



ASAP Fellows Communities of Practice

This brief explores the communities of practice created by ASAP Fellows. As defined by educational theorist Etienne Wenger, communities of practice are groups formed by individuals who share a passion or concern and engage in collective learning. Communities of practice consist of three structural elements:

- I. **Domain:** The area(s) of capability or learnings that the members take part in; a common focus.
- II. **Community:** The relationships developed by members; continuity of membership over time.
- III. **Practice:** Members define challenges within the domain and structure learning processes to address them.

Key Findings

- At the time of the year one post-survey, a large number of year one participants agreed that they have connections with teachers/organizations that can help them incorporate STEM content into their teaching compared to year one pre-survey results (**36.2% → 75.0%**).
- An increased number of year one participants (**49.4% → 77.2%**) reported having more connections with teachers/organizations that can help them to support their teaching generally.
- Comparing year one pre-survey results to year two end-of-year survey results, data reveals a **34.9% increase** in the participants' agreement that they know people with whom they can discuss challenges related to teaching STEM.
- Comparing year one pre-survey results and year two end-of-year survey results, findings reveal a **43.2% increase** in participants who agreed that they have connections with teachers/organizations that can help them incorporate STEM content into their teaching.
- When comparing the year one pre-survey to year two end-of-year survey, findings also reveal an increase in fellows' agreement that their school **understands their situation as a teacher**. Similarly, data additionally indicates an increase in fellows' agreement that they understand other teachers at their school.

Additional Community-Related Statistics

- An increased number of year one participants (59.9% → 68.3%) agreed that they **felt supported by other teachers** at their school. Year two participants also reported an increase in these feelings of support from other teachers at their school (62.1% → 67.7%).
- Similarly, an increased number of year one participants (64.1% → 69.8%) agreed that they **felt supported by the administration** at their school. Year two participants also reported an increase in their feelings of support from their school's administration (61.7% → 63.2%).
- Year one participants reported increased **personal connections** with teachers at other schools (43.3% → 53.2%). Year two participants reported a similar increase (44.2% → 55.1%).
- An increased number of year one participants (46.3% → 57.4%) agreed that they have **professional connections** with teachers at other schools. Additionally, year two participants reported increasing the number of professional connections they have with teachers at other schools (55.3% → 64.3%).
- An increased number of year one participants (49.4% → 77.2%) reported having more **connections with teachers/organizations** that can help them to **support their teaching generally**, by the end of year one. While smaller, year two participants also reported an increase (68.0% → 74.6%) by the end of year two.
- Year one participants reported a 33.3% increase in the number of people with whom they can **discuss teaching ideas** related to STEM (48.9% → 81.9%). Year two mid-year and end-of-year results also show an increase in this area (75.5% → 83.9%). When compared year one pre-survey results to year two end-of-year survey results, there's a 35.0% increase in the fellows' agreement that they know people with whom they can discuss teaching ideas related to STEM.
- **Most year one and year two Fellows (60.4% → 67.8%) agreed that the ASAP/Fellows' network is a well-connected community.**