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Hybrid PLCs: Building Collaboration Among Teachers in Different Schools

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Hybrid PLCs: Building Collaboration Among Teachers in Different Schools

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Hybrid PLCs: Building Collaboration Among Teachers in Different Schools

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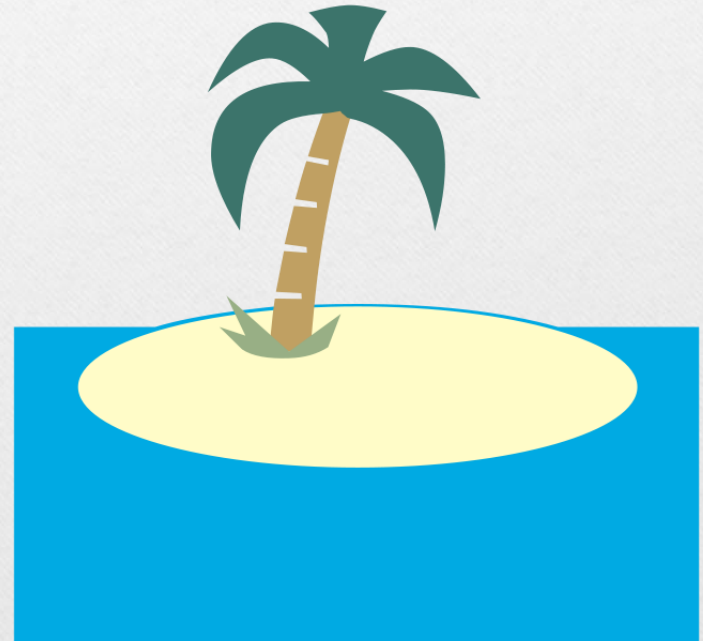
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Why Form a Hybrid PLC?

- Island Life
- Professional Learning Communities (PLCs)
 - Traditional → Online → Hybrid



Our Evolving Structure

- Meet monthly for 1 semester → meet monthly for???
- Meet on campus → meet at a restaurant
 - 5 members → 8 members
- Use Haikulearning.com → Dropbox.com
- Focus on distributed practice →

Distributed Practice

Introduction

- Look at advertising on television. How many of us can recall advertising of our childhood, even if they are no longer on television? Yes, I am telling my age but these are some of the ads I remember:
- Libby's Vegetables: <https://www.youtube.com/watch?v=ame3lvruscc>
- Wendy's Where's the Beef: <https://www.youtube.com/watch?v=U80ebi4AKgs>
- Oscar Mayer B-O-L-O-G-N-A: <https://www.youtube.com/watch?v=rmPRHJd3uHI>
- Coke: <https://www.youtube.com/watch?v=ib-Qiyklq-Q>
- And of course the beautiful Marlboro Man



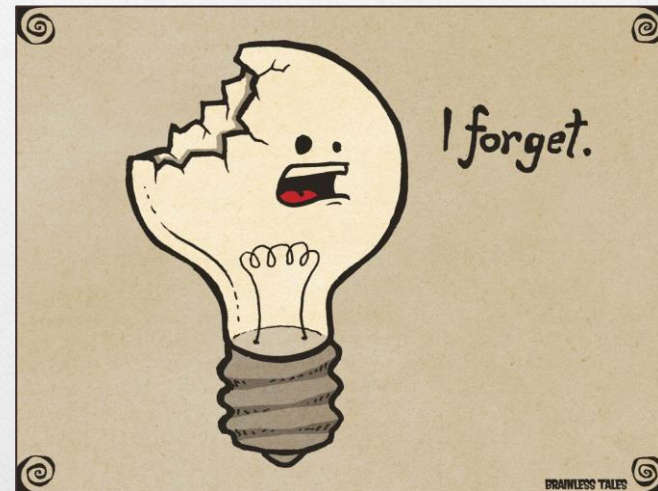
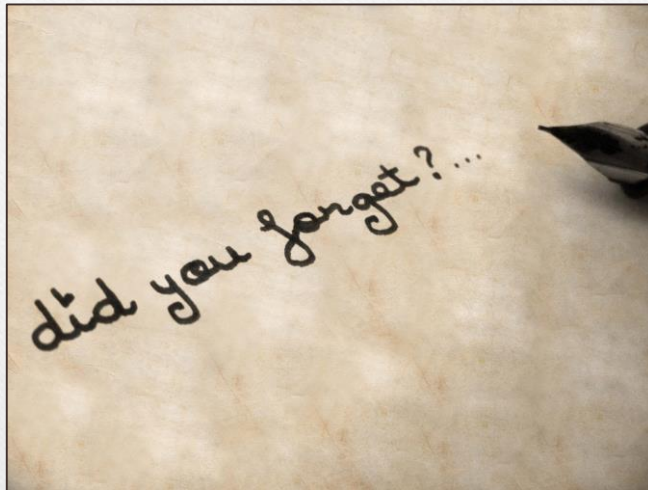
Distributed Practice

Discussion

Technique	Utility
Elaborative interrogation	Moderate
Self-explanation	Moderate
Summarization	Low
Highlighting	Low
The keyword mnemonic	Low
Imagery use for text learning	Low
Rereading	Low
Practice testing	High
Distributed practice	High
Interleaved practice	Moderate

Distributed Practice

First HOW – Slowing Down or even Stopping Forgetting



Distributed Practice

First HOW – Slowing Down or even Stopping Forgetting



Distributed Practice

Second HOW – Distributed Practice in Action



Distributed Practice

Third HOW – Frequent Testing of Past Learning



Distributed Practice

Fourth HOW – Time Intervals

]



Planning for Distributed Practice

8th Grade

- “Just One of Those Days” A Chemical and Physical Change Story
- TN Science Standards
 - SPI 0807.9.2 Identify the common outcome of all chemical changes.
 - SPI 0807.9.8 Interpret the results of an investigation to determine whether a physical or chemical change has occurred.

6th Grade

- Biomes Warm-Up
- TN Science Standards
 - SPI 0607.2.3 Identify the biotic and abiotic elements of the major biomes.
 - SPI 0607.2.4 Identify the environmental conditions and interdependencies among organisms found in the major biomes.

Other Resources

7th Grade

- Cell City Analogy or Celley's Trip to Cell City
 - SPI 0707.1.1 Identify and describe the function of the major plant and animal cell organelles.
 - √ 0707.1.3 Make a Venn diagram to compare the structures and functions of an animal cell with a city or school.

5th Grade

- Plant vs. Animal Cells Warm-Up
 - SPI 0507.1.1 Identify the major parts of plant and animal cells such as, the nucleus, cell membrane, cell wall, and cytoplasm.
 - SPI 0507.1.2 Compare and contrast basic structures and functions of plant and animal cells.

Implementing Distributed Practice

The Personal Benefits of a Hybrid PLC

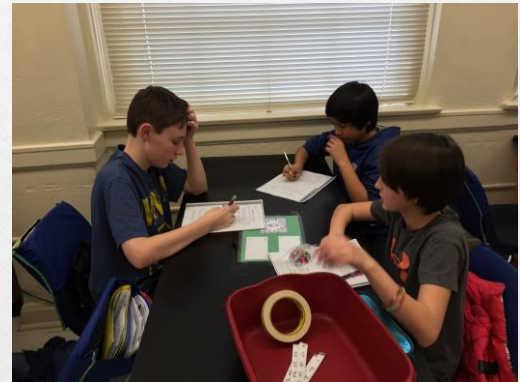
- I work at a small school and I am the only 5th and 6th grade Science teacher. Collaborating with other Science teachers through this PLC has helped me look at the curriculum through “new” eyes.
- Collaborating through this PLC has been a great success. It has helped me think more in depth about changing the structure of my lessons to meet the needs of a 21st century learner.
- The areas I have focused on transforming this year are assessment changes and science openers.

Assessment-Spiral Review

- One way I have changed the structure of my class is with assessments. I have been creating assessments that include more short answer and higher order thinking questions to incorporate more writing and that include spiral review questions.
- I include a few questions from each previous unit(s) on every assessment. My goal is to choose questions that were difficult for students to master on the previous unit(s) assessments. This gives students time to revisit any assessment questions and for review activities to take place in the classroom.

Science Openers-Collaboration

- I used to think that openers needed to be completed independently, so students could show what they knew about the topics.
- I have always supported group learning opportunities in my classroom and use group learning daily, but I had never used it with my openers.



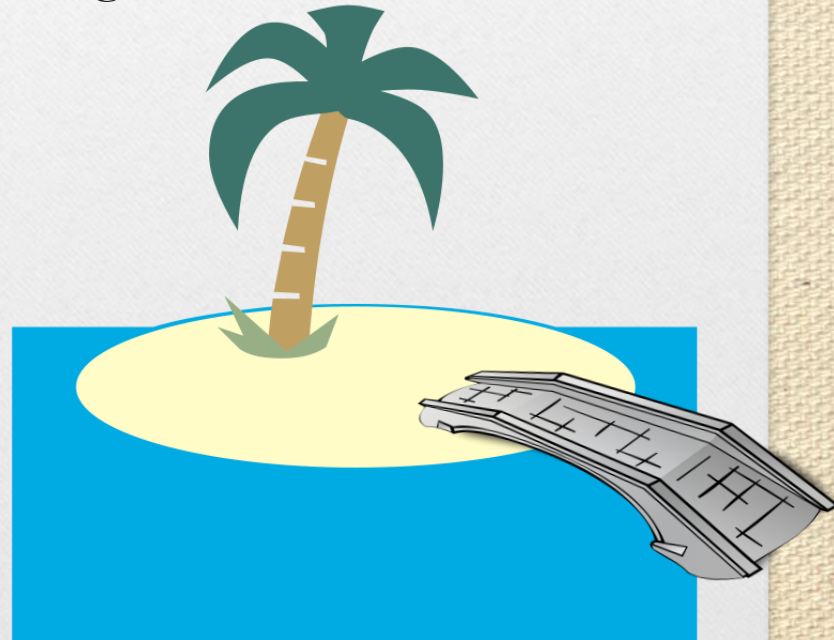
Science Openers-Collaboration

- The students now complete all openers with their table group. The tables consist of 3-4 students.
- Students work together as a collaborative team and we have modeled what is expected from each student in the group.
- The openers consist of 1-3 higher order questions or short activities. The content varies from new, current, or review materials.



Future Plan

- Continuing to meet and expanding our PLC
- Sharing across departments
- Focus topics:
 - notebook ideas
 - Assessment
 - paired informational texts



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