



Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components Professional Learning



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](#))



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Georgia Department of Education

Georgia's Tiered System of Supports for Students

Essential Components



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.

Measures	1	2	3	4	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.	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.	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 evident and structured so that most teachers continuously examine, reflect upon, and improve 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.

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For additional information, see **Professional Learning** in [Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance](#).



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