



A New Community of Practice

Community of Practice Modules

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to explore!

[Student-Let Inquiry](#)

[Explicit Skills and
Strategy Instruction](#)

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Learning](#)

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Feedback](#)

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WHAT'S INCLUDED IN A MODULE?

Three self-paced stages
of learning: Make
Meaning, Explore &
Practice, and Plan and
Create
(approximately 90-minutes of
learning each)

Learning is fully
asynchronous with the
possibility of optional
collaboration sessions

MODULE COMMITMENTS

*If I decide to opt -in to a module,
I commit to...*

- Participating in the full module + a cycle of inquiry (trying something out)
- Completing a small-scale product that:
 - Supports the work I am already doing.
 - Shifts my practices to become more personalized and competency-aligned.
 - Can be shared with others.

MODULE OUTCOMES

Growth on:

- Leader and Practitioner practices related to competency implementation
- Goals related to student learning and growth on PSCG competencies & PCBL
- Student engagement in learning



COMMUNITY *of* PRACTICE

MAKING THE PROFILE ACTIONABLE

Office of Personalized Learning, South Carolina Department of Education

Community of Practice

Before you select your module of choice, have you participated in the SC Community of Practice Overview Course?



STUDENT-LED INQUIRY

STUDENT-LED INQUIRY: What can I expect?

How This Makes The Profile Of A SC Graduate Actionable

- You will learn how to develop student's capacity to lead their own academic inquiries, using skills and practices associated with critical thinking, creativity, and independent learning.

At the end of the module I will be able to...

- Use a research-based learning cycle to plan authentic student-led inquiry that increases students' capacity to apply the skills associated with the SC Profile of a Graduate Competencies.
- Develop a set of performance task ideas that strategically develop students' capacity to engage in meaningful inquiry, either remotely or in the classroom.

Pick the
competency and
skills to focus on



Tracy Bauer

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the Intro Video](#)

Pick the
competency and
skills to focus on

STUDENT-LED INQUIRY PRODUCTS

What You Will Create At The End

Create a tool with an extensive brainstorm of performance task ideas aligned to competencies with real-world connections that can support you in planning student-led inquiry in future units.

Sample Product

Profile of a South Carolina Graduate | Performance Task Brainstorm Tool

Competency	Products	Real World Connections	Thinking Blocks
Reasoning Quantitatively	<ul style="list-style-type: none">• Infographic• Mathematical Model• Statistical Surveys	<ul style="list-style-type: none">• Gender Pay Wage Gap• Gentrification• Climate Change	<ul style="list-style-type: none"><input type="checkbox"/> Explore the genre<input type="checkbox"/> Present numerical data<input type="checkbox"/> Work with numerical data<input type="checkbox"/> Choose a topic<input type="checkbox"/> Determine audience<input type="checkbox"/> Research the issue<input type="checkbox"/> Find and analyze numerical data<input type="checkbox"/> Choose a position<input type="checkbox"/> Create the infographic<input type="checkbox"/> Give and receive feedback<input type="checkbox"/> Outline and Draft<input type="checkbox"/> Revise and Edit
Building Networks	<ul style="list-style-type: none">• Getting to Know You Podcasts (student-to-student interviews)• Welcome to Our School Video for new students	<ul style="list-style-type: none">• Asking and responding to interview questions• Investigating school and community culture	<ul style="list-style-type: none"><input type="checkbox"/> Explore the genre<input type="checkbox"/> Choose a topic<input type="checkbox"/> Determine audience<input type="checkbox"/> Formulate questions<input type="checkbox"/> Brainstorm ideas<input type="checkbox"/> Outline and draft<input type="checkbox"/> Give and receive feedback<input type="checkbox"/> Revise and edit



**EXPLICIT SKILL &
STRATEGY INSTRUCTION**

Pick the
competency and
skills to focus on

EXPLICIT SKILL & STRATEGY INSTRUCTION:

What can I expect?

How This Makes The Profile Of A SC Graduate Actionable

- You will practice and model metacognition alongside skills that increase students' core competencies and characteristics
- You will learn to map out learning experiences that allow students to practice skills that develop SC's core competencies

At the end of the module I will be able to...

- Create a plan for helping students increase proficiency in one of the core skills associated with a SC Graduate Profile Competency



Melissa Slater



Claire Finn

Click to [Watch the Intro Video](#)

EXPLICIT SKILL & STRATEGY INSTRUCTION PRODUCTS

Pick the competency and skills to focus on

What You Will Create At The End

Options :

- A Think Aloud
- An Explicit Skills Map
- Series of Mini-Lessons
- Your Own Planning Tool

Sample Product

Explicit Skill and Strategy Instruction Map
Competency Implementation Planning Tool reDesign

How can we design learning experiences for students through which they learn and practice the specific skills of the competency? Use this tool to plan explicit skill instruction for each sub-skill of the competency by following these steps:

1. Deconstruct the continuum and identify skills that need to be taught
2. Create mini-lessons (10-20 minutes) designed to teach those skills, strategies, and/or processes explicitly, by metacognitive modeling the process
3. Design activities through which students practice those skills, strategies, and/or processes
4. Identify resources that can help you plan, as well as resources for students to access on their own

COMPETENCY	Key Skills	Think Aloud Notes	Activities/Practice	Resources
Using Sources (Levels 3-5)	<p>Types of sources</p> <ul style="list-style-type: none">• Primary v secondary• Types (graphs, cartoons, images) <p>Finding sources</p> <ul style="list-style-type: none">• Search tools• Search terms <p>Skimming for key ideas and details</p> <ul style="list-style-type: none">• Determining importance	<p>How do I conduct an advanced internet search?</p> <ul style="list-style-type: none">• Varying search terms, using a thesaurus• Using advanced features <p>How do I skim a source?</p> <ul style="list-style-type: none">• Identify topic and key details	<p>Categorizing types of sources as primary or secondary</p> <p>Advanced search scavenger hunt</p> <p>Thesaurus game</p> <p>Go/No Go analysis</p> <p>Real Estate Posting Activity</p> <p>Metacognitive Markers activity</p>	<p>Identifying Primary and Secondary Sources</p> <p>Google Advanced Search Options</p> <p>Skimming</p> <p>Highlighting Strategy</p> <p>Heading Guiding Questions</p> <p>TDR Chart (Topic-Detail-Response)</p>



SELF-REGULATED LEARNING

SELF-REGULATED LEARNING:

What can I expect?

How This Makes The Profile Of A SC Graduate Actionable

- You will be able to provide students with tools that empower them to become effective independent learners.

At the end of the module I will be able to...

- Develop tools to build student capacity for regulating their learning through goal setting, planning, and reflection.
- Use the Learning Independently competency in order to design learning experiences and/or structures and routines that support students to make the shift from dependent to independent learners.

Learn
Independently



Marie Watson



Melissa Slater

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Video](#)

SELF-REGULATED LEARNING PRODUCTS

Learn
Independently

What You Will Create At The End

Create or adapt a tool that supports effective independent learning by scaffolding goal setting, planning, and reflection on learning.

Sample Product

What skill are you trying to master?

LEARNING PATHWAY 4: I can solve problems using the four operations and identify and explain patterns in arithmetic. (3.ATO.8, 3.ATO.9)

Unpacked pathway: *With support, students write in their own words what the learning pathway means they must be able to do.*

Where am I working now?

EMERGING (EM)	DEVELOPING (DV)	DEMONSTRATING (DM)	APPLYING (AY)
Start Date: _____	Start Date: _____	Start Date: _____	Start Date: _____
Patterns			
I can complete patterns (ex. AB, AAB, ABB, and ABC type patterns)	I can create, extend and explain a repeating pattern using pictures and letters. (ex. AB, AAB, ABB, and ABC type patterns)	I can find the rule for a math pattern from either addition or multiplication in a table.	I can create a pattern with numbers and shapes following a rule.
I will meet this goal by (date) _____	I will meet this goal by (date) _____	I will meet this goal by (date) _____	I will meet this goal by (date) _____
I need this much time because _____ _____	I need this much time because _____ _____	I need this much time because _____ _____	I need this much time because _____ _____



CONFERENCING & FEEDBACK

CONFERENCING & FEEDBACK:

What can I expect?

Pick the
competency and
skills to focus on

How This Makes The Profile Of A SC Graduate Actionable

- You will learn how to use conferences as a high leverage practice for giving students specific feedback on their efforts to become more competent on the skills, knowledge and characteristics that are central to the Profile



Claire Finn



Melissa Slater

At the end of the module I will be able to...

- Design or adapt conferencing tools and structures so that I can provide students with 1:1 specific, concrete feedback related to their efforts to become competent on the SC Graduate Profile Competencies.

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CONFERENCING & FEEDBACK PRODUCTS

Pick the competency and skills to focus on

What You Will Create At The End

You will adapt or create a feedback or conferencing such tool such as:

- A Conferencing calendar or unit plan that incorporates conferencing
- A learning experience that incorporates peer feedback & conferencing
- Conferencing sentence stems based on a competency rubric
- A competency-based feedback form aligned to student levels

Sample Product

NAVIGATING CONFLICT CONFERENCING STEMS			
RECOGNIZE AND MANAGE MY EMOTIONS	RECOGNIZE THE FEELINGS AND PERSPECTIVES OF OTHERS	USE VERBAL AND/OR NON-VERBAL COMMUNICATION SKILLS	USE STRATEGIES TO PROCESS CONFLICT
What are different strategies people use to help them calm down?	How do you know if someone is listening to you?	What happened?	What ideas do you have for solving this problem?
What strategies work for you, to help you calm down?	How can you show that you are listening?	How do you feel about what happened?	How can people show others that they are sorry when they make a mistake? Do you need to do that?
What emotions do people feel during a conflict?	Can you tell me what ____ said in your own words?	What do you think is the problem or issue?	What adults can you go to for help when you can't solve a problem on your own?
Can you tell me what emotion you are feeling right now?	Why is it hard to not interrupt someone when you are upset?	Using I-statements, can you tell me what you are feeling and what you did?	Who else (peers) could you work with to solve this problem?
What happens to your body when you get upset?	What questions can you ask to help you understand what ____ thinks or feels?	Can you explain what happened from your point of view?	Does this solution work for everyone? Why or why not?
How do you know when you are about to get upset? What are your signs?	How can you tell what someone else is feeling? What are your clues?	How do you think ____ will explain what happened from their point of view?	What do you think is at the heart of this issue? What are the underlying problems?
How do you know when you are ready to talk about what happened?	What is similar or different between how you are feeling and how ____ is feeling?	How did your actions contribute to the problem?	How can you advocate for others whose opinions or views are not being represented?
		How can you change your body language to help you talk calmly with ____?	

A photograph of a laptop screen displaying a video conference with multiple participants. In the foreground, a green ceramic mug is visible. The background shows a brown leather bag. A white banner with the text "EXPANDED TALK" is overlaid on the bottom of the image.

EXPANDED TALK

EXPANDED TALK: What can I expect?

Express Ideas
Lead Teams
Navigate Conflict

How This Makes The Profile Of A SC Graduate Actionable

- You will learn how to incorporate significant opportunities for students to interact with each other, as they build their competency around verbal expression in multiple contexts

At the end of the module I will be able to...

- Incorporate routines and practices that build students' capacity to express themselves, both in the classroom and remotely.
- Create tools and learning experiences that increase students' competency in the skills of expression, leadership, or conflict navigation.



Tracy Bauer

Click to [Watch the Intro Video](#)

Pick the
competency and
skills to focus on

EXPANDED TALK PRODUCTS

What You Will Create At The End

OPTIONS

- Lessons that explicitly teach Expanded Talk skills, aligned to specific performance indicators.
- Expanded Talk tools aligned to specific competencies/performance indicators that can be used schoolwide

Sample Product

Building Networks

I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.
10.1: Initiate purposeful connections, Level 2

Today, we got to know each other a little more in a meet and greet circle activity. Respond to the questions to explain some connections you made.

1. Who was one new classmate you introduced yourself to?

2. What is one fact you shared about yourself?



CHANGE LEADERSHIP

CHANGE LEADERSHIP: What can I expect?

Express Ideas
Lead Teams
Design Solutions
Navigate Conflict
Build Networks

How This Makes The Profile Of A SC Graduate Actionable: We will...

- Apply key SC Graduate Profile competencies to our own practice as leaders
- Develop a leadership and scaling plan for PCBL implementation
- Begin enacting a small piece of your change leadership plan



Marie Watson



Sydney Schaefer



Antonia Rudenstine

CHANGE LEADERSHIP PRODUCTS

Express Ideas
Lead Teams
Design Solutions
Navigate Conflict
Build Networks

What You Will Create At The End

- An assessment of your own competency in the key leadership competencies associated with the SC Profile of a Graduate
- An “Opportunity Assessment” of the potential “early wins” that will help build a culture of PCBL
- A PCBL Scaling Plan: how to move from a pilot to context-wide implementation
- Your own “product” addressing a specific implementation need in your context

Sample Product





See you soon!