

# Current Studies Portfolio

Research shows that effective professional learning (PL) can improve teacher practice and student outcomes. As a field, we have an opportunity to develop teacher learning opportunities that translate into improved student outcomes at scale. To accelerate our learning about PL, RPPL has an ever-growing portfolio of studies grounded in our [learning agenda](#).

These studies will help us and the field expand our understanding of what PL works, for whom, and under what conditions.

Our goal is to unlock knowledge that is essential to the design of effective, adaptable PL models that allow teachers

to meet the needs of every student, including Black, Latine, Indigenous, AAPI, multilingual learners, students with disabilities, and those experiencing poverty.

This portfolio lists RPPL's studies currently in progress. It is regularly updated and identifies which aspect of our learning agenda each study addresses and the specific design feature it explores.

**Our current areas of focus include:**

1. Curriculum-Based PL
2. PL Design Characteristics
3. Measurement

## Our Learning Agenda

### DESIGN FEATURES

1. Increasing Teacher Engagement	2. Accelerating Skill Development	3. Sustaining Long-Term Enactment of New Practices	4. Improving the Conditions for Adult Learning
Teacher Agency	Mindsets	Making PL "Sticky"	Leadership
Personalizing PL	Reflection & Calibration	Leveraging Incentives	Colleagues & Collaboration
Guided Adaptation	Feedback	Developing Expertise	Teacher Evaluation
Social Accountability	Intensity & Dosage		Instructional Coherence
	Sequencing		

### PL CONTENT

Strengthening PL Content & Context (Cross-cutting)
Equitable Instructional Practices
Supportive Classroom Environments
Standards-based Instruction & HQIM

### MEASUREMENT & DATA COLLECTION

# Our Research Studies

Studies are organized by learning agenda topics. Within each topic, studies are organized by progress to date. For brevity, only one research question per study is listed.

## INCREASING TEACHER ENGAGEMENT

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Designing Effective PL Routines (1)	<b>Social Accountability:</b> Are teachers more likely to sustain shifts in practice when reflection time builds in peer accountability structures?	Orgs & Sites TBD J. Papay, H. Hill	<b>In Progress</b> Ongoing through Spring 2025
Designing Effective PL Routines (2)	<b>Teacher Agency:</b> Are teachers more likely to sustain shifts in practice when given greater agency over how they spend PL time?	Teaching Lab; Sites TBD J. Papay, H. Hill	<b>In Progress</b> Ongoing through 2025
Building School Teams	<b>Social Accountability:</b> Are teachers more likely to sustain shifts in practice when they attend PL events as a school team?	UnboundEd; National S. Lin	<b>In Progress</b> Ongoing through Winter 2024
Anticipating Common Misconceptions	<b>Guided Adaptation:</b> To what extent does providing teachers PL that supports them to make guided adaptations of their HQIM, based on their student misconception data, improve teacher perception of their HQIM compared to teachers who receive PL based only on understanding student misconceptions?	Achievement Network; Baton Rouge, LA K. Cornetto	<b>Planned</b> Launching June 2024
Unlocking the Potential of EL Education's Math Approach to Create Equitable, Capable, and Courageous Math Communities for All	<b>Increasing Teacher Engagement:</b> Are associations between implementation and student outcomes moderated by teacher-student relationships?	EL Education, National Implementation Research Network; Washington, DC D. Patel	<b>Planned</b> Launching June 2024
Improving Teachers' Equitable Mathematics Instruction Through Integrating Automated Feedback and Coaching: A randomized controlled trial	<b>Personalizing PL:</b> Is reflective or directive coaching more effective in changing instructional quality and, down the line, student outcomes?	M-Powering Teachers at University of Maryland; Guilford County, NC J. Liu	<b>Planned</b> Launching June 2024
Accelerating Teacher Learning through Coaching Routines that Integrate Automated (AI) Teacher Feedback	<b>Personalizing PL:</b> How do coaches and teachers use TeachFX in coaching sessions? How does the usage of TeachFX vary by context, user, and condition?	Center for Public Research & Leadership at Columbia University, Teaching Matters; Manhattan, NY M. Moura	<b>Planned</b> Launching June 2024

## ACCELERATING SKILL DEVELOPMENT

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Building Teacher Mindsets	<b>Mindsets:</b> Can interventions that align teachers' ideals with their understanding of curriculum intent improve curriculum fidelity and use?	Instruction Partners, Leading Educators, Teaching Lab, TNTP; New York, NY, Chicago, IL, Arkansas, Texas H. Hill, J. Papay, N. Schwartz	<b>In Progress</b> Ongoing through Winter 2024
Coaching Moves	<b>Feedback:</b> How well can an automated NLP approach identify concrete coaching moves in transcripts of coaching conversations?	Steplab, Teach For America, Teaching Lab; National A. Boguslav, H. Hill, B. Krall	<b>In Progress</b> Ongoing through Spring 2025

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Contextualized Recipes for Impact: Using qualitative comparative analysis to identify the combination of conditions and PL design features that enable or prevent impact	<b>Sequencing:</b> What combination of research-based PL services can achieve improvements to student learning that address educational disparities within particular sets of school and system conditions?	Leading Educators; National A. Audisio	<b>Planned</b> Launching June 2024
Exploring the Impact of Thinking Routines & Professional Learning Delivery Models on Teacher & Student Outcomes in Mathematics Education	<b>Mindsets:</b> What is the effect of adding 1:1 embedded coaching to professional learning services on teacher and student outcomes?	Throughline Learning, American Institutes for Research - Center on Great Teachers and Leaders; Providence, RI M. Ali	<b>Planned</b> Launching June 2024
A New Perspective on PL for Math Teachers	<b>Mindsets:</b> How do teachers transform learning on teacher-student relationships into classroom practices?	Johns Hopkins School of Education, The Danielson Group; New Jersey, Texas H. Gehlbach	<b>Planned</b> Launching June 2024
Supporting Teachers' Use of Math HQIM Across Contexts: How sequencing and feedback can better promote new teacher professional learning	<b>Sequencing:</b> How does the sequence of professional learning content impact teaching and student outcomes?	University of Virginia, Teach For America, Annenberg Institute at Brown University; National J. Cohen	<b>Planned</b> Launching June 2024
Transforming Student-Centered Math Coaching: Leveraging AI for effective feedback and coaching conversations	<b>Feedback:</b> How can NLP of coaching conversations inform the development of an AI-engineered feedback tool for coaches that supports student-centered coaching?	Teaching Lab; National S. Worthman	<b>Planned</b> Launching June 2024

## SUSTAINING LONG-TERM ENACTMENT OF NEW PRACTICES

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Supporting New Curriculum Implementation in Chicago	<b>Developing Expertise:</b> How does Chicago's school support strategy affect teachers' experiences of Skyline curriculum implementation?	Teaching Lab; Chicago, IL H. Hill, J. Papay, N. Schwartz	<b>In Progress</b> Ongoing through Fall 2024
Science of Reading in Knox County	<b>Developing Expertise:</b> Does teacher PL anchored in curriculum and foundational skills content knowledge lead to better student reading fluency?	Instruction Partners; Knox County, TN C. Heinrich	<b>In Progress</b> Ongoing through Fall 2029

## IMPROVING THE CONDITIONS FOR ADULT LEARNING

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
PL Spending	<b>Leadership:</b> How has district PL spending shifted over time and how does it vary across districts and states?	Annenberg Institute at Brown University; National A. Boguslav, N. Schwartz, J. Papay	<b>In Progress</b> Ongoing through Fall 2024

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## MEASUREMENT & DATA COLLECTION

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Exploring Student Work in Grades 6-8 Mathematics	<b>Measures:</b> Can paper-based student work provide useful outcome information beyond what is currently available through standardized testing for teachers and researchers?	EdLight; Rochester, NY J. Papay, N. Schwartz	<b>In Progress</b> Ongoing through Spring 2025
PLC on Shared Measurement in ELA	<b>Measures:</b> How can RPPL member orgs come together around shared measurement goals and tools?	Achievement Network, Instruction Partners, Leading Educators, Teaching Lab, TNTP, UnboundEd; National S. Alicea, A. Boguslav, K. Morales	<b>In Progress</b> Ongoing through Fall 2026
Building R&D Infrastructure and Data Repository	<b>Measures:</b> Can we build a data repository that will allow us to identify cheaper and/or more expansive measures of instructional practice and students' classroom experiences than those currently in use?	Annenberg Institute at Brown University, Instruction Partners, Leading Educators, Teaching Lab, TNTP, UnboundEd, University of Pennsylvania; National S. Alicea, R. Baker, A. Correia Gabel, B. Krall, M. Pankiewicz, N. Schwartz	<b>In Progress</b> Ongoing through Fall 2025