Professional Learning, a critical component of Infrastructure within Georgia’s Tiered System of Supports for Students, is in alignment with Professional Capacity and crucial to the School Improvement Process. Professional Capacity is part of Georgia’s Systems of Continuous Improvement.

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 multi-tiered system of supports (MTSS). 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 MTSS
- Delivers professional learning on the essential components of MTSS
- Implements a comprehensive professional learning plan that consists of trainings, job-embedded coaching, and follow-up technical assistance
- Creates and monitors policies and procedures that facilitate the implementation of MTSS
- 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, opportunities to share and reflect on best practices, and using data to determine effectiveness of evidence-based practices (EBPs)

Professional Learning topics may include, but are not limited to:
- Assessments for data-based decision making (see Assessment in Georgia’s Tiered System of Supports Implementation Guide)
- Data-based decision making processes necessary to make informed decisions (see Data-Based Decision Making in Georgia’s Tiered System of Supports Implementation Guide)
- Planning and implementing a Multi-Level Prevention System (see Multi-Level Prevention System in Georgia’s Tiered System of Supports Implementation Guide)
- Effective teaming and communication (see Infrastructure in Georgia’s Tiered System of Supports Implementation Guide)
- Implementing the problem-solving cycle (see School Improvement Process in Georgia’s Systems of Continuous Improvement Systems, Structures, and School Improvement Process)
**Infrastructure** – 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.

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Evident)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Based Professional Development</td>
<td>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.</td>
<td>Limited 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.</td>
<td>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.</td>
<td>School-based professional development is evident and structured so that most teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Adapted from Center on Response to Intervention
Copyright © 2014 American Institutes for Research. All rights reserved.

For additional information, see **Professional Learning** in *Georgia’s Tiered System of Supports for Students Implementation Step-By-Step Guidance.*