MfA
For master teachers of math and science

KEY READINGS

At MfA, we define Professional Learning Teams (PLTs) through our Anchoring Characteristics and see them as powerful opportunities for teachers to collaborate, grow, and reflect on their practice. Key to this process is incorporating research into group inquiry. We have used the readings below to inform our ongoing work supporting PLT teacher-facilitators. PLTs are professional learning communities (PLCs) specific to MfA where master teachers and teacher leaders are able to collaboratively address problems of practice. However, we feel like the lessons of PLTs and PLCs inform each other. The readings below offer important context about what it looks like when teachers drive their own professional learning and how this work links directly to classroom practice.

Readings when starting a Professional Learning Team:

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. Educational researcher, 33(8), 3-15.

Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. The Teachers College Record, 103, 942-1012.

Hord, S.M. (2009). Professional learning communities. *Journal of Staff Development*, 30(1), 40-43. (link unavailable)

Horn, I. S., Garner, B., Kane, B. D., & Brasel, J. (2017). A Taxonomy of Instructional Learning Opportunities in Teachers' Workgroup Conversations. Journal of Teacher Education, 68(1), 41-54.

Horn, I.S. (2005). Learning on the job: A situated account of teacher learning in high school mathematics departments. *Cognition and Instruction*, 23(3), 207-236. (link unavailable)

Lieberman, A., & Miller, L. (2011). Learning communities. Journal of Staff Development, 32(4), 16-20.

van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. Teaching and Teacher Education, 28(2), 182-192.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and teacher education, 24(1), 80-91.

Readings that speak directly to classroom practice:

Borko, H., Jacobs, J., Eiteljorg, E., & Pittman, M. E. (2008). Video as a tool for fostering productive discussions in mathematics professional development. Teaching and teacher education, 24(2), 417-436. (link unavailable)

Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond and G. Sykes (Eds.), Teaching as the learning profession: Handbook of policy and practice, (pg. 3-31). San Francisco, CA: Jossey-Bass.

Heredia, S. C., Furtak, E. M., Morrison, D., & Renga, I. P. (2016). Science Teachers' Representations of Classroom Practice in the Process of Formative Assessment Design. Journal of Science Teacher Education, 27(7), 697-716. (link unavailable)

Kazemi, E., & Hubbard, A. (2008). New directions for the design and study of professional development: Attending to the coevolution of teachers' participation across contexts. Journal of Teacher Education, 59(5), 428-441. (link unavailable)

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