

ABSTRACT OF THE DISSERTATION

A STUDY OF TEACHER AND ADMINISTRATOR PERCEPTIONS OF PROFESSIONAL LEARNING COMMUNITIES IN SUBURBAN SCHOOLS

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This quantitative study was conducted in 1 central Ohio suburban school district (1 high school, 1 middle school, and 6 elementary schools). The Professional Learning Community Assessment-Revised (PLCA-R) survey (Olivier, Hipp, & Hoffman, 2010) was administered to 171 teachers and 31 administrators. This study was based upon the implementation of 6 Professional Learning Communities' (PLCs) dimensions resulting in increased student outcomes (Hord, 1997). The problem established is that teacher and administrator perceptions affect the effective and consistent implementation of the 6 dimensions found within effective PLCs. This survey answered 3 research questions: (a) How do teachers in this suburban school district perceive the importance of the 6 PLCs dimensions?; (b) How do the administrators in this suburban school district perceive the importance of the 6 PLCs dimensions?; and (c) What are the differences in teachers' and administrators' perceptions regarding the 6 PLCs dimensions? In the PLCA-R

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survey, participants chose 1 of 4 responses (Strongly Disagree, Disagree, Agree, or Strongly Agree) to identify their perceptions in each of the 6 dimensions. Percentages and means were determined in each category for teachers and administrators. Significant statistical differences in teachers' and administrators' perceptions were calculated using 6 separate *t*-tests. Research questions 1 and 2 noted a high degree of perception (strongly agree and agree) among teachers (77.34% to 94.11%) and administrators (75.11% to 94.84%) in the 6 dimensions. Research question 3 noted no significant statistical difference in 5 of 6 dimensions (Shared and Supportive Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice, and Supportive Conditions-Relationships). There was a significant statistical difference in dimension 6: Supportive Conditions-Structures (Teacher mean 2.90 with a .44 *SD*, Administrator mean 3.21 with a .42 *SD*, *t* score of -3.68 with a 200 *SD* and <.001 *p* score). This study contributed to the research and data on PLCs and identified the high degree of positive perceptions among teachers and administrators but established a statistically significant difference between teachers' and administrators' perceptions. While this district met state report card requirements, the difference in perceptions and statistically significant difference in Dimension 6 indicated additional research was warranted.