

Public Abstract

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Isolation can deprive teachers of meaningful learning opportunities and feedback (Fullan & Hargreaves, 1996; Lieberman, 2008; Putnam & Borko, 2000; Schmoker, 2006). My qualitative case study aimed to explore and interpret how instructional practices are influenced when teachers of one elementary school uses the district's new collaboration schedule. My study was guided by a professional learning communities conceptual framework. PLCs are driven by six concepts that I used as a framework: (a) Shared norms and values, (b) shared and supportive leadership, (c) deprivatization of practice, (d) collaboration, (e) focus on student learning, and (f) reflective dialogue.

Three research questions guided my study to lead to the significance of refining future policy regarding the master schedule as a structure to provide collaborative opportunities for staff that will ultimately improve student learning. My case study included a purposeful sample of classroom teachers. I collected data through individual interviews, a focus group meeting, PLC meeting observations, and data collection. My study found themes related to the six PLC frameworks occurring as teachers used the districts ABCD schedule. The existence of these frameworks and other themes can help schools design and implement structures conducive to improved collaborative practices.