HOW THE IMPLEMENTATION OF PROFESSIONAL LEARNING COMMUNITIES CAN AFFECT SCHOOL CULTURE

Scott A. Mercer

Dr. Paul Watkins, Dissertation Supervisor

ABSTRACT

This qualitative research piece asks former teachers and administrators of a multi-building rural district to recall their experiences implementing Professional Learning Communities. Their offerings are compared to established literature in an effort to lend insight into their own processes and procedures and to benefit others who may be considering or revising their own implementation. Topics explored include basic tenets of Professional Learning Communities, best practices in educational leadership, and a sampling of thoughts on change theory.

The participants’ narratives are woven into a single piece recalling the experience in a single story. Findings and implications are discussed both as anecdotal phenomena and as broader lessons to be learned for other school districts. Recommendations are offered with careful reference to the pertinent literature.