THE RELATIONSHIP BETWEEN PROFESSIONAL LEARNING COMMUNITIES, PERSONAL TEACHER EFFICACY AND STUDENT ACHIEVEMENT AT THE HIGH SCHOOL LEVEL

Abstract

The purpose of this correlational study is to determine if there is a relationship between Professional Learning Community (PLC), Personal Teacher Efficacy (PTE), and student achievement. The study examined teacher perception of professional learning community implementation, and personal teacher efficacy as it relates to student achievement at the high school level on the End-of Course State Standards of Learning Tests (SOLs). The School Professional Staff as Learning Community Questionnaire (SPSLCQ) developed by Shirley Hord (1997) and the Teachers’ Sense of Efficacy Scale (short form) (TSES) developed by Megan Tschannen-Moran and Anita Woolfolk Hoy (1998) was completed by high school teachers in a large suburban school division in the state of Virginia. Quantitative measures of analysis include correlational and descriptive statistics. The analysis of scores from the SPSLCQ and the TSES were analyzed to determine if there is a relationship to student achievement. The overall PLC score and PTE scores were found to be positively correlated. The results indicate that the combination of PLC and PTE are reliable predictors of student achievement with PLC having a stronger effect than PTE. Results indicate positive implications for implementing PLCs in schools to increase student achievement.