Communities of Practice (CoPs) as a Model for Catalyzing Principled Innovation
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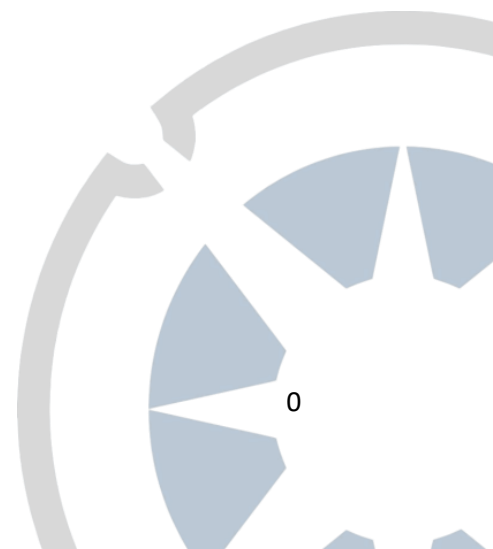
Communities of Practice (CoPs) as a Model for Catalyzing Principled Innovation

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Abstract:

Centering character and equity through the practice of Principled Innovation (PI) in our large-scale redesign of teacher and leader preparation is introducing cohorts of faculty and future educators to the importance of character in our decision-making. The faculty at Arizona State University, Mary Lou Fulton Teachers College engage in Communities of Practice (CoPs) where they share their experiences and learn from each other's reflections, feedback and ideas. PI has played a prominent role in faculty CoPs through the integration of PI resources, tools and reflection questions that prompt inquiry and dialogue, supporting the cultivation of knowledge, reasoning and action around character assets and practices.

Introduction

We are experiencing moral dilemmas in education as we navigate new and existing systems while honoring the humanity of

our students and faculty. Thus, educators must cultivate knowledge of virtue and take practical action based on their understanding of moral goods. Centering character and equity through the practice of Principled Innovation (PI) in our large-scale redesign of teacher and leader preparation is introducing cohorts of faculty and future educators to the value of theory and practice while developing the character dispositions necessary to engage practical wisdom in the context of systems change. At Arizona State University's Mary Lou Fulton Teachers College (MLFTC), we have sought to support our own faculty and future educators to develop these dispositions as they navigate and innovate within these changing moral landscapes.

Principled Innovation is a moral and ethical framework for decision-making that guides individuals and communities to both

demonstrate and develop the character dispositions necessary to make wise and intentional decisions when creating change that affects the lives and learning of others. Through PI we develop the ability to imagine new concepts, catalyze ideas, and form new solutions guided by principles that create positive change for humanity (MLFTC, 2019).

At MLFTC, the aspirational framing of PI begins with the University's charter which guides us to assume "...fundamental

responsibility for the economic, social, cultural and overall health of the communities we serve", and the college's mission to, "…create knowledge, mobilize people, and take action to improve education for the greatest possible number of people" (Arizona State University, 2014). As a college of over 350 full-time faculty and staff and over 7,500 students around the globe, living out this mission collectively requires making thousands of individual decisions every day. MLFTC has emphasized the importance of developing communities of practice (CoPs) among both its faculty and students to engage in collaborative learning and

decision-making. This design feature is consistent with prior research in teacher preparation that demonstrated the effectiveness of dispositional formation when faculty individually and collectively tailor their curriculum around a core set of shared beliefs (Rodriguez et al., 2018; Sanger, 2017;

Tatto, 2019), and with the findings of Lamb et al. (2020) that virtue is best fostered in shared communities of mentors and peers.

The MLFTC faculty at both undergraduate and graduate levels have organized CoPs in which faculty members share their

experiences and learn from each other's reflections, feedback and ideas. Principled Innovation has played a prominent role in faculty CoPs through the integration of PI resources, tools and reflection questions that prompt inquiry, dialogue, and reflection supporting the cultivation of knowledge, reasoning and action around the character assets and practices. In these CoP sessions, faculty

collaboratively navigate problems of practice and celebrate successes they experience as teacher educators. By integrating Principled Innovation into CoPs, faculty become equipped to co-create positive dispositional change in themselves and as a community to impact the flourishing of teacher preparation students.

This paper will explore the benefits and challenges experienced in the organization and implementation of CoPs within the MLFTC teacher preparation program, and introduce the future integration of CoPs as a catalyst for the formation of character dispositions in both teacher preparation and other higher education contexts.

Teacher Preparation and Dispositions

Teaching is often considered a profession with a moral imperative to not only educate students academically, but also to

develop the whole child intellectually, morally, and emotionally. For this to occur effectively, educators themselves are called to model the types of knowledge, skills, and dispositions desired in their students. Colleges of education have long attempted to incorporate a focus on teacher dispositions in educator preparation as they are asked to both identify and assess these qualities within their programs (CAEP, 2019; CCSSO, 2013; NCATE, 2002; Saltis et al., 2021).

The meaning of the term "dispositions'' has been debated within the field of education and teacher preparation over the

years. Many scholars and educators have conceived of the term to account for teachers' beliefs which are demonstrated in various contexts and their lives and cultivate the way they approach teaching in their professional capacity (Freeman, 2007; Misco & Shiveley, 2007; Sanger, 2017; Tatto, 1996; Tatto & Coupland, 2003). As these beliefs are cultivated in educators through various experiences and contexts they contribute to the development and identification of values, knowledge, attitudes, and habits of mind that impact their way of being and doing in the classroom (Katz, 1993; Katz & Raths, 1985; NCATE, 2002; Saultz et al., 2021;

Villegas,2007). A teacher's disposition is what guides their instincts on how to make decisions and take actions within the classroom in various situations. These actions often vary depending on the context of the situation (Lamb et al., 2021; Tatto & Coupland, 2003). Through this lens, the term dispositions aligns with Aristotle's concept of hexeis, or habits of mind that are demonstrated in daily actions (Dottin, 2010; Freeman, 2007; Small, 2020).

While some dispositions are not necessarily moral in nature, such as the way an educator approaches organization or

structure within a learning environment; these operational dispositions can take on moral meaning and value when paired with a moral disposition such as justice. If the motivation behind structuring a learning environment in a particular way is to ensure equity in access in the classroom the organizational disposition is now in service of a moral imperative toward the flourishing of all students in the learning environment (Kristjánsson, 2015; Nucci & Ilten-Gee, 2021). This also illustrates the interconnectedness of teacher dispositions, recognizing that they work together and do not fully exist in isolation from one another (Freeman, 2007).

As future educators participate in their teacher preparation programs, both in the classroom and in the context of various learning environments in their clinical experiences, they are actively forming and cultivating their beliefs about teaching and learning, and the dispositions that make up their pedagogical character. This complex landscape of dispositions that impact performance and moral actions defines how a teacher shows up in a classroom setting and the pedagogical practices that are engaged with their students. As these dispositions are operationalized in the classroom in various situations, they contribute to the development of practical wisdom that impacts the decisions and actions educators make, and ultimately the flourishing of individual students and the collective learning community.

Educator practice in the United States is guided by the teaching standards provided by the Interstate Teacher Assessment and Support Consortium (InTASC; CCSSO, 2013), which outlines a set of dispositions which embody the essence of character as a triad of values, beliefs and actions. The inclusion of "critical dispositions" that exist to guide educator practice are described as "habits of professional action and moral commitments that underlie performance and play a key role in how teachers do, in fact, act in practice." These dispositions exist not only as ideals for teacher practice, but also alluding to the moral beliefs that underlie the practices. This aligns with Aristotle's reference to "praiseworthy dispositions" which he refers to as "virtues" (Aristotle, 1934, p. 69).

If educators are to embody these praiseworthy dispositions that act as a moral compass and contribute to the practical wisdom of educators, it behooves teacher preparation programs to focus on character formation in their curricular and cocurricular activities. The contextual nature of character formation suggests that educator preparation programs would benefit from integrating a framework for the development of these dispositions that not only addresses the cultivation of knowledge of the dispositions, or virtues, but also identifies ways in which to develop and demonstrate these virtues in practice. Arizona State University, Mary Lou Fulton Teachers College (MLFTC) has conceived of such a framework which is referred to as Principled Innovation(PI).

Cultivating dispositions through Principled Innovation

Through a multi-year, collaborative process, MLFTC developed the Principled Innovation™ Framework (MLFTC, 2019). Principled Innovation™ (PI) is a character driven decision-making framework which provides individuals and organizations with descriptive practices and principles that guide "the ability to imagine new concepts, catalyze ideas, and form new solutions … that create positive change for humanity"(MLFTC, 2019). MLFTC's PI™ framework is rooted in moral, civic, intellectual and performance "assets", ASU's language for "virtues" or "praiseworthy dispositions", which are operationalized through eight core practices that translate these

dispositions into action. When applying the PI™ framework to our decisions and actions in various contexts, opportunities are created to both demonstrate and develop character.

The framework itself is a response to the call to action of ASU's Charter which prompts the ASU community to be inclusive and to take fundamental responsibility for the communities they serve (Arizona State University, 2014). The framework is grounded in a set of guiding principles, character assets, and practices (Table 1) that can be applied to decision-making in multiple contexts, including innovation in education. The term innovation in this context is inclusive of decisions that guide action in large scale educational systems change, as well as the creative and human-centered decisions that are made daily and have the ability to affect the lives and learning of other people. The Principled Innovation™ Framework has been integrated into curricular and cocurricular activities in both teacher and leader preparation programs at MLFTC, as well as embraced by the college as a "core value" which guides faculty, staff and students in their approach to everything they do. This contributes to an overall culture of care, belonging, and purpose - a culture of character - at MLFTC.

Table 1:

Principled Innovation Framework (MLFTC, 2019)		
Guiding Principles: We value individuals and account for the uniqueness of social and educational contexts We collaboratively care for and are considerate of the well-being of individuals, communities, and society We create positive change by designing creative solutions to pressing educational problems		
Domain	**Assets (dispositions)**	**Practices**
Moral Character Moral character supports decision-making from multiple perspectives, allowing one to honestly evaluate situations with open-mindedness, integrity, equity, and justice in order to respond in a meaningful and responsible manner.	**Moral assets guide decision-making from multiple perspectives allowing us to honestly evaluate situations and respond in a meaningful and responsible manner.** Moral assets help us keep sight of the irreducible dignity of all people, especially the youngest, and of the realness of the human experience. Understanding and awareness of values that are important to individuals and communities provide a compass for our decisions and actions. *Moral Assets: Empathy, Honesty, Fairness, Humility*	*Practice M1:* **Identify and acknowledge fundamental values.** Distinguish the values that are important to the individuals, team, community and learning environment and ensure that the process, structures, and solutions honor, appreciate, and reflect the identified values. *Practice M2:* **Utilize moral and ethical decision making.** Use a values-informed reflective process to assess possibilities, navigate dilemmas, and make the best possible choice to serve the needs of the individual, team, community and learning environment.

Civic Character	Civic assets support a collaborative approach to solving systemic problems in order to contribute to the well-being of others and serve the public good.	Practice C1: Understand culture and conte…
Civic character is a commitment to the public good through one's own local, national, and global awareness and engagement. Civic character drives the commitment to address and challenge systemic problems to improve the well-being of others.	The desire to understand and work with others reminds us that we are social beings who thrive in community. Solutions to our challenges, big and small, are better for all involved when they address and integrate the needs and cultural wealth of the impacted communities. *Civic Assets: Altruism, Civility, Perspective Taking, Inclusivity*	Use evidence-based resources, empathy, reflective questioning, and asset-based appreciative inquiry to fully understand and assess the lived and current experiences an circumstances of individuals, communities, and learning environments. *Practice C2*: **Engage multiple and diverse perspectives**. Seek and champion equitable and inclusive involvement and contribution the process, including many different voice who have a variety of lived experiences, beliefs, backgrounds, and cultural wealth.
Intellectual Character Intellectual character enables individuals to become innovative, creative, and critical thinkers who value quality of information in seeking the truth and strengthening society. Intellectual character supports informed learning and utilizing data and evidence to think critically and challenge the status quo in order to effect systemic change.	**Intellectual assets enable individuals to become reflective, critical thinkers who ask the right questions and seek answers from evidence-based resources.** Critical thinking and reflection keep us honest with ourselves and one another. They help us acknowledge and resist bias, pursue truth, and distinguish fact from opinion. When we take the time to explore the systems at play, we	*Practice I1*: **Develop habits of an informed systems thinker**. Use evidence-based resources and data to inform flexible thinking and appreciation of emerging insights and multiple perspectives, allowing one to recognize how the individual parts a influenced by their environment and intera to form a complex whole. *Practice I2*: **Refle critically and compassionately**. Use a grow mindset to
	become more aware of how every decision we make, and action we take, has a larger impact on society. *Intellectual Assets: Curiosity, Reflection, Truth-Seeking, Critical Thinking*	make meaning of experiences through contemplation and consideration of one's thoughts, feelings, and actions and how the affect the growth, development, and identi of the individual, team, community, and learning environment.
Performance Character Performance character, when informed by intellectual, civic, and moral assets, enables individuals to navigate uncertainty, anticipate and mitigate intended and unintended consequences, and work collaboratively to design and implement creative and effective solutions to the toughest social and educational challenges.	**Performance assets help us marry the quality of our actions to the strength of our convictions.** Creativity, courage and resilience help us navigate uncertainty and transform good intentions into good outcomes. Working collaboratively allows us to design and implement creative and effective solutions to the toughest social and educational challenges. *Performance Assets*: Creativity, Courage, Resilience, Collaboration	*Practice P1*: **Design creative solutions**. Wor collaboratively and intentionally for and wit the community to define and understand th problem; then generate and catalyze purposeful, innovative ideas to achieve a desired outcome that creates positive chan for humanity. *Practice P2*: **Navigate uncertainty and mitigate consequences**. Guide the decision making process through observation and reflective questioning that helps to imagine and effectively respond to the possible outcomes. Allow space for meaningful actio to increase the chance for desired results a reduce the risk of harm to individuals, team communities, and learning environments.

With character dispositions at the core of the framework, it is essential for the community of stakeholders to have a

common knowledge and understanding of these dispositions that have been deemed essential for the practice of PI. As a first step towards collective buy-in the PI™ Framework was collaboratively created, offering all stakeholders multiple opportunities to contribute to the evolution of the common language including the concepts and definitions. This process contributed to faculty, staff, and student understanding of the framework, yet there was additional need for intentional learning

to cultivate a deeper knowledge of the various components of the framework as the college community grappled with how to apply Principled Innovation to their own personal practice, teaching, and curriculum.

Initially, professional learning groups of PI catalysts were formed. Each cohort was contextualized for the audience and

provided deeper learning around the PI practices with opportunities to apply the practices in an existing project, activity, or assignment. The feedback received from these early interventions indicated that faculty and staff appreciated the collaborative learning, yet also desired an asynchronous foundational experience as a first step in cultivating knowledge of PI prior to engaging in a cohort and applying PI to an experiential project or activity. Recognizing the difficulties associated with asynchronous learning in the context of character development, a new way to personalize the experience was sought while also engaging known strategies for the development of the desired dispositions.

A [toolkit](#), which contains pages that describe each asset and practice of PI, was developed. It contains various tools and

resources to enhance the cultivation of knowledge and practice of Principled Innovation. The PI™ Toolkit contains a robust library of videos, readings, and activities that faculty, staff, students, and others can leverage to support learning about the PI™ Framework and to support its implementation in practice, especially in teaching. The toolkit also houses an open source, asynchronous PI™ foundations course designed to introduce participants to the character assets as they reflect on recent decisions through the lens of these dispositions. This course, along with various other tools and resources designed for the practice of PI development, were introduced to faculty and staff using communities of practice as a vehicle for collaborative learning.

Communities of Practice
What is a Community of Practice?

As educators, we frequently engage in collaborative ways of learning and growing together to build educator capacity,

continuously improve organizational and learner outcomes, and sustain organizational change. In education, these types of collaborative teams are called by various terms, such as professional learning communities, collaborative learning communities, critical friend groups, lesson study teams, and more (Blankenship & Ruona, 2007). At MLFTC, we have established committed teams of professionals, or "communities of practice" (CoP), that convene to innovate and improve their shared practice in a way that supports the human flourishing of educators, including our students, staff, and faculty.

A CoP is a group of people who come together around a topic, problem, initiative, or opportunity to learn, grow, and improve through regular interaction. Three characteristics define CoPs: *domain*, *community*, and *practice* (Wenger & Snyder, 2000; Wenger, McDermott, & Snyder, 2002). The *domain* of the CoP is a shared area of interest in which the members have a commitment to learning further to grow their expertise and impact. The *community* is the social structure in which members share information, engage in discussion, and learn from each other related to their domain of interest. The third characteristic is *practice* - the members of a CoP are practitioners who develop shared resources through stories, experiences, processes, and tools that influence their practice (Wenger, 2015).

Our MLFTC CoP initiative was born out of a goal to promote increased connectedness and knowledge sharing between

faculty and staff who work in our teacher preparation programs. CoPs allow MLFTC faculty and staff to discuss different perspectives, consider student experiences from various faculty and staff lenses, and develop new knowledge, skills, and dispositions. For example, faculty may share effective and meaningful program experiences with students, which allows staff, such as student success coaches or advisors, to deepen their understanding of student experiences in the program. From a different angle, student advisors may share program feedback received from students about workload or challenges they are experiencing, providing program faculty with opportunities to listen and consider ways to better support students.

Vehicle for Professional Learning

We cultivate CoPs in the college to deepen our collaborative practice as teacher educators and engage in meaningful and

impactful professional learning that supports our continuous growth and contributions to our organizational goals and mission. Professional learning can be defined as processes or experiences that lead to changes in educators' professional knowledge, skills, dispositions, or actions (Sawyer & Stukey, 2019).

We engage in CoPs to intentionally support and enhance the formation of our Principled Innovation character dispositions in

teacher preparation. As faculty in teacher preparation programs seek to incorporate a focus on teacher dispositions into their students' experiences, deepening their own understanding and development of dispositions, both operational and moral, add value to their work with novice teachers. Our MLFTC CoPs serve as a vehicle for professional learning to influence individual and shared practice in a way that supports the knowledge, skills, and dispositions desired in aspiring educators. We believe that as MLFTC supports the dispositional formation of faculty through CoPs, they will begin to see themselves as evolving moral educators. This will become evident in their practices and decision-making with colleagues and students, ultimately impacting the character formation and flourishing of learners.

At the community or organizational level, MLFTC CoPs serve as a means to connect and engage educators across our college

and teacher preparation spaces to support a culture of learning and continuous improvement that bolsters the overall initiatives and mission of our college. Our CoPs serve as a critical space to tackle complex organizational knowledge challenges, connect people who care deeply about our shared MLFTC purpose and mission, solve problems we commonly experience as teacher educators, and create opportunities for new knowledge, processes, and solutions to support our work (Wenger, McDermott, Snyder, 2000). At the individual level, educators learn and grow by sharing their situations and experiences, discussing existing and potential solutions to meaningful challenges, and exploring issues and ideas that support change and transformation in individual practices.

With the ongoing development of CoPs, we forecast that CoP members will act as exemplars of MLFTC's work around the

formation of character dispositions. The aspiration is for faculty and staff to integrate Principled Innovation practices and principles into their own work and teaching and infuse the concepts within their circles of influence. Faculty and staff will first explore their own character and practices

through their collaboration; in turn, they will teach their students about character, model character in their education contexts and settings, and guide students in their own character development.

Communities of Practice at MLFTC

In 2021, MLFTC established two communities of practice, one for our undergraduate teacher preparation programs and one for our graduate teacher preparation programs. As stated previously, the CoPs engaged faculty, instructional designers, and staff in a collaborative and social community focused on program redesign, continuous improvement, and reflective practice to serve as a catalyst for character formation in teacher preparation. MLFTC CoPs are co-planned and co-facilitated with the PI team to support the integration of PI resources and tools for members to apply the PI framework in their collaborative work and to learn together as a

community and as individuals.

When we initially launched our faculty CoPs, we collectively defined our purpose to address problems of practice, design innovative learning experiences, and examine research-based practices to deepen our expertise and effectiveness as teacher educators. Our CoPs intentionally leveraged active learning and a self-directed approach to support collective and individual learning.

Both of these elements - active learning and self-directedness - are essential characteristics to embed in professional learning to promote deeper faculty engagement and transfer of learning (Trotter, 2006). Promoting active and self-directed learning in CoPs through robust discussions, planning, practice, and application of knowledge supports faculty in transferring knowledge to their specific contexts at the organizational, community, or individual level (Sawyer & Stukey, 2019). Members shared their experiences and ideas aligned with the topics, and with the support and facilitation of the PI team, also engaged in reflective thinking to guide our decision-making and actions.

Being a self-directed community, members curated problems of practice and areas of interest to address in CoP sessions and then participated in presenting and sharing practices and resources with the community. Below are some of the topics and problems of practices that the community planned:

- Fostering Principled Innovation and critical thinking in online courses
- PI and professionalism
- Technology infusion
- How to create a positive online class environment
- Online teaching & learning
- PI tools and use ideas: digging deeper into the character assets
- Coordinated care for students
- Ethical dilemmas and Principled Innovation
- Supporting students with applied projects

What we did to integrate PI

Throughout the first year of our CoPs, we integrated Principled Innovation into our work and practice in various ways. First and most importantly, the Principled Innovation team co-facilitated each CoP session. This ensured that the PI team was an integral part of the CoPs and supported the meaningful use of PI tools and resources with faculty. The CoP became a vehicle for learning about the PI™ toolkit and resources that could be applied in their faculty work and teaching.

The PI™ toolkit and resources were used frequently throughout the first year of the CoPs. A tool that became a favorite resource of teacher preparation faculty and staff through use in the CoP sessions is the Principled Innovation™ card deck. This resource is a set of generative and reflective questions that prompt participants to reflect on a given personal or organizational decision through the lens of PI. These card decks, which have been distributed to all MLFTC faculty and staff members, are designed to prompt reflection and discussion that adds value to one's own journey in character development but also provide a tool for CoP members to use to encourage character-driven discussion between CoP participants.

In addition to being a place where members learn explicitly about the Principled Innovation™ framework and associated resources, the CoP also became a space where members collectively identified problems of practice to address through the collaborative development of practices and tools. For instance, one of the issues that were brought to the CoP was related to aspiring teachers' ability to successfully and ethically navigate moral issues as novice teachers in classroom settings - as interns, student teachers, and new teachers of record in K12 classrooms. In response to this issue, the CoP members co-created a resource in collaboration with the Principled Innovation team to support aspiring teachers in navigating common ethical dilemmas that they often experience in the first years in the classroom. This process included cultivating common ethical dilemmas or situations that faculty and staff heard from past and current students. We collectively drafted 20 scenarios and then engaged in a review and feedback cycle to allow diverse perspectives to strengthen or clarify each dilemma. We then worked with the Principled Innovation team, who crafted a guide that included each dilemma with associated reflective questions and resources that could be used within coursework with aspiring teachers. This guide became a program resource used by faculty to leverage as an instructional tool in coursework to help novice educators make moral and ethical decisions when they experience similar challenges in the classroom.

What we learned

Throughout the initial year of CoP development, we experienced successes and challenges that typically accompany the development of a new community. One of the strengths of the initial launch of CoPs was providing a forum and opportunity for faculty and staff to engage with each other regularly to share experiences, ideas, and resources. Before the CoPs, the only forum for this type of connection was through occasional faculty meetings that were held to provide updates and program information rather than to cultivate a sense of shared purpose and community. The introduction of CoPs provided a setting for shared domain and practice, and for members to connect with each other's experiences, expertise, and perspectives. The CoP also cultivated shared leadership by involving

community members in the planning and facilitation of each session. CoP members were able to bring their strengths, expertise, and talents into the community to support each other in their work as teacher educators.

One of the stated benefits of the CoPs was having job-embedded time to dive deeper into the Principled Innovation™
framework. Given the robust responsibilities of faculty and staff, finding the time to learn and apply the Principled Innovation™ resources had proved to be daunting. However, by embedding regular work time to share specific PI tools, activities, and resources within the CoP sessions, faculty were able to engage in bite-sized learning and application of concepts so they could walk away with ideas for how to use PI in their own contexts.

One challenge we experienced in the first year of the CoPs was eliciting participation and engagement from CoP members. In the first few months of the CoPs we had robust attendance and participation from members. However, we noticed a drop in engagement over time throughout the year. Participants would attend CoP sessions, but discussion and sharing of ideas and experiences dropped noticeably by mid-year. The lead facilitators of the CoP took this as an opportunity to understand faculty experiences, which led to the understanding that many were feeling fatigued and burned out. Some newer faculty also felt they had less to contribute and wanted to listen more to learn from others. To address these issues, the lead facilitators planned several ways to engage CoP members while also taking their changing needs into consideration. One strategy we implemented was integrating a wellness segment into our CoP sessions to create a space for members to practice self-care, reflection, and to energize their teaching practice. We also implemented "pulse checks" to more frequently check in with members to better understand and respond to their evolving interests, needs, and questions. This allowed us to obtain regular feedback from CoP members to guide planning and facilitation. What we learned from the first year of implementing CoPs in the college was the importance of intentional planning to support the CoP members and the overall purpose and goals of the CoP.

As with any new endeavor, there are aspects of CoP development that we seek to improve as we move forward with
growing our CoPs. As we evolve this work into a new CoP initiative described in the next section, we have developed a support tool for effectively facilitating CoPs. Although we launched the initial year of CoPs with intentional planning and facilitation, we learned that having a guide to introduce the tools and resources in the context of CoPs would support community members in knowing how and when to use the various tools and resources in the context of their CoP meetings. A comprehensive guide for the use of Principled Innovation in communities of practice was created and is now being tested with various CoPs addressing both faculty and staff initiatives and systemic equity problems of practice across MLFTC.

The future of PI CoPs at MLFTC and ASU

During the second year of CoP implementation, MLFTC's Division of Teacher Preparation (DTP) will engage eight CoPs
comprised of approximately 75 MLFTC faculty and staff. Seven of these CoPs will be organized according to institutional contexts (domains), with five centering on the DTP and program-level concerns and two focused on faculty engagement. The eighth CoP (Meta CoP) will serve as a "hub"

for knowledge-brokering related to character-centered innovation within the DTP. As we have discussed, the work of institutional change at MLFTC is guided by the PI™ Framework.

The seven CoPs will provide an important forum for members to identify problems of practice within the life of the college, which the CoP can then problem-solve through a PI perspective. Each CoP will be led by what Wenger et al. describe as "champions"

(2002, p. 82): leaders who are committed to their CoP and to the integration of PI within their domains. The champions will participate in the Meta CoP where they will continue to cultivate their knowledge of PI and discuss with other champions how they can effectively integrate PI in their respective CoP's.

Arizona State University as a whole is also embracing the use of CoPs to begin scaling Principled Innovation. Beginning in 2023, catalysts from both academic and nonacademic units will come together in CoPs to engage in learning about PI with the intention of applying and integrating the framework and PI tools and resources in demonstration projects across the University. Scaling Principled Innovation to this degree shows the commitment by ASU to practice Principled Innovation by placing character and values at the center of our decisions and actions, with the intention of impacting the dispositions of our faculty, staff, and students and the flourishing of the communities we serve.

Conclusion

Engaging Communities of Practice as a vehicle for professional learning brings possibilities for the collaborative

development of character dispositions and practical wisdom of educators when intentionally integrating into the practice a framework contextualized and designed by the learning community. With the use of tools and resources to cultivate knowledge and practice, and a shared purpose to support learning in community, the character dispositions necessary for educators to navigate and design innovative solutions to increasingly difficult challenges in education, and to create cultures of care, belonging, and purpose can be developed to nurture the flourishing of our future educators and our rising generation.

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