FINAL REPORT:

Evaluation of the "Culturally Relevant and Sustaining Education Competencies (CRSE) Community of Practice"

May 2022 – June 2023

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EXECUTIVE SUMMARY

Temple University's College of Education and Human Development (CEHD) was awarded a small staff grant from the William Penn Foundation to support the Pennsylvania Educator Diversity Consortium's (PEDC) efforts to engage teacher preparation programs within Pennsylvania's institutions of higher education (IHE) to adopt the Culturally Relevant and Sustaining Education (CRSE) competencies through a community of practice (COP).

Between August 2022 and June 2023, members of the COP convened monthly, for 2 hours each, in Monday and Tuesday cohorts. Members shared and developed tools to support programs' planning to integrate the CRSE competencies. They used backward design to revise course objectives, assessments, content, and structural elements of syllabi. They crowdsourced articles, videos, assignments, rubrics, and other tools for each CRSE competency. Finally, the group reflected on the syllabus revision process and worked together to solve problems of practice that came up each month.

This evaluation used implementation data, surveys, and interviews the answer the following questions: 1) Who participated in this COP? 2) What process was used? How and why was this process different from the original plan? 3) What were members' experiences?

Overall, members were very satisfied with their experience participating in the community of practice. Members felt this process impacted their individual development, their institution, and teacher education across Pennsylvania. Members did express a few suggested changes, mainly related to the struggle to fully commit to the community of practice and the fact that members came in with different levels of knowledge of the competencies.

Most members are excited to continue this work through the COP and interested in focusing on implementation at the program or college level. At the start of the COP, most members suggested they were not prepared to engage in discussions about implementation at the program level; however, they may be ready now. This could be due in part to the deep work they did on their syllabi.

> *"I can honestly say that I took something back from each monthly session that I attended, and typically was able to either implement the new learning within the classroom or engage in discussion with colleagues."*
> - COP Member

Many COP members feel that this process should be used as a model for implementing the CRSE competencies across the state of Pennsylvania. This COP model used a cross-institutional collaboration model, which is different from how others are engaging in this work. Though many are doing this work, most are working in their silos at their IHEs. This CRSE Community of Practice worked across the state to collectively implement the CRSE competencies in their teacher preparation programs to improve the education of all Pennsylvania students.

PROJECT OVERVIEW

Temple University's College of Education and Human Development (CEHD) was awarded a small staff grant from the William Penn Foundation to support the Pennsylvania Educator Diversity Consortium's (PEDC) efforts to engage teacher preparation programs within Pennsylvania's institutions of higher education (IHE) to adopt the Culturally Relevant and Sustaining Education (CRSE) competencies through a community of practice (COP).

PEDC is a grassroots organization of PK-12, higher education, non-profit, and government leaders striving to increase the number of teachers of color as well as culturally responsive and sustaining educators in Pennsylvania. Throughout 2020 and 2021, amid the global pandemic, the members of the PEDC collaborated to create the CRSE competencies, as well as toolkits to support the recruitment, mentorship, and retention of educators of color for Pennsylvania classrooms. The CRSE competencies will shape how preservice and in-service teachers are prepared and supported to meet the needs of all Pennsylvania students, being responsive in their curricula and pedagogy to their ethnic, racial, and linguistic backgrounds as well as other differences. The competencies have been shared with the members of the Pennsylvania Educator Diversity Consortium in the PEDC monthly meetings and have been featured in PEDC's annual two-day summits held in June 2020 through 2023. In those venues, there have been many institutions of higher education that have engaged in conversation regarding the implementation of the CRSE competencies in their teacher preparation programs.

This project was initiated to prepare teacher education program faculty to implement the CRSE competencies in their coursework, ensuring that their pre-service teachers will be prepared to be culturally relevant and sustaining educators upon completion of their courses and programs. In addition to genuinely wanting to engage in this important work on behalf of students, the project participants also participated in this project in anticipation of a state mandate for CRSE in teacher preparation. Revisions to Chapter 49 of the public school code, which outlines guidelines for teacher preparation in Pennsylvania, included CRSE and were approved by the State Board of Education in April 2022. The Pennsylvania Department of Education finalized the CRSE program framework guidelines, which included the 9 CRSE competencies and their indicators, in November 2022.

Between August 2022 and June 2022, members of the COP convened monthly, for 2 hours each, in Monday and Tuesday cohorts. Members shared and developed tools to support programs' planning to integrate the CRSE competencies. They used backward design to revise course objectives, assessments, content, and structural elements of syllabi. They crowdsourced articles, videos, assignments, rubrics, and other tools for each CRSE competency. Finally, the group reflected on the syllabus revision process and worked together to solve problems of practice that came up each month.

The project was led by Principal Investigator Dr. Juliet Curci, Assistant Dean of College Access and Persistence at Temple University. Dr. Donna-Marie Cole-Malott, Assistant Professor of

Professional and Secondary Education at East Stroudsburg University, served as a co-leader for the CRSE COP. The planning and facilitation of project meetings and coordination of project activities were managed by Luca Poxon, the CRSE COP Project Coordinator. Dr. Kelly McGinn, Assistant Professor of Psychological Studies in Education at Temple University, served as the project evaluator.

EVALUATION METHODS

An evaluation of the process and outcomes of the community of practice was conducted to provide the COP leadership team with immediate feedback to allow them to adjust in real-time. The second purpose of this evaluation is to inform others who are interested in engaging in similar work.

EVALUATION QUESTIONS

The following evaluation questions were used to focus this evaluation:

1) Who participated in this community of practice (COP)?
   a) How many PA IHEs were represented in the COP?
   b) What were the demographic characteristics of the members?
   c) At what rate did members attend the COP events?
2) What process was used in this community of practice? How and why was this process different from the original plan?
3) What were members' experiences?
   a) Process evaluation
      - What were the strengths of the process used in this community of practice?
      - What suggested changes do members have regarding the process?
      - What struggles or barriers did members face when engaging in this process?
   b) Outcome evaluation
      - To what extent has member leadership of the COP developed over time?
      - To what extent has the collaboration among COP members developed over time?
      - What were the benefits for members in engaging in the COP?
      - To what extent has COP members' knowledge and expertise about the CRSE competencies changed over time?
      - To what extent were COP members satisfied with the project's outcomes?
      - To what extent has the COP impacted members' engagement with the CRSE competencies?
      - To what extent has or will the COP impact members' institutions' engagement with the CRSE competencies?
      - To what extent has or will the COP impact teacher education in Pennsylvania?

MATERIALS

The following data was collected to answer the above evaluation questions.

IMPLEMENTATION DATA

To answer the first and second evaluation questions, implementation data was collected throughout the academic year. This data included member attendance and meeting artifacts (e.g., evaluator's meeting notes, session agendas, and PowerPoint presentations, resources shared to our COP shared drive, members' final syllabi).

WELCOME SURVEY

To answer the third evaluation question, the evaluator created a welcome survey to be completed by all consenting COP members. This survey contained 12 open-ended items focused on understanding members' initial level of knowledge of the CRSE competencies, as well as their expectations for the project. The survey also contained 10 demographic items. See Appendix A for a copy of the survey items.

MONTHLY INTERVIEWS

To answer the third evaluation question, the evaluator conducted one to two semi-structured interviews per month from September to May. The goal of the interviews was to capture members' experiences and developing perspectives on the COP process and outcomes. See Appendix B for a copy of the semi-structured interview questions items.

EXIT SURVEY

Again, to answer the third question, the evaluator created an exit survey to be completed by all consenting COP members. This survey contained 27 open-ended and Likert scale items focused on understanding members' final level of knowledge of the CRSE competencies, their perceptions of the COP process and outcomes, as well as their goals for future development. The survey also contained the same 10 demographic items as the welcome survey. See Appendix C for a copy of the survey items.

DATA COLLECTION

At the Welcome Meeting on May 23, 2022, the evaluator explained the purpose and process of the evaluation to the COP members. After the meeting, she emailed the consent form and welcome survey to the group. If members agreed to take part in the evaluation, they were asked to complete the Welcome Survey by the end of June. Eighteen members completed the survey.

During the first COP meeting in August 2022, the evaluator again explained the purpose of the evaluation and the details regarding the monthly interviews. At the end of the meeting, she emailed the members a form to sign up for an interview. Interviewers were scheduled within a week of that month's meeting with the goal of interviewing two members per month. Though two members signed up for every month, some interviews were not conducted due to scheduling conflicts; this occurred in January, March, and April. A total of 15 interviews were conducted from September through May.

During the final COP meeting in May 2023, the facilitator explained the purpose of the Exit Survey. Following the meeting, the facilitator of the sessions emailed the members with a link and asked that they complete it by June 1, 2023. Twenty members completed the survey.

FINDINGS

EVALUATION QUESTION 1: WHO PARTICIPATED?

A total of 29 educators originally signed up to participate in the community of practice. Four either never attended (n=1) or only attended one session (typically the first session; n=3). These four are not included in the rest of the report.

Of the remaining 25 community of practice members, 13 typically attended the Monday session and 12 typically attended the Tuesday session; however, we were flexible regarding which session a person attended. Five people took advantage of this and attended either Monday or Tuesday.

Members from 18 Pennsylvania Institutions of Higher Education (IHE) participated. See Table 1 for school demographics.

Table 1
School Demographics

Location	
Southeast PA	10
Northeast PA	2
Central PA	2
Northwest PA	1
Western PA	3
Institution Type	
Private	8
Public	6
Public State-Related	4
Total Graduates[1]	
0-50	7
51-100	3
101-150	2
151-200	0
201-250	1
251-300	2

[1]Total number of graduates from the teacher education program in 2022
Note: Institution type and total graduate data retrieved from https://title2.ed.gov/Public/Report/DataFiles/DataFiles.aspx?p=5_01 on July 2023.

Of the 25 members, 24 agreed to take part in the evaluation. The following demographics, described in Table 2, are based on those 24 participants.

Table 2

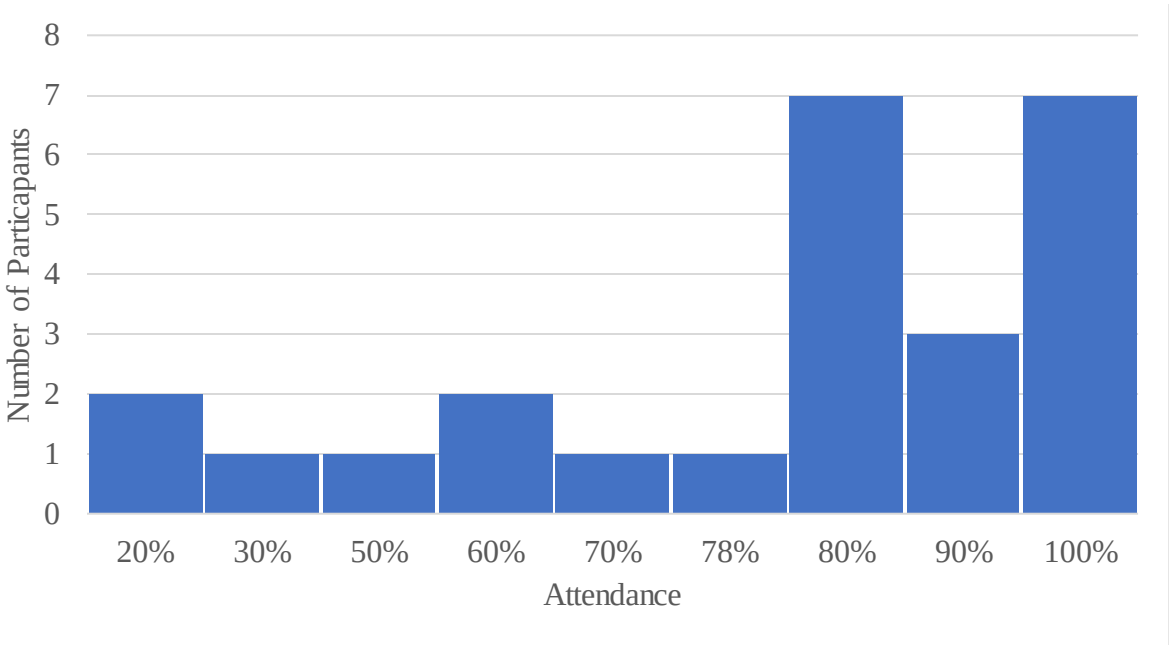
Participants Demographics

Gender	
Male	4 (17%)
Female	20 (83%)
Race/ Ethnicity	
White	12 (50%)
Black/ African American	8 (33%)
Hispanic/ Latinx	1 (4%)
Asian and White	1 (4%)
Latinx and White	1 (4%)
Black/ African American, Native American	1 (4%)
Highest Degree Earned	
Doctorate	23 (96%)
Master's	1 (4%)
Years of Experience	
Average Number of Years at Their Current IHE (*SD*)	10. 63 (6.06)
Average Number of Years in Field of Education (*SD*)	24.83 (7.30)
Role at Their Current IHE	
Faculty	10 (42%)
Faculty and Director	4 (17%)
Director	3 (13%)
Faculty and Chair	3 (13%)
Adjunct professor	2 (8%)
Dean	1 (4%)
Faculty and Dean	1 (4%)

ATTENDANCE

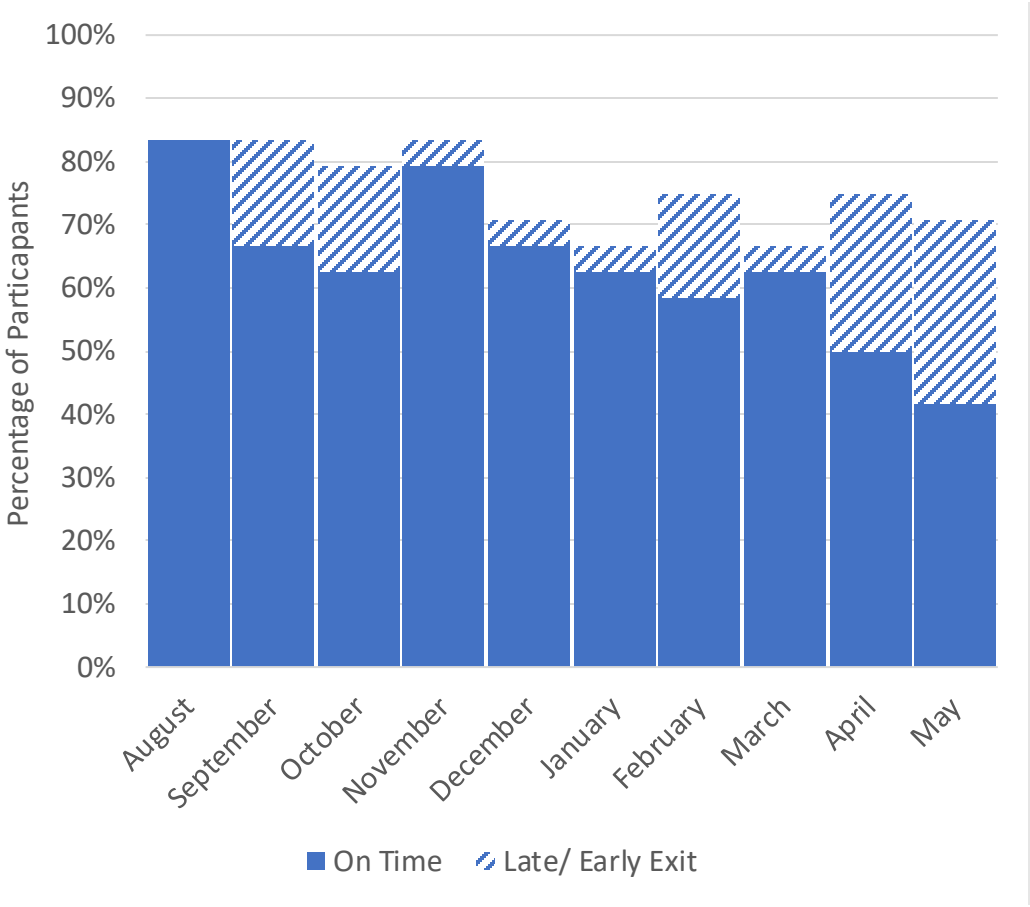
On average, participants attended 77% of the sessions (*SD*=.24), ranging from 20% to 100% (see Figure 1). Members sometimes arrived late or left early. Of the sessions that participants did attend, they were late or left early on average 18% of the time (*SD*=.17), ranging from 0% to 50%.

Figure 1
Member Attendance



Each month, on average 76% of participants attended the session (*SD*=.07), with January being the lowest attended session at 67%, and August, September, and November being the highest attended sessions at 83% (see Figure 2). On average, about 12% of participants were either late or left early each session, with everyone being present the entire time in August and the most amount of people arriving late or leaving early in May (41% of those who attended).

Figure 2
Attendance by Month



EVALUATION QUESTION 2: WHAT DID WE DO?

This section describes why changes were made to the originally processed plan and the actual process used in this community of practice.

CHANGES MADE TO THE ORIGINAL PLAN AND WHY

See Appendix D for a list of the originally planned Milestones and associated activities. Milestones 1 and 3 (and the activities associated with those milestones) occurred as planned. Milestone 2 (and many of the associated activities) changed based on the feedback the facilitators received during the August and September meetings. Members revealed that they were not ready to fully engage in discussions about implementing the competencies across their entire college/program. Members all had varying levels of knowledge about the competencies and levels of authority to make changes within their program (e.g., adjunct professor vs. dean). Therefore, developing a program-wide implementation plan at that time was not feasible.

Instead, the group collaboratively decided to revise course syllabi to incorporate the competencies. This process is discussed in detail in the next session. Members felt this task was

more feasible since a course they teach was within their locus of control and they had a deep understanding of that course.

COMMUNITY OF PRACTICE PROCESS

The following section describes the actual process used in this community of practice. For more details about each session and the related homework assignments see Appendix E.

COMMITMENT AND ANTICIPATED SCHEDULE

Members were asked to:

- Participate in one two-hour virtual meeting each month (from August to May) via Zoom.
- Attend the PEDC summit during the summers of 2022 and 2023.
- Engage in a landscape assessment related to their and their program's engagement with the CRSE competencies.
- Engage their colleagues at their institution in ongoing conversations about the implementation of the CRSE competencies.
- Collaborate in drafting resources for PA teacher education programs as they prepare to implement the CRSE competencies.
- Provide ongoing feedback about the community of practice process.

Members who agreed to participate completed a survey to determine the best time to meet as a group. Due to conflicting schedules, the program leaders decided to offer two sessions per month (Mondays at 10AM-12PM ET and Tuesdays at 11AM-1PM ET). Members were asked to attend one of these sessions.

PROGRAM COORDINATOR

The project leadership was able to hire a part-time employee to coordinate the community of practice. This person was responsible for facilitating the project, convening, and leading the community of practice, maintaining records, and sharing progress updates to the Pennsylvania Educator Diversity Consortium Circle of Leaders.

STIPEND

A stipend of $2,500 was offered to participants from 15 PA IHE for their engagement in the community of practice and its activities. Participants received $1000 in the fall (Aug-Dec), $1000 in the spring (Jan-April), and $500 in the summer (May-June). A few IHE programs wanted more than one faculty member to participate; since only one stipend was budgeted per IHE, members from the same institution decided amongst themselves who would receive stipends and in what amount; this decision was communicated to the project team. Additionally, a few faculty members asked to join the COP after the 15 stipends were already claimed. They were invited to participate in the project though they agreed to do so without the expectation of receiving a stipend. The project team was able to redistribute stipends to those individuals based on their contribution to the project (e.g., those who joined in the spring only received the spring and summer stipends).

PROJECT EVALUATION

The leadership team hired an evaluator to collect data throughout the life of the community of practice to make immediate shifts as needed and to provide a guide to others who are interested

in engaging in similar work. The evaluator distributed a welcome and exit survey, interviewed members monthly, and attended the monthly meetings. Using this data, the evaluator was able to provide the leadership team with feedback monthly, as well as provide a thorough end-of-project report.

INFORMATION AND WELCOME SESSIONS

Two of the project leaders held two virtual information sessions in early May 2022 for IHE faculty from one US state interested in engaging in this work. Ten people attended the first session and 11 people attended the second. During this meeting, they discussed the purpose and goals of the COP, anticipated time commitment, plan to hire a program coordinator, $2,500 stipend for taking part, and planned project evaluation.

Then in late May 2022, the leadership team held a 1.5-hour virtual welcome meeting for those who agreed to take part in the community of practice. Seventeen members attended. During this meeting, they reviewed the goals of the program and facilitated small group discussions to gauge members' current level of knowledge and engagement with the CRSE competencies.

MONTHLY MEETINGS

Due to time conflicts, the COP members choose to join one of two cohorts, a Monday group and a Tuesday group. The project coordinator facilitated one 2-hour virtual meeting per month for each group from August through May. In addition to meeting each month, members were asked to complete a few tasks offline to prepare for the next meeting (e.g., completing a reading, speaking to their colleagues about the CRSE competencies, finding a syllabus to revise).

During the first few months, members spent time getting to know each other and building trust. They learned about the history of the CRSE competencies and began to collectively interpret the meaning of each competency.

The original goal of the COP was to work with institutions to develop a CRSE implementation plan for one state's IHE teacher preparation programs. However, the team quickly realized that the COP members were not ready to engage in that work mainly due to their unfamiliarity with the competencies. Instead, the COP members collectively decided to work on revising the syllabi of courses they teach or oversee to incorporate the CRSE competencies. The January through May COP meetings focused on this effort. COP members were placed in groups of 3-4 based on course similarities. They worked in their groups each month to revise their syllabi. The program coordinator broke the revision process down into manageable steps that were spread across the remaining five monthly meetings.

SHARED DELIVERABLES

The deliverable for this project will be an annotated compilation of the revised syllabi and other projects COP members completed over the academic year. Pre-revision and post-revision syllabi, monthly reflections documenting the steps taken to revise the syllabi, and artifacts such as course

assignments and rubrics will be publicly available on PEDC's website. Viewers of the deliverable will be able to filter syllabi to find ones containing certain CRSE competencies, designed for a particular student level, and in different content areas, among other filters. They will also be able to see examples of various statements that may be placed on syllabi, such as those regarding accessibility, class participation, and respect for students' identities. These materials are expected to be posted publicly by the end of Summer 2023, with a launch event held in early fall to encourage higher education faculty members to engage with the materials.

SPREADING THE WORD

As an important aspect of the project was to develop the capacity within teacher education to integrate the CRSE competencies, the project's leadership team also took advantage of opportunities to share publicly about the Community of Practice's efforts whenever possible. The team led a session focused on the project at the Fall Teacher Education Assembly of the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) in October 2023, as well as served as keynote panelists and break-out session facilitators at PAC-TE's Spring conference in March 2023. Additionally, an overview of the COP was shared in a concurrent session during PEDC's 4th Annual Educator Diversity Summit in June 2023 and featured details of three COP members' syllabi revisions. Finally, a symposium session proposal, focused on the CRSE competencies and the COP, was collaboratively drafted for the April 2024 annual meeting of the American Educational Researchers Association (AERA).

EVALUATION QUESTION 3: WHAT WERE MEMBERS' EXPERIENCES?

This portion of the evaluation focuses on members' experiences related to the process of the community of practice, as well as their perceptions of the outcomes.

PROCESS EVALUATION

The process evaluation focused on three areas: members' perceptions regarding 1) the strengths of the process used, 2) the suggested changes to the process, and 3) the struggles or barriers when engaging in this process,

WHAT WERE THE **STRENGTHS** OF THE PROCESS USED IN THIS COMMUNITY OF PRACTICE? WHAT **SUGGESTED CHANGES** DO MEMBERS HAVE REGARDING THE PROCESS?

This question was answered by reviewing the monthly interview transcripts. The evaluator asked members to provide feedback on the following six aspects of the community of practice: 1) structure of the meetings, 2) content covered during the meetings, 3) members' engagement and participation during the meetings, 4) communication between meetings, 5) homework assignments, and 6) the shared drive.

STRUCTURE OF THE MEETINGS

STRENGTHS

Members appreciated the following aspects of the structure of the sessions:

- All of the meetings for the year were scheduled in August.
- The facilitators made accommodations for members' varying schedules. For instance, meetings were offered on both Mondays and Tuesdays. Though it was encouraged for members to attend the same day every month, it was helpful to have the option to attend the other day if needed. Furthermore, if a member had to miss a session, the facilitator would meet with the member offline to catch them up.
- Though a two-hour meeting is long, most agreed that it was the correct amount of time. Meeting only once a month and including a break in the middle of the meeting made this feasible.
- Though sometimes it was helpful to switch who was in each group, it was often helpful to keep the small group members the same for the entire meeting, so they did not need to spend time reintroducing themselves. They could get right into the work.
- Many members enjoyed homogenous grouping (e.g., based on where they were with implementing the competencies or the type of courses they teach).
- Some members did not always feel comfortable sharing in large group, so breakout rooms were helpful for the tougher conversations.
- The meetings were well-structured, efficient, and intentional. One member mentioned that they typically lose focus during long virtual meetings and begin doing other tasks (e.g., checking their email); however, this is never the case during these meetings. They were focused the entire time.

SUGGESTED CHANGES

Members sometimes struggled with the following aspects of the structure of the sessions:

- Finding the right balance between breakout rooms and whole group discussions was tough. Some members wanted more time in the breakout rooms while others wanted more time in the whole group.
- A few members noted that it would be helpful to have an afternoon or evening meeting option.

CONTENT COVERED DURING THE MEETINGS

STRENGTHS

Members appreciated the following aspects of the content covered during the sessions:

- There was a balance of implementation work and opportunities to discuss their attitudes, beliefs, and perceptions about the competencies.
- Most members enjoyed that the leadership team invited outside speakers to talk about relevant topics (e.g., PDE came to discuss their rollout of the requirements related to the competencies).

- Members were generally satisfied with the syllabus revision project. For instance, one person wrote on their exit survey, “It was very helpful to provide resources and background information about why including certain information in the syllabus would be helpful. I believe my syllabus is improved.”

SUGGESTED CHANGES

Members suggested the following changes regarding the content covered during the sessions:

- The most commonly mentioned struggle related to the content had to do with the fact that everyone came in with a different level of knowledge of the competencies. It was a struggle to find the correct balance between discussing the reasoning why the competencies should be implemented and the meaning/interpretation of the competencies and with discussing how to implement the competencies. Some wanted to jump directly into implementation work, while others needed more background knowledge.
- It took the group a couple of months to collectively decide what their final project would look like. A few members enjoyed this process (collectively deciding), while others wanted the leadership team to decide for them so they could get right to work. One member said, "The content got stronger once we determined what we would focus on. We had that period where we were trying to figure out what we were going to do, and it was a weird lull for a bit there. In the beginning, we were all excited, but then there was a lull while we decided what to focus on."
- There were mixed reactions about how the syllabus revision process was structured. Some felt the project directions were open and appreciated this (e.g., "I think the open-endedness was appropriate because each of us was working on different things in different contexts."), while some felt it was structured and enjoyed this (e.g., "Taking things in small steps and separating different pieces of the work helped a lot."). Others felt the process was too structured (e.g., "Sometimes this was a little too directive. I understand the need to have structure and accountability here, so I don't have an exact fix for this.")

MEMBERS' ENGAGEMENT AND PARTICIPATION DURING THE MEETINGS

STRENGTHS

Members appreciated the following aspects of members' engagement and participation during sessions:

- The facilitator was very engaged and motivated. Many mentioned that this trickles down to the members.
- Members actively engaged in the breakout room discussions.
- Having specific discussion questions and/or tasks to complete while in breakout rooms helped with engagement.

SUGGESTED CHANGES

Members suggested the following changes regarding members' engagement and participation during sessions:

- Members sometimes seemed to not be as engaged during the whole group discussions. Some people mentioned they don't share as often because they don't feel as if they know as much as others. Others said they would rather listen and learn from others.

- A few mentioned they often hear from the same people again and again in the whole group. One suggested this was because they had a higher level of experience, another felt it was because they had greater needs, and a third mentioned it was because some people like to process out loud, while others do it internally.

COMMUNICATION BETWEEN SESSIONS

STRENGTHS

Members appreciated the following aspects of the communication between sessions:

- The facilitator's email reminders were timely and worded in a way that was motivational, rather than punitive. One member said, "I learned from [the facilitator's] style about how to better communicate deadlines in a respectful manner."
- A reminder of the Zoom link right before the start of the meeting was very helpful.
- The facilitator reached out to members to catch them up if they had to miss a meeting.

SUGGESTED CHANGES

Members suggested the following changes regarding the communication between sessions:

- One member noted that they never read the reminder emails because they did not have the time.

HOMEWORK

STRENGTHS

Members appreciated the following aspects of the homework between sessions:

- The homework felt like a learning opportunities that they wouldn't have otherwise made the time to do.
- Sometimes members were not able to complete the homework tasks, but no one made them feel bad about this.

SUGGESTED CHANGES

Members suggested the following changes regarding the homework between sessions:

- Some assignments (e.g., the competency matrix) were not appropriate given where the person was in the implementation process.
- Sometimes the amount of homework felt overwhelming. Some mentioned that they never complete the homework due to time constraints.

SHARED DRIVE

STRENGTHS

Members appreciated the following aspects of the shared drive:

- The drive was very well organized and easy to find what they were looking for.

- The shared drive was utilized during the meeting which helped members become familiar with its content.
- Making sure that members only had "viewer" access, rather than "editor" access was helpful to ensure members did not accidentally delete or change a resource someone else uploaded.
- One member wrote, "I loved that we had a materials brainstorm at the end [of the project] by naming needs. I actually found some useful materials for this course but also for other courses, including a course taught by a colleague."

SUGGESTED CHANGES

Members suggested the following changes regarding the shared drive:

- A few members mentioned that they never used the shared drive outside of the meetings.
- One member suggested that "there needs to be more support from the facilitators to ensure that there are excellent resources for all the competencies. Too much reliance on the group has led to gaps in resources necessary to implement these competencies."

WHAT **STRUGGLES OR BARRIERS** DID MEMBERS FACE WHEN ENGAGING IN THIS PROCESS?

The most common struggle mentioned on the exit survey was related to time. Fourteen members suggested that **finding the time** to attend a two-hour meeting each month was difficult (e.g., "It was also challenging to make sure I blocked off time each month for the two-hour meeting. It does not sound like a lot of time, but when you are teaching 5 classes and have a large load of advisees and other committee work it can be significant.") and to complete the homework between sessions (e.g., "It was only challenging at times to do some assignments for the group when expected due to workload.") as challenging. A few other barriers were also mentioned. Two members noted that it was difficult sometimes because members were coming in with **various levels of knowledge and from different contexts**. One wrote, "Everyone is also in a different place -- some people I think were looking for collegial relationships and support, and others were not, which is okay. I think we also all have different jobs and institutions. I am very much a teacher before a researcher, and I'm not an expert on the research on educational equity. Some folks were primarily researchers and drew much less on their work with students. That cross-pollination is interesting and at times really productive, other times challenging." One person mentioned that **building relationships** was hard, noting that it helped when we got to see people more than once and over time in small groups." Another felt that "there was a disproportionate burden of labor upon People of Color. This was never adequately resolved." And finally, a third mentioned they found it difficult "to engage [their] colleagues … in ways other COP members are doing in their institutions."

The common theme throughout the interviews was a barrier related to participants' **comfortability speaking during the session**. For instance, in October, one member mentioned they were sometimes unsure how to respond to the breakout room discussion questions, but once they heard others respond, they felt more comfortable. In January, a member noted they were

sometimes not sure how to contribute because they felt they didn't know as much as others. However, just as often as members mentioned their insecurities with sharing, others mentioned that they felt completely comfortable sharing and that they were not being judged.

OUTCOME EVALUATION

The outcome evaluation question focused on eight areas: members' perceptions of 1) leadership developments, 2) collaboration developments, 3) benefits of engagement, 4) their knowledge and expertise, 5) their satisfaction with the project outcomes, and finally the impact of the project on 6) their individual development, 7) their institution, and 8) teacher education in PA.

TO WHAT EXTENT HAS **MEMBER LEADERSHIP** OF THE COMMUNITY OF PRACTICE DEVELOPED OVER TIME?

We were interested in determining what types of leadership evolved organically through the community of practice process. On the exit survey, a few interesting themes arose. Two members mentioned the **skilled leadership of the established facilitator**, saying "The organizational style of the meetings was exceptional, and I noticed myself thinking about how to incorporate them into future meetings I may facilitate." Four noted that over time the members of the COP **developed a shared leadership**. For instance, one stated, "I think that most of the folks involved were leaders and/or acting leaders in some way related to this work already. Internally, the group functioned more democratically." Three explained that they noticed many members of the group becoming **more confident over time** and therefore becoming more of a leader. One said, "As time went on, each of us seemed to become more sure of ourselves. I realized that I was further along than I thought in growth, but also found many more ways that I need to develop my critical consciousness." Finally, three noticed that those who came in **more knowledgeable about the topic** stood out as leaders immediately, stating, "I think it became clear that some people had more expertise and wanted to share their knowledge."

When interviewing members over the year, similar themes emerged. From the very beginning, members mentioned the **skilled leadership of the facilitator**. This was mentioned almost every month. Regarding the leadership of the other members, the interviewees **did not seem to notice any developments until January**. In January, those who seemed **more knowledgeable about the topic** stood out as leaders; this idea was then mentioned in every interview through May.

TO WHAT EXTENT HAS THE **COLLABORATION AMONG COP MEMBERS** DEVELOPED OVER TIME?

We were interested in determining what types of collaboration evolved organically through the community of practice process. Members' responses to the exit survey yielded a few interesting insights. Five members **did not notice much collaboration occurring beyond the meetings**. For instance, one stated, "No, but I believe there is still the potential for that over the summer." Six members seemed particularly satisfied with the collaboration that occurred when **working in their small group**. One noted, "I think we had a great deal of collaboration during our small group sessions where people were working on related classes." Five mentioned that many members collaborated by **sharing resources**, saying "In each session, people were open to

sharing resources with others." Finally, four members mentioned specific connections they made to **collaborate with someone outside of the meetings**.

The monthly interviews revealed that members were **sharing resources right from the start**. This was mentioned almost every month. In February, it seems members began to **collaborate outside of the meetings.** This was mentioned almost every month moving forward.

WHAT WERE THE **BENEFITS** FOR MEMBERS IN ENGAGING IN THE COMMUNITY OF PRACTICE?

There were many benefits mentioned in the exit survey. The most common (n=12) was the ability to **learn from each other.** For instance, one person said that this experience "gave [them] an opportunity to learn what others are doing and borrow ideas that [they] thought would work in [their] context." Another commonly noted benefit was the ability to **connect with similar-minded faculty.** One stated, "It helped reduce the feeling of isolation as one of few doing this work." Several other benefits were also discussed. Four members mentioned this process allowed them **to network**. Three appreciated the **shared resources**. Three felt the group kept them **accountable to complete the tasks**. Three found it helpful to have a space to **share the challenges** they face when doing this work. Three enjoyed the opportunity to **revamp one of their courses**. Two felt this process was **invigorating, motivational, and inspiring**. Two felt it was helpful to have **structured time** during the meetings to complete tasks. Two felt this process truly **deepened their knowledge of the CRSE competencies**. And two feel they learned how to **engage with colleagues** more effectively at their institution.

The same benefits were mentioned during the interviews, with the two most commonly mentioned being the ability to learn from each other and to work with like-minded people.

TO WHAT EXTENT HAVE MEMBERS' **KNOWLEDGE AND EXPERTISE** ABOUT THE CRSE COMPETENCIES CHANGED OVER TIME?

Fourteen members completed both the welcome and exit surveys. Members were asked to respond to the open-ended question, how would you describe your current level of knowledge about the CRSE competencies, on both surveys. Three members seemed to **start with a rather high level of knowledge** and therefore did not change much. For instance, one person wrote in August, "I have a great deal of knowledge and expertise in the CRSE competencies area. My teaching has focused on these competencies for the past 12 years." In May they wrote, "I feel that I know them quite well. As with any set of competencies/standards, one becomes more familiar as time moves forward and you are using them daily."

The other 12 members showed **clear signs of growth**. For instance, one wrote in August, "I have read them but consider myself at an entry-level" and in May wrote, "It is much better than when I started, but I am still not where I want or need to be." Another wrote in August, "I am fairly familiar with my understanding of the competencies, but not with how to actually implement them" and in May wrote, "I am feeling much more comfortable with the competencies and now I

am seen as a leader on my campus as we begin to work on implementing them in all our teacher preparation programs."

TO WHAT EXTENT WERE COP MEMBERS **SATISFIED** WITH THE PROJECT'S OUTCOMES?

Members were asked the following questions on the exit survey: 1) What do you feel were the outcomes of this project? 2) Are you satisfied with these outcomes? Please explain.

Members noted many outcomes of this project. The most commonly mentioned outcome (10 members) was the **ability to gather and create resources**. One member wrote, "It had an impact on a number of products we are producing that will drive change in our program." Eight members talked about their **ability to revise a syllabus** (e.g., "a syllabus that reflects good use of CRSE competencies."). Eight members talked about their **ability to create a community of learners** (e.g., "gained peer support across institutions"). Four members noted that they have a **stronger awareness or understanding of the CRSE competencies**.

Almost all of the members who completed the survey (95%) felt **satisfied with the outcomes of the project**. One member wrote, "I didn't know exactly what I was getting into at the onset, but any expectations I might have had have been exceeded." Another stated, "I can honestly say that I took something back from each monthly session that I attended, and typically was able to either implement the new learning within the classroom or engage in discussion with colleagues." One member was not satisfied. They wrote, "because how [to implement the competencies in teacher education] has not been sufficiently addressed."

TO WHAT EXTENT HAS THE COMMUNITY OF PRACTICE **IMPACTED MEMBERS'** ENGAGEMENT WITH THE CRSE COMPETENCIES?

Members were asked to explain how they currently engage with the CRSE competencies on both the welcome and exit surveys. It was clear that all fourteen members showed signs of **personal growth over the year.** In August, four members seemed to only be beginning to engage with the competencies (e.g., "Currently, planning to read the document in greater depth and create a map of where they appear in our program.") and by May moved to revise their classes (e.g., "I have spent a lot of time with them this year, working through coursework, assessments, and materials."). Eight members were already engaging with the competencies in August (e.g., "Most of the CRSE competencies have been incorporated into the teacher prep program that I coordinate."), but are now expanding to helping others make changes as well (e.g., "I am working with program faculty to implement the CRSE competencies across our programs;" "I'm currently leading PD at a local school where I have woven becoming familiar with them into our work as well."). Though one member is still experiencing the same pushback from faculty they experienced at the beginning of the year, they noted that their commitment to the competencies is even stronger than before.

All twenty members who completed the exit survey felt the community of practice positively impacted or will impact their work as a teacher educator. Half of the members mentioned impacts on their **knowledge, expertise, and ability to implement the competencies** into their classes or programs. For instance, one noted, "Being involved in this project has amplified the

possibilities that I am aware of in terms of how the CRSE competencies can be integrated into higher education as well as other educational settings." Five members noted that they feel **more motivated and committed** to the work because of this community (e.g., "I am more committed to this work than ever before and feel encouraged by the great work being done by others as well as by others' willingness, eagerness even, to share." Two mentioned that the **new relationships** they now have because of the community have greatly impacted their work.

TO WHAT EXTENT HAS OR WILL THE COP **IMPACT MEMBERS' INSTITUTIONS'** ENGAGEMENT WITH THE CRSE COMPETENCIES?

On the exit survey, members were asked, "Do you feel this project has impacted or will impact your institution in any way? Please explain." Eighteen (90%) felt the project has or will impact their institution. One was unsure stating, "I am not sure. If the revisions I made to the course I am teaching are instituted across all sections of that course, we will certify many more Culturally Relevant and Sustaining Educators than ever before." Another did not feel this project would impact their institution because "a lot of what was suggested and provided is already implemented." Of the 18 who felt the project has made an impact, 11 suggested that they will be able **to use their personal increased knowledge to make changes across their college** (e.g., "I will be sought after to help others;" "I am going to be able to take the wealth of resources available and share them with colleagues."

TO WHAT EXTENT HAS OR WILL THE COP **IMPACT TEACHER EDUCATION IN PENNSYLVANIA**?

Members were asked, "Do you feel this project has impacted or will impact teacher education in Pennsylvania in any way? Please explain." Though 3 members were unsure if this project would have an impact, 17 (85%) thought it would. Six members noted that the **more educators and programs that update their courses**, the more culturally responsive teachers we will create (e.g., "Our graduating teachers will go into teaching with strategies and critical consciousnesses - and ways to be culturally relevant"). Four members pointed out that opportunities that "give us a **collective force for leading policy change** within the Commonwealth" and "having more people talk about the competencies and share their work and resources should impact others within the state." Another member wrote, "This project can **serve as a model** for PDE about how to introduce and disseminate competencies for faculty buy-in rather than a top-down approach."

CONCLUSION: RECOMMENDATIONS AND NEXT STEPS

Overall, members were very satisfied with their experience participating in the community of practice. Members felt this process impacted their individual development, their institution, and teacher education across Pennsylvania. All members showed signs of increased knowledge, expertise, and ability to implement the competencies. Many members mentioned they are now more motivated and committed to the work and have developed many new relationships. Furthermore, 90% of members felt the project has impacted or will impact their institution. Members feel they can use their increased knowledge to make changes across their college. Finally, 85% feel this project has impacted or will impact teacher education in Pennsylvania. It was suggested that the more educators and programs that update their courses, the more culturally responsive teachers we will create. Members suggested that this process helped create a collective force for leading policy change.

Members expressed a few suggested changes, some of which are highlighted here. First, many members struggled to fully commit to the community of practice. Due to other obligations, members sometimes had to miss sessions, arrive late, or leave early. This is inevitable due to the high demands of faculty. Supports were, and should, be put in place to accommodate these members. For instance, the facilitator was able to meet with members offline to catch them up. However, it is suggested that for future projects more thought be put into how to further improve attendance and how to create stipend criteria to equitably pay people for their time and effort. One member wrote, "More money might make it easier to say no to some other things. It really should be $5,000 to revise a course and engage in this discourse with others." Other members suggested offering more than two time options.

The most commonly mentioned struggle related to the content had to do with the fact that everyone came in with a different level of knowledge of the competencies. It was a struggle to find the correct balance between discussing the reasoning why the competencies should be implemented and the meaning/interpretation of the competencies and with discussing how to implement the competencies. Some wanted to jump directly into implementation work, while others needed more background knowledge. Future COPs should consider creating multiple groups for educators with different levels of knowledge.

We want to reiterate that the final product (revised syllabi and reflections) represents a snapshot in time during our COP members' development process and want to recognize the personal and professional vulnerability of sharing these documents publicly. We recommend, as suggested by the members of the COP, that the leaders of the project provide COP members with the language they can use to respond to potential critiques they may receive about their CRSE syllabi.

Finally, it is important to acknowledge that the belief that faculty of color face a disproportionate burden in higher education is widely recognized and valid. Currently, only 6% of tenure-track faculty are Black, while the student body is nearly 50% people of color. Faculty of color have long discussed the invisible labor they undertake in supporting and advocating for these students

(Denise, 2015; June, 2015). Keeping this in mind, the COP made a deliberate effort to ensure diverse representation among faculty members. However, even with a limited pool of diverse faculty, the COP had strong diverse representation. Additionally, the COP aimed to promote equitable practices, but it was challenging to assess the workload of each faculty member once they returned to their respective institutions to plan and implement the COP goals. It is recommended that as program leaders move forward and plan for future engagement, they collaborate with all members to find ways to be mindful and supportive of their efforts and the invisible labor they undertake in the work, to which they are committed.

CONTINUING THE COMMUNITY

Of the 20 members who completed the exit survey, 17 (85%) would like to continue this community of practice. Two (10%) said they were unsure. One person did not say yes or no, but instead suggested that someone else at their IHE would want to participate. None of the members said they would not like to participate.

Seven of the 17 (41%) participants who are interested in continuing would do it if there was funding available, while nine of the 17 (53%) would participate even if funding was not available. One person did not specify either way.

On the exit survey, members suggested several areas they would like to address next if this community of practice were to continue. Six noted they were interested in focusing on **implementation**. For instance, one person noted they would like to go over "implementation strategies by competency." Another four members mentioned **implementation at the program or college level.** One noted we should talk about "how to guide faculty who do not have funding through this process." Another said, "We have now looked at individual classes and revising them. I think that the picture widens and [we] look at individual teacher prep programs." This person suggested that this could be done by "building a service that was available for IHEs to bring to their campus that could include PD, support, and collaboration." Another two were interested in discussing how to **implement the competencies into fieldwork**.

Four suggested they were interested in working on ways to **assess the competencies**. Three would like to continue to **share resources**. Another three members were interested in working together to discuss "creative solutions to encountered issues" or **problem solve.** For instance, one person noted that they would like to focus on "coaching faculty leaders to support implementation process in the context of resistance/hostility."

Several other suggestions were made. This included working with K-12 schools and teachers, community-based education programs, and rural schools. Another suggested we present to PDE and get feedback from the group. Someone else mentioned the need to "support and protect those of us who are leading this work." One person suggested that there is an "opportunity for some more standardization of/tutorial for the [syllabus revision] process, especially if this same

approach were to be implemented more widely." Another stated, "It would also be great to see some modeling of teaching that is CRSE. We did a lot of emotional check-ins but how about some activities that build our cross-cultural understanding of each other?" When asked if they would be interested in **research and writing** related to this work, 12 of the 20 (60%) agreed they would.

At the start of the COP, most members suggested they were not prepared to engage in discussion about implementation at the program level; however, they may be ready now. This could be due in part to the deep work they did on their syllabi. They now have the increased knowledge needed to see the bigger picture and can identify what they understand about the competencies and where their gaps in knowledge still are.

MODEL FOR OTHERS

Many COP members feel that this process should be used as a model for implementing the CRSE competencies across the state of Pennsylvania. One said, "The process is what can and should be replicated." Another stated, "I could see an opportunity for some more standardization of/tutorial for the process, especially if this same approach were to be implemented more widely." Another said, "This project can serve as a model for PDE about how to introduce and disseminate competencies for faculty buy-in, rather than using a top-down approach." Another wrote, "I think that [the leadership team] developed a process that should be replicated at various institutions." And finally, a member wrote, "It will take some time for such impacts to be more widely felt and scaled unless more of these kinds of opportunities exist."

This COP model used a cross-institutional collaboration model, which is different from how others are engaging in this work. Though many are doing this work, most are working in their silos at their IHEs. This CRSE Community of Practice worked across the state to collectively implement the CRSE competencies in their teacher preparation programs to improve the education of all Pennsylvania students.

APPENDICES

APPENDIX A: WELCOME SURVEY

1. For you, why did you decide to join this community of practice?
2. How would you describe your current level of knowledge and expertise about the CRSE competencies?
3. How are you, personally, currently engaging with the CRSE competencies?
4. Do you currently feel equipped to adopt the CRSE competencies? Explain why or why not.
5. How would you describe where your institution is now in planning for or implementing the CRSE competencies?
6. What are the priorities of your institution related to this work?
7. How easy or difficult has implementing the competencies been or do you expect it to be at your institution? Are you aware of any institutional supports or barriers? If so, what are they?
8. Are you aware of any systemic (e.g., state policy or regulation) supports or barriers? If so, what are they?
9. What do you hope is the impact of this project on your institution?
10. What do you hope is the impact of this project on teacher education in PA?
11. What should be the product of our CoP meetings? Why do you think this product in particular would be impactful? This product will be co-developed by the CoP members and offered to our colleagues in teacher education across PA.
12. What do you foresee being the benefits and challenges of working in this community of practice?
13. Is there anything else you would like to add?
14. What is the name of your institution?
15. What is your job title?
16. Please describe your role at your institution. In other words, what are your main responsibilities?
17. What academic program(s) do you support at your institution (e.g., elementary education, middle grades education, secondary science)?
18. How many years have you worked at this institution?
19. How many years have you worked in the field of education?
20. What is your highest level of education?
21. In what field is your highest level of education?
22. With which gender(s) do you identify?
23. Which of the following ethnic or racial categories best describes how you self-identify?

APPENDIX B: MONTHLY INTERVIEW PROTOCOL

1. I have a few targeted questions for us to discuss next, but first I would love to hear your initial reactions to how the sessions are going.
2. Do you have any feedback regarding the structure of the sessions (e.g., pacing, length of meeting, balance of breakout rooms, and whole group work)?
3. Do you have any feedback regarding the content discussed during the sessions?
4. Do you have any feedback regarding members' engagement and participation both in the whole group and in the breakout rooms?
5. Do you have any feedback regarding communication between sessions?
6. Do you have any feedback regarding homework between sessions?
7. Do you have any feedback regarding the shared drive between sessions?
8. Are you experiencing any struggles or barriers when engaging during these sessions?
9. Have you noticed any leadership developments during these sessions? For instance, have any members stood out as being leaders? If so, how?
10. Have you noticed any collaboration developments during these sessions? For instance, are members beginning to collaborate? If so, how?
11. You mentioned on your welcome survey that your goal for this project was XXXX. Has that this the case or has this changed at all?
12. What do you see as the benefits of engaging in this process?
13. Since joining this COP, have you noticed your practice as a teacher educator change at all?
14. Is there anything you would like to add about your experiences in this COP thus far?

APPENDIX C: EXIT SURVEY

1. What were the benefits of engaging in this community of practice?
2. What were the challenges of engaging in this community of practice?
3. Did you notice any leadership developments from colleagues and/or yourself during the sessions? If so, how?
4. Did you notice any collaboration developments during the sessions? If so, how?
5. How would you describe your current level of knowledge about the CRSE competencies?
6. Do you, personally and/or professionally, feel equipped to adopt the CRSE competencies? Explain why or why not.
7. How are you, yourself, currently engaging with the CRSE competencies?
8. Do you feel this project has impacted or will impact your work as a teacher educator in any way? Please explain.
9. Do you feel your institution is equipped to adopt the CRSE competencies? Explain why or why not.
10. How is your institution currently engaging with the CRSE competencies?
11. Do you feel this project has impacted or will impact your institution in any way? Please explain.
12. Do you feel this project has impacted or will impact teacher education in Pennsylvania in any way? Please explain.
13. Are you aware of any institutional supports or barriers? If so, what are they? What do you think their impact will be on your and/or your institutions' ability to adopt the CRSE competencies?
14. Are you aware of any systemic (e.g., state policy or regulation) supports or barriers? If so, what are they?
15. What do you think their impact will be on your and/or your institutions' ability to adopt the CRSE competencies?
16. What do you feel were the outcomes of this project?
17. Are you satisfied with these outcomes? Please explain.
18. Do you feel that your expectations of the project's outcomes changed at all over the year? Please explain.
19. Have you been able to complete your syllabus revision/project in full? In other words, is it ready for use or implementation?
20. What else needs to be attended to before you are ready to use/implement the syllabus/project?
21. Do you need any specific support from the community of practice before you are ready to use your syllabus for a course/implement the focus of your project?
22. If you revised a syllabus, when do you plan to use your revised syllabus for a course?
23. Do you have any feedback regarding the process we used to revise the syllabi/develop the projects?
24. To what extent is your ability to continue this work contingent upon the support and resources you receive through participation in the community of practice?
25. Please explain your answer to the question above.
26. What is your interest in continuing in the community of practice?
27. If you have an interest in continuing, what topics would you like to see included or addressed in the community of practice?
28. If you have an interest in continuing, what type of work would you like to engage in (e.g., syllabus revision, implementation support, research, writing, etc.)?

29. Are others at your institution interested in getting involved? If so, please provide their names and contact information.
30. Do you have any additional feedback or is there anything else you would like to add?
31. What is the name of your institution?
32. Please describe your role at your institution. In other words, what are your main responsibilities?
33. What academic program(s) do you support at your institution (e.g., elementary education, special education)?
34. How many years have you worked at this institution?
35. How many years have you worked in the field of education?
36. What is your highest level of education?
37. In what field is your highest level of education?
38. With which gender(s) do you identify? Select all that apply.
39. Which of the following ethnic or racial categories best describes how you self-identify? Select all that apply.

APPENDIX D: ORIGINAL PROPOSED PLAN

Milestone 1. Establishment and convening of a community of practice focused on mobilizing teacher preparation programs and their faculty to implement the CRSE competencies within their programs.

Activity 1.1 Develop a job description, recruit, interview, and select a candidate for the project coordinator position.

Activity 1.2 Outreach to PEDC members from the IHEs represented within PEDC with an invitation for participation; outreach will include hosting an information session about the project and its goals and objectives as well as the commitment required of participants, supported by a stipend.

Activity 1.3 Create a contact list of project participants and a calendar of COP meetings and distribute it to all project participants.

Activity 1.4 Adopt a project management platform and create a space for collaboration, sharing of information, and collection of documents and resources for the project.

Activity 1.5 Begin to convene the COP's monthly meetings.

Activity 1.6 Co-create a calendar of COP programming based on the needs of project participants as identified through the survey and back-mapping from the goal of co-creating an implementation plan for IHEs.

Activity 1.7 Disseminate and process the paperwork required for COP participants to receive the stipends for their participation in the project.

Milestone 2: Creation of a plan co-constructed by the teacher preparation programs that outlines how IHEs can implement the CRSE competencies within their programs, captured in a report to be made public and shared widely in spaces in which IHEs meet.

Activity 2.1 Develop a survey instrument for project participants to engage in a self-study and identify their institution's current barriers to and readiness for implementation of the CRSE competencies.

Activity 2.2 Share survey results with project participants for the identification of trends across programs.

Activity 2.3 Analyze needs across programs for them to continue or prepare for implementation of the CRSE competencies.

Activity 2.4 Create and populate working groups to study various components of how the CRSE competencies can be implemented into teacher preparation programs.

Activity 2.5 Convene working group meetings and facilitate working group report-outs at monthly COP meetings.

Activity 2.6 Contribute documents and resources to the COP and its project management platform to inform the CRSE Implementation Plan to be co-created by project participants.

Activity 2.7 Create an outline for the plan for the implementation of Culturally-Relevant and Sustaining Education competencies.

Activity 2.8 Solicit project participants to write parts of the Implementation Plan and support them in their writing.

Activity 2.9 Convene writing meetings with those contributing to the writing of the implementation plan.

Activity 2.10 Copyedit and complete for publication the document co-written by the Project Coordinator and Project Participants for the CRSE Implementation Plan.

Milestone 3: Construction of an evaluation report from a researcher who conducts a qualitative study of the project assessing and analyzing the leadership of and collaboration amongst members of the community of practice; the documents, data, and resources gathered by participants about their institutions to share with colleague participants; and the effectiveness of the project team to achieve the project's outcomes.

Activity 3.1 Draft and submit an IRB application to Temple University's Institutional Review Board for approval of a study of the project.

Activity 3.2 Disseminate and collect participant consent forms included in the study's IRB application.

Activity 3.3 Attend COP meetings to observe the engagement of project participants and the direction of the project toward its goals.

Activity 3.4 Collect and review documents submitted by project participants.

Activity 3.5 Schedule and conduct interviews with COP members about their experiences and satisfaction with participating in the project.

Activity 3.6 Disseminate a close-out survey of project participants to learn about how the project has impacted their institutions' readiness to adopt the CRSE Implementation Plan.

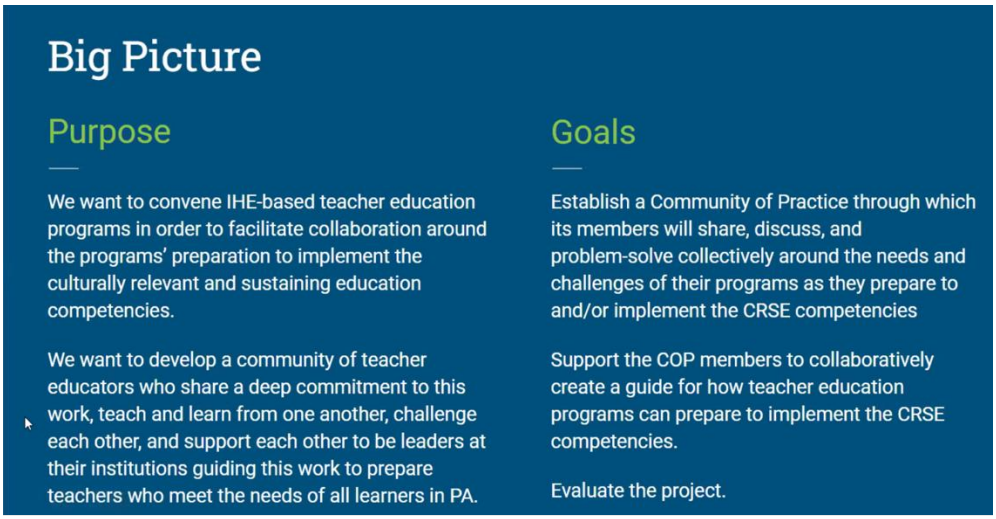
Activity 3.7 Write a comprehensive evaluative report of the project including the experiences of participants, the progress towards and accomplishment of project goals, and the impact of the project on the implementation of CRSE competencies within participating teacher preparation programs.

APPENDIX E: SESSION DETAILS

INFORMATION SESSION

Two of the project leaders held two virtual information sessions in early May 2022. They invited Pennsylvania IHE faculty who were involved with PEDC, a program which Drs. Curci and Cole-Malott service as Co-directors, whom they felt would be interested in this work. Ten people attended the first session and 11 people attended the second.

During the one-hour session, the project leaders explained the purpose and goals of this community of practice.



They also discussed the commitment, the anticipated schedule, the plan to hire a program coordinator, the stipend for taking part, and the planned project evaluation.

WELCOME MEETING

The leadership team held a 1.5-hour virtual welcome meeting in late May 2022 for those who agreed to take part in the community of practice. Seventeen members attended. During this meeting, they reviewed the goals of the program. Members were then asked to engage in three different breakout room discussions.

Breakout Session 1: Temperature Check

- How would you describe where your program is now in planning for or implementing the CRSE competencies?
- What are the priorities of your institution related to this work? What needs to be done / figured out?
- How "easy" has this work to implement the competencies been or do you expect it to be? Are you aware of institutional barriers? If so, what are they? Are you aware of systemic barriers (state policy or regulation)? If so, what are they?

Breakout Session 2: Areas of Focus within the Project

- What is the work you want to do / focus on within this space to ready your program for the CRSE competencies (e.g., revamp curriculum, create modules, PD for faculty and staff, course design)?
- What do you want to gain from others?
- What can you offer others?

Breakout Session 3: Goals and Deliverables

- What do you hope is the impact of this project for teacher education in PA?
- When the project wraps up, what is it that you want to have accomplished for the sake of your program? What will that take from you and from your institutional colleagues within the project and "back at home"?
- What should be the product that is co-developed by project participants and offered to our colleagues in teacher education across PA? Why / how do you think this in particular would be impactful?
- What are opportunities and challenges that you can foresee working together this year?

MONTHLY MEETINGS AND HOMEWORK

Starting in August, COP members met monthly to discuss and develop ways to implement the CRSE competencies at their IHE. Below, we list the agenda items for each meeting, as well as the tasks members we asked to complete before the next meeting (i.e., homework). When appropriate, we describe the task in more detail.

AUGUST

MEETING AGENDA

1. Welcome
2. Norms
   a) Members co-developed group norms.

Group Norms

- Assume good intentions.
- Work to create a space that is brave and as safe as possible (knowing that safety looks different for everyone).
- Be committed: Arrive on time or early, stay for the whole session, and respond to emails promptly.
- Monitor your own voice, particularly when difficult topics come up. Step up, step back (2 meanings!).
- Value the openness of the group regarding asking questions.
- Attend to the mission.
- Confidentiality: Ask before sharing what someone else has said.
- Expect that we all enter this space from different vantage points. Disagreements will happen and are opportunities for growth.

3. Review of COP Welcome Survey and Teach Plus reports.
   a) Data from these reports were used to set the stage for this community of practice. They explained the need for a community to effectively implement the competencies.

4. Break
    a) A ~10-minute break was given in the middle of every meeting.
5. Situating ourselves structurally
    a) During this time, the project leaders explained some of the systemic causes of inequalities in higher education.
6. Closing and next steps

HOMEWORK

1. Complete the feedback form.
    a) Members were asked to complete a short anonymous feedback form at the end of each meeting. This form was created and used by the facilitator to inform the next meeting.
2. Read the Teach Plus report.
3. Watch two videos from the 2022 PEDC summit.
4. Start thinking about possible names for this group.

SEPTEMBER

MEETING AGENDA

1. Welcome, homework reflections, and revisiting norms.
2. Situating ourselves structurally (part 2)
    a) The project leaders continued the discussion about some of the systemic causes of inequalities in higher education and how having an awareness of these factors informs their work.
3. Background on the competencies
    a) One of the project leaders provided background information about the development of the CRSE competencies.
4. Break
5. Updates from PDE
    a) Two members of PDE attended the session to discuss the updates they have recently made to the rollout of the CRSE competencies.
6. Planning your landscape assessment
    a) Members worked in breakout rooms to discuss the following:
        i) How do you see your program responding to the CRSE competency matrix?
            (1) What program or programs would be studied first?
            (2) Would you explore the program by taking each competency one by one to identify where it exists in the program across its courses, or would you explore the program by taking each course one by one to identify which competencies exist within it?
            (3) Is there anything related to the competencies that exist outside the bounds of your program's courses that you'd want to capture somewhere?
            (4) Who would be involved with this task of mapping where the competencies fit into your program currently?

(5) What time can be set aside to engage in the completion of the matrix?

ii) What kind of documentation and feedback would make the CRSE competency matrix a useful tool for identification of where the competencies currently exist and how in your program, where they could or should exist, and how, and what action steps need to be taken?

7. Closing and next steps

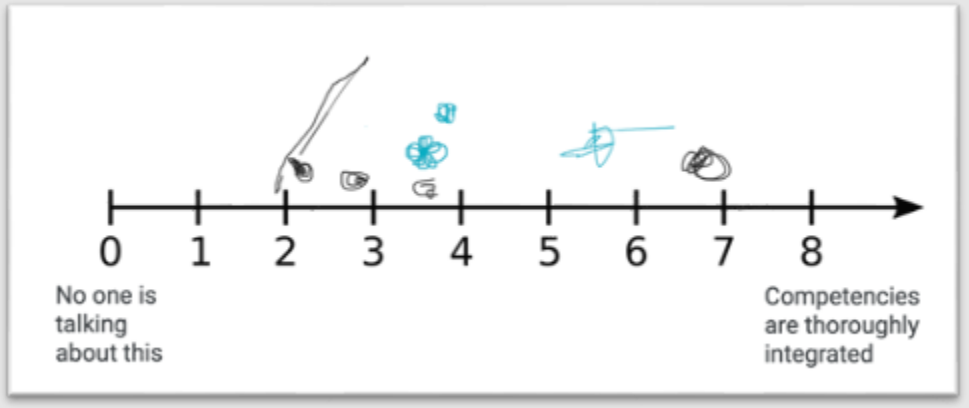
HOMEWORK

1. Complete the feedback form.
2. Complete the matrix planning document in collaboration with colleagues at your institution.
   a) Members were asked to begin creating a plan for how they will approach identifying where and how the competencies currently exist in their program.
   b) See Appendix F for a copy of this planning worksheet.
3. Complete the paperwork to receive your stipend.

OCTOBER

MEETING AGENDA

1. Welcome
2. Discussion 1: Working with institutional colleagues
   a) Members spent time in the whole group discussing their experiences working with colleagues in their programs to complete the planning worksheet.
3. Discussion 2: Competencies
   a) Members were presented with two competencies (Competency 1.A and Competency 3.B) and asked to discuss two questions, 1) What does this competency mean to you? 2) How is this competency already included in your program or course(s)?
4. Break
5. Activity and discussion: Stages of and approaches to integration of the competencies
   a) Using a Jamboard, members were asked to mark where their program fell on the continuum below. The group then discussed the results.



6. Closing and next steps

HOMEWORK

1. Complete the feedback form.
2. Identify a problem of practice, relating to the CRSE competencies, that you would like to receive feedback on in November. Prepare to describe your problem of practice in under 3 minutes.

NOVEMBER

MEETING AGENDA

1. Recap of recent conversations on the COP
    a) The COP leaders discussed the community at three professional organizations (Pennsylvania Association of College and Teacher Educators Teacher Education Assembly; Pennsylvania State System of Higher Education; International Conference on Urban Education. One of the leaders took the time to share a recap of these events.
2. Competency 1 resource sharing and discussion
    1. Members were asked to add a resource related to Competency 1 to the shared drive. Then they were asked to reflect in breakout rooms on the following questions: 1) What resource(s) did you contribute and/or explore? 2) What did you like, dislike, or wonder about these resources? 3) How do you envision using them?
3. Break
4. Planning a resource toolkit
    a) In breakout rooms, members discussed what categories of resources they should collect, how they should be organized, and what information would be helpful to collect for a cover sheet about each resource.
5. Problem of practice
    a) In small groups, members used the following protocol to discuss the program of practice they prepared as part of last month's homework.
        i) Protocol
            (1) 3 minutes: Describe the problem.
            (2) 2 minutes: Clarifying/factual questions.
            (3) 5 minutes: Probing questions to help think through the problem.
            (4) 5 minutes: Discussion and action steps.
6. Closing and next steps

HOMEWORK

1. Complete the feedback form.
2. Complete the non-anonymous COP calibration form to help shape the direction of the COP (and other spaces for CRSE work). See Appendix G for a copy of the form.
3. Add a resource to the Competency 1 folder.

DECEMBER

MEETING AGENDA

1. Debrief on PDE's release of the competencies.

   a) In breakout rooms, members discussed the following questions: 1) How are you feeling about the release of the competencies? 2) What stands out to you when comparing the released competencies to PEDC's drafted competencies? 3) How will this impact your institution?
2. Generating CRSE talking points and FAQs for institutional colleagues.
   a) In the breakout room, members discussed the following: 1) Who in your institution will you talk with about the competencies? 2) What about the competencies should be elevated in those conversations? 3) If you did the reading on white silence, consider how that might inform your conversations. Develop key talking points for colleagues.
3. Break
4. Problem of practice
   a) Members worked through another problem of practice using the same protocol as the November meeting.
5. Competency 6 sharing discussion
   a) Members used the same discussion questions as the Competency 1 discussion in November.
6. Closing and next steps

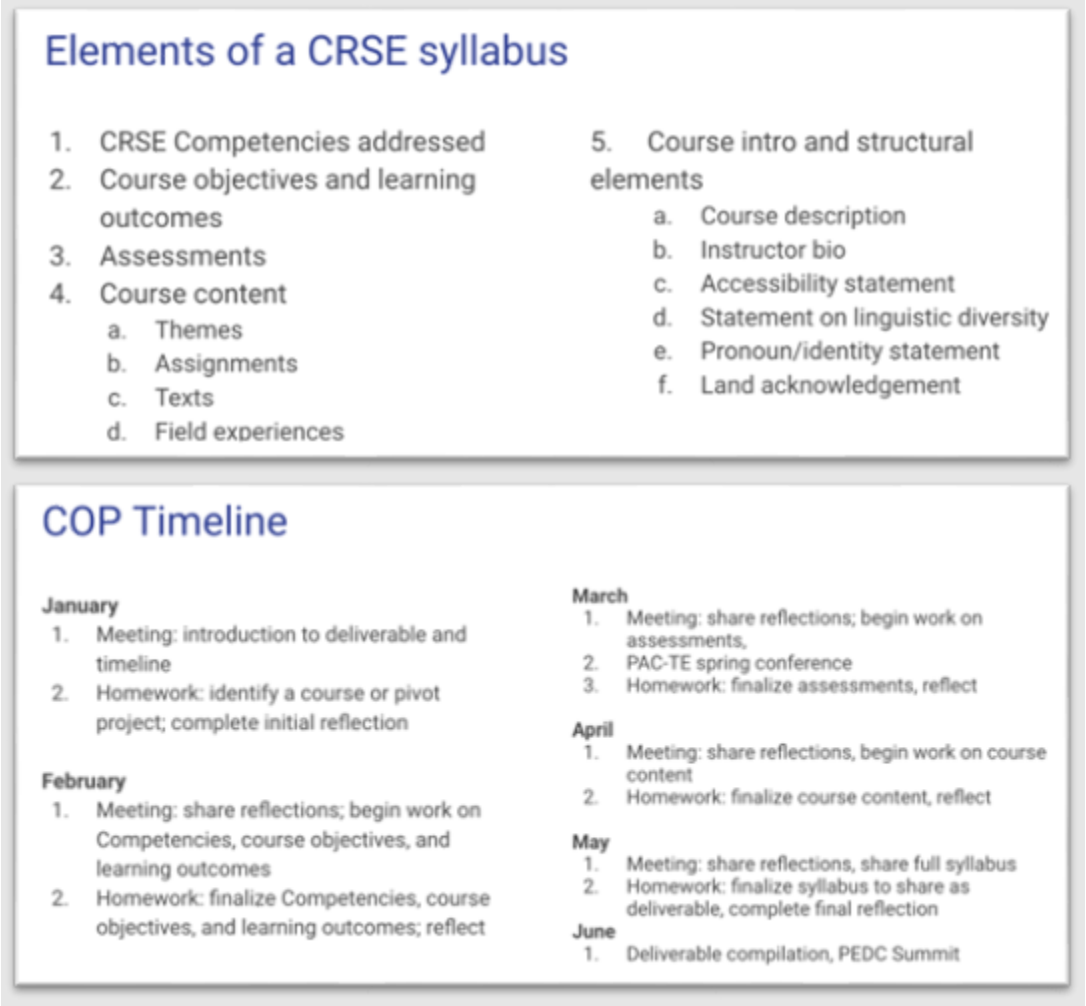
HOMEWORK

1. Complete the feedback form.
2. Complete the COP calibration form if you haven't already.
3. Add competency resources to our shared folder.

JANUARY

MEETING AGENDA

1. Welcome back and revisiting norms
2. Discussion: Deliverable plans
   a) As a whole group, they discussed the plan for creating a deliverable.
      i) COP members will:
         (1) Work with a small group of COP members who teach similar courses.
         (2) Identify a course syllabus that they would like to revise.
         (3) Consider the essential elements of a CRSE syllabus.
         (4) Revise each element of the syllabus to align with the CRSE competencies.
         (5) Share their work with institutional colleagues.
         (6) Complete reflections on this experience
      ii) If you do not teach courses or otherwise feel that this would not be a useful activity for you, we will work together to identify a pivot project.
   b) Elements of a CRSE syllabus and the proposed timeline were also discussed.



3. Break
4. Discussion: White silence and faculty pushback

a) In small groups, members discussed the following article: DiAngelo, R. (2012). Nothing to add: A challenge to white silence in racial discussions. *Understanding and Dismantling Privilege, 2*(1), 1-17.

5. Closing and action steps

HOMEWORK

1. Complete the feedback form.
2. Deliverable
   a) Identify the course you'd like to work on or choose a pivot project.
   b) Submit the original syllabus.
   c) Complete and submit Reflection 1.
      i) Journal Prompts:
         - What course would you like to revise, and why? Please include the course number and title as well as share what program(s) it's included within.
         - Which CRSE competencies are (or are likely to be upon your revision) addressed in this course? This can be changed later.
         - What do you hope to get out of this process? What benefits do you anticipate?
         - What challenges do you anticipate?
         - How do you think your colleagues will respond? For example, will they be motivated, indifferent, or want to join you and revise their syllabi?
         - How will you include your colleagues in this project?
   d) Share with one or more colleagues about the work you will be doing.
3. Contribute to the talking point/FAQ one-pager.
   a) Members worked to co-create a document to help them discuss the competencies with their colleagues. The following points were addressed:
      i) Why do we need these competencies?
         (1) We have enough standards to meet already.
         (2) These aren't relevant to the students in my area.
         (3) We already do this.
      ii) What do these competencies aim to do?
      iii) Where can I go to learn more?
      iv) How were the CRSE competencies developed?
4. Continue to add competency resources.

FEBRUARY

MEETING AGENDA

1. Welcome
2. Presentation on new fieldwork rubric
   a. A COP member and colleagues from their institution presented on work they have been doing to revise the institution's fieldwork rubric to align with the CRSE competencies and to create consistency across the teacher preparation program.
3. Small group time 1: Reflections and learning about each other's work

a. Members worked with their small group to discuss the following: 1) What course did you choose, and why? Feel free to share your screen or send a link to your syllabus in the chat. 2) What is the colleague and leadership support, or lack thereof, like in your program? 3) What support do you think this small group can provide to you? 4) What support/expertise can you provide to other members of your small group?

4. Break
5. Small group time 2: CRSE competencies, course objectives, and learning outcomes
    a. Members reflected on the following: 1) What are the current course objectives and learning outcomes of your course? 2) Are these the right goals? Are they the ones that are needed most? 3) What changes or additions to course objectives and learning outcomes can you identify? What suggestions do your group members have? 4) How will you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What do you need to review or do to see where these changes can be made? 5) How will you balance breadth and depth in selecting CRSE competencies, course objectives, and learning outcomes? What factors will inform your choices?
6. Closing and next steps

HOMEWORK

1. Complete the feedback form.
2. Deliverable
    a. Finalize your course objectives, learning outcomes, and the CRSE competencies you would like to include.
    b. Complete and submit Reflection 2
        i. Prompts
            1. Please share your finalized course objectives and/or learning outcomes. If possible, also list the course objectives and/or learning outcomes as they were before this month's revisions.
            2. What changes or additions to course objectives and learning outcomes did you make? Why? Consider both macro- and micro-changes, such as tweaks in existing wording.
            3. How did you identify opportunities for integrating CRSE into your course objectives and learning outcomes? What did you need to review or do to see where these changes could be made?
            4. How did you approach balancing breadth and depth in selecting CRSE competencies, course objectives, and learning outcomes? What factors informed your choices (e.g., the content of other courses in the program, your time/knowledge/capacity, bureaucratic barriers)?
            5. What, if any, approval do you anticipate needing for any changes to course objectives or learning outcomes?
            6. To what extent or in what ways did your small group (either during the February meeting or afterward) help you with your syllabus revisions this month?

c. Share with one or more colleagues about your syllabus work.

3. Let us know by Friday, 2/17 if you want to share at PAC-TE.
4. Complete stipend paperwork.
5. Continue to add competency resources.

MARCH

MEETING AGENDA

1. Welcome
2. Presentation from COP member
    a. A COP member presented the work they have been doing to engage institutional colleagues with the CRSE competencies, including strategies for addressing pushback, self-care as a person of color, and lessons learned for future efforts.
3. Small group time 1: Reflections on course objectives
    a. Members discussed the following questions: 1) Summarize the changes you made to your objectives. 2) What uncertainties are you still having? What feels unfinished? 3) Does your group have any ideas to help? What needs to happen to work through the unfinished pieces?
4. Break
5. Small group time 1: Introduction to assessments
    a. Members talked about both the process and content of potential assessments to measure students' acquisition of the CRSE competencies.
        i. Prompts
            1. Identify the categories of things that you are hoping to assess (e.g., skills, dispositions, knowledge). What approaches exist for assessing each of these categories?
            2. What challenges are you facing or anticipating when it comes to assessing your revised course objectives?
            3. How can your assessments measure growth in the learning of students with a wide range of prior knowledge of CRSE?
                (i) What are the course's existing assessments? Which course objectives do they assess, and to what extent are the CRSE-aligned objectives assessed intentionally?
                (ii) What relatively small changes to assessments (for example, tweaked essay prompts that can better assess your revised learning outcomes) can you make?
                (iii) If substantial changes or new assessments are needed, what type of assessments will they be, when/where will they be placed in the course, and what do you need to do to develop them?
6. Closing and next steps

HOMEWORK

1. Complete the feedback form.
2. Deliverable
    i) Finalize your assessments.

ii) Complete and submit Reflection 3.
   - Prompts
     (a) Please briefly describe your course's assessments before any revisions. Links to syllabi or pre-revision assessments are welcome. Consider graded essays, discussion boards, fieldwork evaluations, and presentations.
     (b) Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?
     (c) What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.
     (d) What relatively small changes to assessments (e.g., tweaked essay prompts that can better assess your revised learning outcomes) can or did you make?
     (e) If substantial changes or new assessments are needed, what type of assessments will they be, when/where will they be placed in the course, and what steps do you need to take to develop them?
     (f) To what extent or in what ways did your small group (either during the March meeting or afterward) help you with your syllabus revisions this month?
     (g) If you are comfortable sharing revised assessments, please do so here.

3. Complete stipend paperwork
4. Continue to add competency resources.

APRIL

MEETING AGENDA

1. Welcome
2. Small group time 1: Reflections on assessments
   a) Members reflect using the following prompts: 1) Summarize the changes and additions you made to your assessments. 2) What uncertainties are you still having? What feels unfinished? 3) Does your group have any ideas to help? What needs to happen to work through the unfinished pieces?
3. Break
4. Small group time 2: Course content
   a) Members reflect using the following prompts: 1) For the changes and additions that you made to your assessments, what changes and additions do you need to make to your course content (e.g., "To assess students' ability to ____, I need to add a text about _____.")? 2) Does any course content need to be removed to make room for your additions? How will you approach deciding what to remove? 3) How can your course content align with the competencies through differentiation, connecting to and supporting your students' experiences and identities, and allowing for choice and agency? 4) What texts and other content resources can your group suggest to you?
5. Closing and next steps

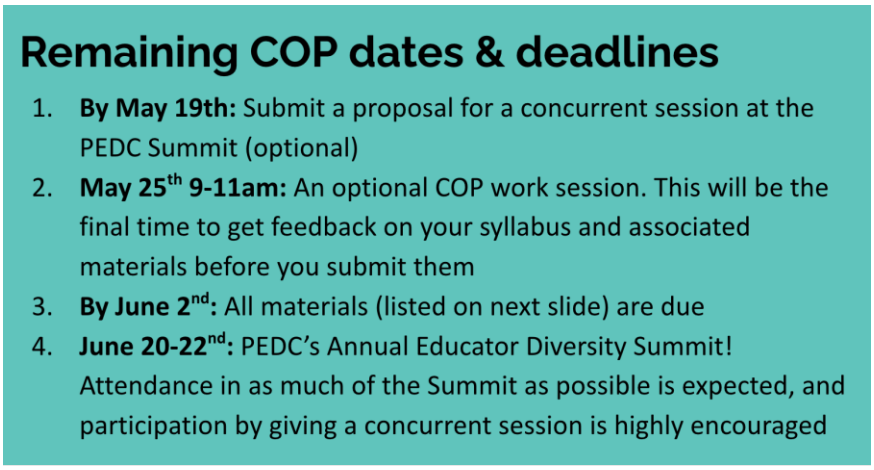
HOMEWORK

1. Complete the feedback form.
2. Deliverable
    i) Complete and submit Reflection 4.
        - Prompts
            (a) For each competency,
                (i) how is this competency assessed?
                (ii) where do students learn the content on which they are being assessed?
                (iii) if not you, who is the author/creator of this material?
            (b) Is there anything that students are assessed on that is not adequately covered by your resources/content?
            (c) Do you anticipate that your content will adequately meet the learning needs of students with a range of background knowledge about CRSE?
            (d) Is content related to any particular course objective over-represented/ disproportionate to others? Is there any content you need to cut?
            (e) Are you aware of the identities held by the authors/creators of the course content? If not, when and where will you seek this information?
            (f) What identities and perspectives are missing from the scholars on your syllabus? What identities and perspectives are over-represented?
            (g) If you are missing significant pieces of CRSE content or identities and perspectives among your authors, do you know what materials you might be able to add? If not, how will you find these materials?
    ii) Read your group members' reflections to offer them text/resource suggestions.
3. Continue to add competency resources.

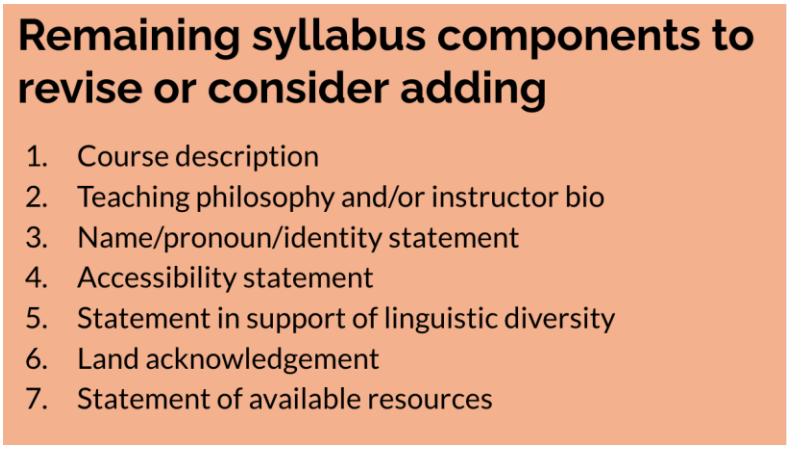
MAY

MEETING AGENDA

1. Welcome and updates
2. Resource sharing and small-group reflections on course content
    a) Members were asked to 1) look at the content resources colleagues are seeking. If you know of anything that could fill someone's content gap(s), please add it to the third column on the doc and, if possible, add it to the folder for easy access, labeling it with the name of the person who is requesting that content so that they can easily find it. 2) Discuss your reflection and resources (found or suggested) with your small group.
3. Break
4. What comes next?
    a) The facilitator reminded the group of the following upcoming events and deadlines.



5. COP tasks and small-group final syllabus components
   a) Members discussed components they still needed to address such as,



6. Final reflections
   a) Members reflected on the following:
      i) Something that came up in the COP that challenged or pushed you.
      ii) Something or someone you appreciated.
      iii) Someone you'd like to collaborate with in the future, or something you'd like to collaborate on.
      iv) Something that surprised you.
      v) A time when you felt most energized and connected to yourself, others, or the work.
      vi) Something else that feels important!

HOMEWORK

1. Complete Reflections 1 – 4
   a) The facilitator reached out to members if they were missing all or part of a reflection.
2. Submit your revised syllabus.
3. Submit any artifacts associated with your syllabus that you would like shared/published on the PEDC website.
4. Complete the final Exit Survey. This survey is a combination of Reflection 5 and, if you consent to participate, the final project evaluation.
5. Complete the summer stipend form.

APPENDIX F: SEPTEMBER HOMEWORK – MATRIX PLAN

Objective: In collaboration with colleagues at your institution, begin creating a plan for how you will approach *identifying **where** the Competencies currently exist in the program and **how** they do (Part A)*. Find the complete CRSE matrix here (this link will force you to make a copy).

Alternatively, if your program is currently reviewing or revising something in particular (such as a course or a set of rubrics for student teaching), you could use the relevant questions on this doc to guide planning for that review.

1. How do you see your program responding to the CRSE Competency matrix?
    a. What program or programs would be studied first?
    b. Would you explore the program by taking each Competency one by one to identify where it exists in the program across its courses, or would you explore the program by taking each course one by one to identify which Competencies exist within it?
    c. Is there anything related to the Competencies that exists outside the bounds of your program's courses that you'd want to capture somewhere?
    d. Who would be involved with this task of mapping where the Competencies fit into your program currently?
    e. What time can be set aside to engage in the completion of the matrix? Consider time to work both individually and with colleagues.
2. What kind of documentation and feedback (e.g., symbols and legend, text notes, links, color differentiation) would make the CRSE Competency matrix a useful tool for identification of A) where the Competencies currently exist and how in your program, B) where they could or should exist and how, and C) the action steps that need to be taken?

APPENDIX G: NOVEMBER HOMEWORK – CALIBRATION FORM

Folks within the COP have already done some great work in advancing CRSE at their institutions. In your opinion, what is the best way for COP members to share and hear about this work? *

For example, should we use regular COP meeting time to hear 45 minute presentations about the work at an individual institution? 20 minute overview presentations? Something else?

Your answer

Is there something you'd personally want to share about, or that you feel the group could benefit from hearing about? If so, what? *

Your response is NOT a binding commitment to sharing/presenting.

Your answer

If PEDC offered workshops on each Competency... *

- [ ] I would attend some or all of the workshops.
- [ ] Colleagues at my institution would likely attend some or all of the workshops.
- [ ] Pre-service teachers at my institution would be asked to attend some or all of the workshops.
- [ ] I would be interested in leading a workshop on one or more Competencies.
- [ ] None of the above

Would you be interested in additional COP meetings scheduled as blocks of "work sessions" for advancing your own efforts and collaborating with COP colleagues? *

- ◯ Yes
- ◯ No
- ◯ Maybe

If you answered yes or maybe to the previous question, when might be ideal for you? (For example, Saturday mornings, winter break, not until next summer...) If you answered no, feel free to explain why.

Your answer

Please share about where your institution, college, program, or department is with integrating the CRSE Competencies. In particular, if a particular program is being assessed or revised first, please share which one. *

Your answer

If you would like to share your institution's matrix plan or any other documents related to the previous question, please do so here.

Add file