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:


Readings that speak directly to classroom practice:


