

The Wake County Board of Education believes a strong relationship exists between professional learning, coaching, and collaboration of employees and the quality of instruction provided to students and support provided to schools. Accordingly, the Board strongly supports participation in team-based collaboration and believes it is vital to provide staff the time for collaboration and planning in Professional Learning Teams (PLTs). The district supports and expects the structure of PLTs to be provided for staff at all levels.

A. Definition of Professional Learning Teams

A Professional Learning Team focuses on identified problems of practice, targeted goals, specific standards, assessments, and/or design and delivery of instruction. PLTs function both within schools and within various other departments of the district. PLTs bridge the gap between staff knowing how to do something and actually doing it by transforming knowledge and skill development to the practices and refinements necessary for full implementation in the classroom and workplace. PLTs are part of a larger community known as a Professional Learning Community (PLC). PLTs work interdependently to support common goals of the PLC.

PLTs may be organized in vertical, same subject, or cross-disciplinary teams. They regularly convene either in person or virtually to strengthen their practice and increase student achievement. PLT members work collectively to achieve the shared goals outlined in the school improvement plan and the district strategic plan. PLTs are driven by high expectations, shared goals, professionalism, and accountability.

B. Functions of Professional Learning Teams

1. Engage Teachers in Continuous Improvement

PLTs apply a cycle of continuous improvement to engage in inquiry, action, research, data analysis, planning, implementation, reflection, and evaluation.

2. Develop Collective Responsibility

PLTs share collective responsibility for the learning of all students within the school or district. Within PLTs, peer accountability fosters a commitment to collaborative professionalism. PLTs build collective efficacy and strengthen interdependence through this shared responsibility for learning and professional growth. Each student benefits from the strengths and expertise of every educator when teams learn together.

3. Create Alignment and Accountability

Professional learning that occurs within PLTs aligns with and ensures

implementation of school and district initiatives. PLTs align and monitor their goals with those of the school and district and hold all members collectively accountable for results.

Legal References: G.S. 115C-36, -47, -81, 105.27; -307; State Board of Education Policy [SCOS-F-016](#)

Adopted: