AN INVESTIGATION OF THE PERCEPTIONS OF TEACHERS AND PRINCIPALS ON PLC IMPLEMENTATION IN THE HIGH SCHOOLS OF A LARGE SUBURBAN SCHOOL DISTRICT

Cheryl Cessna Askew

Dissertation
Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Education

Regent University
October 2012
ABSTRACT

This research explored the perceptions of high school principals and teachers on the implementation of professional learning communities (PLCs) in their schools. These perceptions were surveyed using the Professional Learning Communities Assessment–Revised (PLCA-R). Data results were examined for areas of agreement and disagreement between the teachers and principals. The data were also examined for possible relationships between PLC implementation perceptions and student demographics as well as the on-time graduation rate in the schools. The population of the study consisted of teachers and principals in 10 high schools of a large suburban school division in the southeastern United States. The sample size was 275 teachers and 9 principals.

Descriptive statistics were used to determine areas of PLCA-R that received the highest and lowest ratings from the two groups. Examination of individual items on the survey that received these high and low ratings pointed to areas of PLC implementation that should be sustained as well as areas where improvement is needed. Independent samples $t$ tests conducted indicated that the ratings from the teachers and principals were not significantly different in the areas of collective learning and application, shared personal practice, and supportive relationships. Results indicated that the perceptions were significantly different in the areas of shared and supportive leadership, shared values and vision, and supportive structures. Correlation tests revealed only one statistically significant relationship between the PLCA-R responses and the Hispanic demographic subgroup. No significant relationship was found between the PLCA-R responses and the on-time graduation rates. Implications for further research and future practice are also discussed.