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Institution: Southeastern Louisiana University

Major Field: Educational Leadership

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Title of Study: EVALUATING THE IMPLEMENTATION OF PROFESSIONAL LEARNING COMMUNITIES OVER TIME

Pages in Study:

Candidate for Degree of Doctor of Education

Professional Learning Communities (PLCs) have become a popular reform initiative for schools looking to increase student achievement. School district officials can find it difficult to implement and sustain Professional Learning Communities as some teachers are not accustomed to the levels of collaboration with peers involved. If implemented and carried out with fidelity, PLCs can lead to strong improvements in student achievement as well as teacher effectiveness (Vescio, Ross, & Adams, 2008).
In this study, the researcher intends to determine if teachers and school level administrators in a school district in southern Louisiana are adapting to the PLC model by monitoring their perceptions of PLC function over time. The purpose of this study is to assess teacher and school level administrators perceptions of PLC implementation and compare it to previous perception data from an earlier study. This important data will create longitudinal data showing the implementation and potential sustainment of PLCs over time. In addition, four interviews with district leaders will be conducted to determine the implementation plan at the district level. All of this valuable information will allow the researcher to evaluate district initiatives to sustain and improve PLC efforts, determine the effectiveness of district-wide implementation efforts over time, and provide feedback to others implementing PLCs district-wide.