

# PLT READINESS CHECKLIST

Professional Learning Teams (PLTs) offer powerful opportunities for teachers to collaborate around problems of practice, draw connections between their classrooms and professional development, and provide ways for teachers to reflect and grow together.

Essential to the success of PLTs is a shift away from simply sharing materials to building a community where teachers are focused on growth and reflection. A true PLT creates opportunities for teachers to learn through authentically sharing the work of their classroom.

*This readiness checklist can help you decide if your department or school is ready to form PLTs. Answering "No" to these questions does not mean you are not ready, but it should signal some extra work in planning to put PLTs in your school.*

Is there a culture of trust among teachers and school leaders?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Does the school schedule have time allotted for PLTs to meet?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Are there other structures in place to take care of grading, disciplinary matters and other topics unrelated to the focus of the PLT?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Are the participants you have in mind in support of reorganizing into one or more PLTs?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Is there time in the school schedule for facilitators to plan for their PLT?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Are there supports in place (e.g., check-ins, mentoring, set protocols used by the school) dedicated to supporting facilitators as they lead PLT participants?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
.....		
Can facilitators finish the following sentences with ease?	<input type="checkbox"/>	Yes
The focus of my (content, grade, etc.) PLT is...	<input type="checkbox"/>	No
The focus fits into the vision and goal of the school/department by...	<input type="checkbox"/>	
.....		
Can facilitators easily and confidently identify the classroom practice they will be exploring and how it can be examined through student work and other classroom artifacts?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No

As you work to plan and get ready to start PLTs in your school, make sure that you keep these questions in mind, especially the ones that you have answered "No" to.

Even if you are able to answer all of the above questions affirmatively and are ready to start PLTs, expect many changes in the first few years as your community grows together.

To learn more about PLTs and the work MfA teachers do together, visit [MathForAmerica.org](http://MathForAmerica.org).