

RPPL Studies: 2023–25 Portfolio



May 2023

While research shows that effective professional learning (PL) can improve teacher practice and student outcomes, as a field, we have struggled to develop teacher learning opportunities that translate into improved student outcomes at scale. To meet these challenges, we must accelerate our learning about PL and expand our understanding of what works, what doesn't, and why.

RPPL outlined a learning agenda when we launched our work together in the summer of 2021. We are building out a portfolio of studies grounded in the focus areas of the learning agenda that will come together to provide insights into how to scale effective PL in key areas of practice. The studies represent our collective action towards this agenda.

If successful, the studies will help us and the field understand what works in PL and lead PL providers to align their practices/models to our evidence-based findings. Our goal is to transform teacher learning and practice to ensure that all students—especially those from historically marginalized groups—learn rigorous content and thrive in equitable schools.

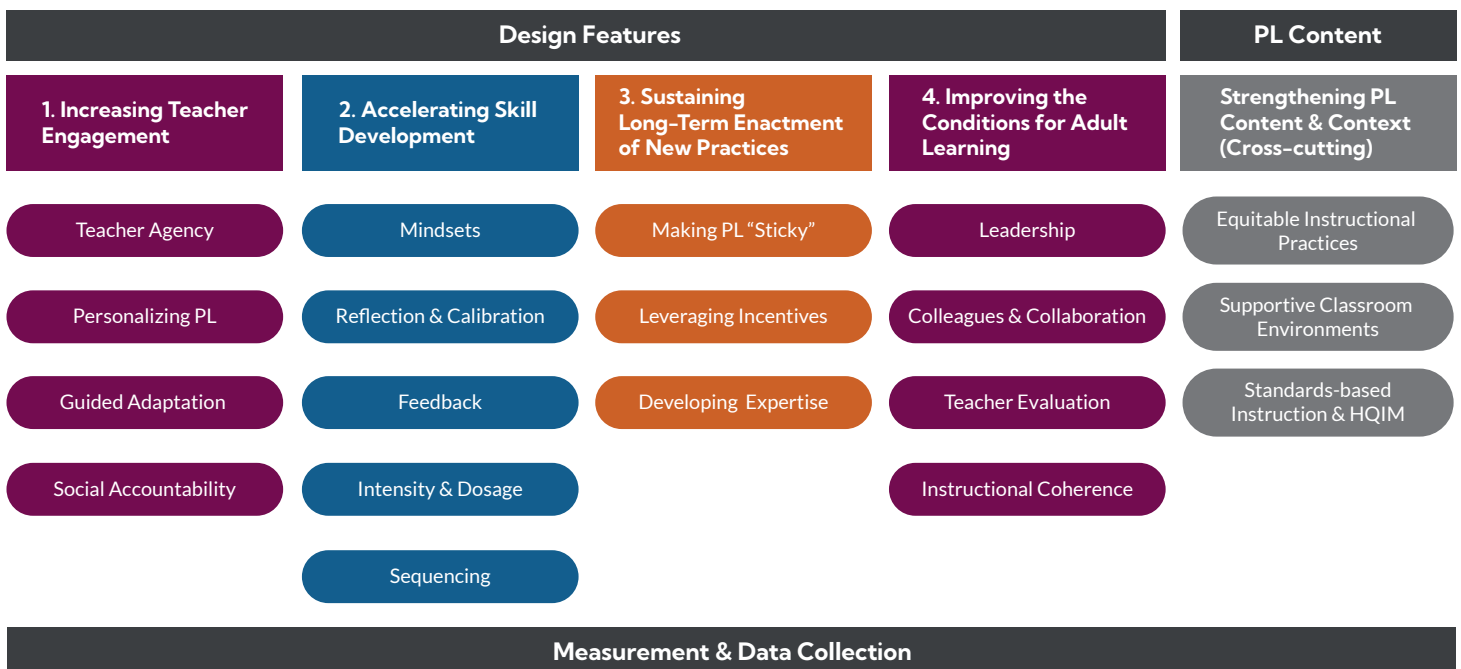
Our learning agenda's areas of focus within PL include:

1. Increasing Teacher Engagement
2. Accelerating Skill Development
3. Sustaining Long-Term Enactment of New Practices
4. Improving the Conditions for Adult Learning

We have grounded our learning about these design features of PL in three areas: **equitable teaching practices**, the use of **high-quality instructional materials (HQIM)**, and **supportive classroom environments**. To date, the majority of our studies incorporate HQIM/curriculum-based PL and we have been most attentive to equity.

Our learning agenda also describes how we will introduce **planned variation** in our design features, advance our **data collection & measurement**, and build a collaborative **research infrastructure** in order to achieve the aims of RPPL.

Studies by Learning Agenda Focus Areas



Study Details

A Anchor Study = A collaborative study across multiple organizations

C Contributing Study = A single-organization study

Increasing Teacher Engagement

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
A Designing Effective PL Routines (1): Teacher Agency	Teacher Agency: Are teachers more likely to sustain shifts in practice when given greater agency over how they spend PL time?	Orgs & sites TBD J. Papay, H. Hill	In progress Launching Late Fall 2023
A Adapting PL to School Needs	Personalizing PL: How can PL organizations effectively tailor PL offerings to school-level needs?	Leading Educators, Chicago T. Tasker, R. Taylor-Perryman	In progress Launching Late Spring 2023
C Building School Teams	Social Accountability: Are teachers more likely to sustain shifts in practice when they attend PL events as a school team?	UnboundEd, 50 districts S. Lin	Planned Launching Fall 2023
A Designing Effective PL Routines (2): Social Accountability	Social Accountability: Are teachers more likely to sustain shifts in practice when reflection time builds in peer accountability structures?	Orgs & sites TBD J. Papay, H. Hill	In progress Launching Fall 2023

Accelerating Skill Development

A Building Teacher Mindsets	Mindsets: Can interventions that align teachers' ideals with their understanding of curriculum intent improve curriculum fidelity and use?	Instruction Partners, Leading Educators, Teaching Lab, TNTP; NYC, Chicago, AR, TX H. Hill, J. Okonofua, J. Papay, N. Schwartz	In progress Ongoing through Spring 2024
C Helping Teachers Understand Student Work	Reflection & Calibration: How can marked-up student work be most effectively used for teacher feedback and PL?	EdLight, Rochester E. Setren, J. Bruhn	Planned Launching Early Winter 2024
C Evaluating Coaching Structures	Intensity & Dosage: Can group coaching be scaled to provide similar benefits to individualized coaching?	TNTP, site TBD D. Blazar	Planned Launching Summer 2023

Sustaining Long-Term Enactment of New Practices

C Implementing Mathematical Language Routines	Developing Expertise: Does participation in a CBPL series focused on math identity, mathematical language routines, and culturally responsive education shift teacher beliefs, practices, and student outcomes?	Teaching Lab, New Mexico D. Blazar	In progress Ongoing through Spring 2024
C Wise Feedback	Developing Expertise: What supports enable teachers to better use cognitive science findings around students' sense of belonging to deliver better critical feedback to students?	Leading Educators, CA, CO, FL, IL, IN, KY, LA, MI, MN, MO, VA G. Walton, D. Kalkstein	In progress Ongoing through 2024
A Supporting New Curriculum Implementation in Chicago	Developing Expertise: How does Chicago's strategy to support PL in schools affect teachers' experiences of Skyline curriculum-based PL?	Teaching Lab, Chicago H. Hill, J. Papay, N. Schwartz	In progress Ongoing through Spring 2024
C Science of Reading in Knox County	Developing Expertise: Does teacher PL anchored in curriculum and foundational skills content knowledge lead to better student reading fluency?	Instruction Partners, Knox County TBD	In progress Ongoing through Spring 2024

Measurement & Data Collection

A Knowledge Synthesis Briefs	Brief 1: What can previously completed research tell us about measuring short- and long-term change in classroom practice? Brief 2: What are the measurement needs in the field and how are PL organizations innovating to meet these needs?	N. Jones, G. Phelps, RPPL staff, members & affiliates	In progress Releasing Fall 2023
C Exploring Student Work in Grades 6–8 Mathematics	Can paper-based student work provide useful outcome information beyond what is currently available through standardized testing for teachers and researchers?	EdLight, Rochester J. Papay, N. Schwartz	Planned Launching Late Fall 2024
A Large-Scale Measurement Study	Can we build open-access data that will allow us to identify cheaper and/or more expansive measures of instructional practice and students' classroom experiences than those currently in use?	TBD	Prospective