

# The Power of GT in the PLC

[Topic Overview Video \(link\)](#) 

## Why:

Districts and campuses rely on collaborative planning to increase teacher efficacy. One model for that collaboration is the Professional Learning Community (PLC) which asks these four questions:

- 1 What do we want students to learn?
- 2 How will we know when they've learned it?
- 3 What will we do when they do not learn it?
- 4 What will we do when they already know it?

Unfortunately, teachers often do not address question **4**. With a strength-based, advanced learning focus on instruction, teachers can shift the PLC time to first address the most desirable outcome (more students requiring question 4) and then use question **3** to scaffold the learning.



## Instructional Implications:

- ⦿ Fidelity of the PLC process
- ⦿ **Increased engagement and growth** for all students, especially those who are gifted and/or high achieving/low growth
- ⦿ **Collaboration between classroom teachers and GT teachers** for improved instructional strategies for advanced learners

## Guiding Questions:

- Who currently is required to attend our PLCs?
- How do campus administrators view the role of the GT teacher?
- What data do teachers use to inform decisions made in the PLC?
- How do GT teachers currently support the PLC process?
- What challenges exist that prevent the GT teacher from better supporting the PLC and general education teachers better?
- What would the ideal PLC process look like in your district?
- Which campus(es) can support the flipped PLC questions 3 and 4 framework?
- What do the PLC participants need to know and understand to make that change?  
How will you provide that information and training?

- What strategies will you choose to focus on to ensure differentiation? (no more than 2)
- Who will support the training and implementation of these strategies?
- What are your success metrics?
- How will you expand the flipped PLC questions to other campuses?

### 3 Best Practices:

1

Reframe your PLC time in this order of questions: **1, 2, 4, 3**

2

PLC question **4** is a non-negotiable and includes the GT teacher in the PLC process

3

Use pre-assessment and formative data to ensure all students receive instruction at their current point of need

### Resources:

All Things PLC (<https://www.allthingsplc.info/>)

Many, T. (2020). Responding to that “pesky” question 4 in a PLC - How will we extend the learning for students who are already proficient? *Texas Elementary Principals and Supervisors Association*. <https://www.tepsa.org/resource/responding-to-that-pesky-question-4-in-a-plc-how-will-we-extend-the-learning-for-students-who-are-already-proficient/>

Weichel, M. (2016). Four ways to stop ignoring the forgotten fourth critical question of a PLC. *All Things PLC*. <https://www.allthingsplc.info/blog/view/317/four-ways-to-stop-ignoring-the-forgotten-fourth-critical-question-of-a-plc>

# The Power of GT in the PLC Worksheet

**Directions:** Use these guiding questions to align differentiation with instructional needs.

1

Consider your current PLC practices.

Who is required to attend?

What is the role of the GT teacher in the PLC?

2

Think about the role of the GT teacher at the district level.

What are district expectations for GT teachers?

What is the administrative perspective of GT teachers?

What are the classroom teacher expectations of GT teachers?

What barriers / challenges do GT teachers face?

Where are there opportunities to enhance the role of the GT teacher?

**3**

Does your district have guiding documents for PLCs?

**4**

What data does your district use to inform PLC discussions? (Consider achievement assessments, ability assessments, and qualitative information.)

**5**

**Identify pioneer campuses ready for innovation**

Which campuses would consider flipping PLC questions #3 and #4?

What additional training do our teachers need?

How will we measure success?

6

What is the plan for expanding innovative PLC practices to all campuses?

