation of professional learning and make adjustments, as needed
☐ Monitors collaborative planning that includes, but is not limited to data talks and opportunities to share and reflect on best practices and effectiveness of evidence- based practices

Professional Learning topics may include, but are not limited to:

• Assessments for data-based decision-making (see **Assessment** in Implementation Rubric)
• Data-based decision-making processes necessary to make informed decisions (see **Data-Based Decision Making** in Implementation Rubric)
• Planning and implementing a Multi-Level Prevention System (see **Multi-Level Instruction** in Implementation Rubric)

- Cultural and Linguistic Responsiveness (see **Infrastructure and Support Mechanisms** in Implementation Rubric)
- Effective Teaming Strategies (see **Infrastructure and Support Mechanisms** in Implementation Rubric)
- Implementing the problem-solving cycle (see **School Improvement Process** in Georgia's Systems of Continuous Improvement Systems, Structures, and School Improvement Process.
- Effective Communication (see **Infrastructure and Support Mechanisms** in Implementation Rubric)

Infrastructure and Support Mechanisms—Knowledge, resources, and organizational structures necessary to operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals. (See Page 7 of Georgia's Tiered System of Supports for Students Fidelity of Implementation Rubric.)			
Measures	**1** **(Little to No Evidence)**	**3** **(Some Evidence)**	**5** **(Evident)**
School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent, or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.

For additional information, see Professional Learning in Georgia's Tiered System of Supports for Students Implementation Guide.