

**THE PRINCIPAL'S ROLE IN THE IMPLEMENTATION OF PROFESSIONAL  
LEARNING COMMUNITY COMPONENTS IN SELECTED  
MISSOURI EXEMPLARY PLC SCHOOLS**

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Mark G. Pottorff

Dr. Sandy Hutchinson, Dissertation Advisor

**ABSTRACT**

The purpose of this qualitative study was to gain understanding of the extent to which schools designated as exemplary by the Missouri Professional Learning Communities Program have implemented the components of a PLC as presented in the literature. Purposeful sampling was utilized to select five schools whose principals participated in individual interviews and whose PLC leadership teams participated in focus group interviews. Interview questions were open-ended to allow for more detailed input and for additional insights from participants.

The research questions focused on the extent to which the schools had implemented the components of PLCs, what the principal's role was in that implementation, and the extent the principal utilized transformational leadership in leading the PLC program. The findings included data from interviews with five principals and the leadership teams of their buildings. The principals and leadership teams indicated that the components of the PLC process were implemented in each school, though at varying degrees, and that the principal played an important role in the implementation of the PLC program in each building. Finally, data suggested transformational leadership played an important role in the leadership styles of the principals of the study.