From a **RiPPL**e to a Wave: Advancing Educational Equity Through Teacher PL

End of Year Report

rppl Research Partnership for Professional Learning

Executive Director

I know from experience that teachers can deeply impact young people's lives. Now, more than ever, educators need professional learning that helps them connect, engage with and impart knowledge and skills to young people of all walks of life to help them achieve their goals. It is why our mission to conduct new and rigorous research that will improve teacher professional learning is so important. Access to equitable education is a right for all students and it starts here – with the work we do researching and promoting strong teacher development, and supporting our PL partners in integrating our collective learnings into their program models.

To this end, the Research Partnership for Professional Learning – a collaborative of organizations, researchers, school systems, and foundations dedicated to advancing educational equity for students through effective teacher professional learning – has been hard at work. Among RPPL's early achievements are a number of research projects, alliances and collaborations with diverse groups, and a sharing of what we're learning about effective teacher PL. Specific examples of RPPL's contribution to the field are detailed in this report. But our work is far from done! We continue to look toward the future and aim to focus on several key initiatives in 2023 in support of our mission, including:

Research. We will be executing on all of the exciting research studies we are currently running, and preparing to launch new studies that leverage our own learning about how best to partner with PL organizations and districts across the country.

Ecosystem Development. We will establish a deeper focus on building our coalition so that we can do more, better, faster research within our RPPL network. This means building a collective research and development infrastructure that will enable RPPL partners and a growing research community to access a shared system of data collection across organizations, and engage in meaningful shared learning through diverse capacity-building activities.

Network Building and Education. We will continue to develop strong, meaningful partnerships and alliances with a broad range of PL actors that will lead to more opportunities to connect, study, build capacity and learn – all intentionally grounded in and connected to our educational equity mission and learning agenda.

Please take a moment to look through the following report and learn a bit more about what we have been up to in 2022, and discover what is on deck in 2023 as we move forward on this important road to educational equity and improved student outcomes for the young people we strive to center in all that we do. I invite you to reach out, ask questions and dream big with us as we prepare to kick off another year, and create as many collective ripples as possible!

In service and with gratitude,

Stacey Alicea
Executive Director

Our History

- **January 2020**
  Concept conceived

- **March 2021**
  RPPL establishes with five founding member organizations

- **August 2021**
  RPPL publishes its research agenda

- **February 2022**
  RPPL releases its first research brief, *Dispelling the Myths: What the Research Says About Teacher Professional Learning*

- **March 2022**
  Design day for RPPL's first anchor study

- **July 2022**
  National Science Foundation awards RPPL $2.9-million grant

- **September 2022**
  Stacey Alicea named RPPL's first executive director

- **October 2022**
  RPPL releases its second research brief, *Building Better PL: How to Strengthen Teacher Learning*

- **November 2022**
  RPPL's affiliate network surpasses 50 member organizations

The RPPL Network

RPPL brings together professional learning organizations and researchers who study teacher learning to identify the features of PL that improve students' classroom experiences, well-being, and academic growth, with a specific focus on students from historically marginalized groups.

Founding Members

ANNENBERG BROWN UNIVERSITY

INSTRUCTION PARTNERS

Leading Educators

Teaching Lab

TNTP reimagine teaching

UnboundEd

Affiliates

A Achievement Network
AEM Corporation
American Federation of Teachers
American Association of Colleges for Teacher Education
American Institutes for Research
Aspen Institute Education & Society Program

B Bank Street College of Education
Blue Engine
Boxlight-EOS Education

C Center for Educational Innovation and Improvement, College of Education, University of Maryland
Center for Educational Leadership

D Danielson Group
DAY ONE Early Learning Community
Digital Promise Global
Diverse Learners Cooperative

E EdLight
Education Commission of the States
Education Development Center
Education First
Education Resource Strategies
Educators for Excellence
Evidence Based Education

I Illustrative Mathematics
Insight Education Group
Institute for School Partnership, Washington University in St. Louis

J James S. McDonnell Foundation

L Learning First
Learning Forward

M Mathematica
Memphis Teacher Residency
Montclair Fund for Educational Excellence
MIT Teaching Systems Lab
Modern Classrooms Project

N National Board for Professional Teaching Standards
National Center for Teacher Residencies
National Institute for Excellence in Teaching
New Leaders
NWEA
New Teacher Center
New America, Education Policy Program

P Pivot Learning

R ReadWorks
Relay Graduate School of Education
Rivet Education

S SchoolKit
Student Achievement Partners

T Teach For America
Teaching Matters
The Leadership Academy
The Teacher Collaborative
2Revolutions / edsUP

U University of Florida Lastinger Center for Learning
Urban Teachers

Z Zearn

District & State Partners

AR

TX

IL

NY

**Paragould School District
Jonesboro Public Schools
KIPP Delta Public Schools**
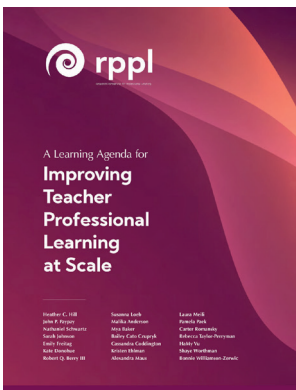
**Aldine
Independent
School District**

**Chicago
Public Schools**

**New York City
Department of
Education**

Our Publications

Learning Agenda for Improving Teacher Professional Learning at Scale

300
Downloads

Our learning agenda outlines how RPPL will generate new knowledge on how teacher learning improves classroom experiences and academic growth, especially for students from historically marginalized groups.
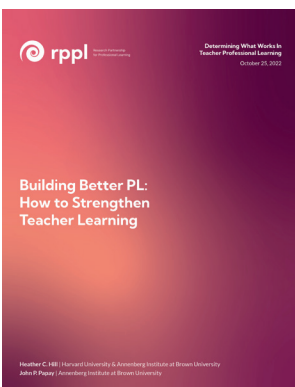
Dispelling the Myths: What the Research Says About Teacher Professional Learning

2,000+
Downloads

120
People attended a live webinar

Many commonly-held beliefs about teacher professional learning are not supported by research. Our research brief dispelled those myths and delivered some truths about effective teacher development.

Building Better PL: How to Strengthen Teacher Learning

1,000+
Downloads

100
People attended 2 Brown Bag Lunches

56
People attended a live webinar

Our second brief examining the research around professional learning looked at the emerging evidence on which promising features support ongoing teacher learning and development.

"We were excited about studying teacher mindsets but had no idea how to go about it on our own, so being able to rely on the RPPL team and extended researchers is relieving and assuring."

–Malika Anderson,
Chief Program Officer,
Instruction Partners

Engagement By The Numbers

Webinars & Brown Bag Lunches

385
PL professional attendees

Twitter

184%
Increase in followers

LinkedIn

115%
Increase in followers

RPPL website

31,000+
Visitors

Quarterly newsletter

279%
Increase in subscribers

Digital publications

3,600+
Downloads

RPPL Research

Anchor Study #1:
Curriculum–Based Professional Learning

A two-year study of: a) supports that bolster PL organizations in delivering curriculum-based PL that lead to improvements in teacher practice and student learning; and b) an intervention to improve teacher mindsets. The study will also examine which practices and aspects of curriculum-based professional learning are the most effective.

Districts: 9
Participating schools: 89
Number of teachers: 430
Principal Investigators: John Papay & Heather Hill, Brown University

Funded by: Carnegie Corporation of New York; Bill & Melinda Gates Foundation; Overdeck Family Foundation
Completed by: 2023

Anchor Study #2:
PL Features & Mathematics Outcomes

A three-year study that seeks to identify features of teacher PL experiences that lead to better mathematics outcomes for both teachers and students. The study will examine whether teacher agency over their PL affects their engagement and changes their practice, and whether social accountability in PL improves whether PL sticks with teachers over time.

Districts: TBD
Participating schools: 60
Number of grade–level teams: 240
Principal Investigators: John Papay & Heather Hill, Brown University

Funded by: National Science Foundation
Completed by: 2025

"We have learned a ton already by being connected to other orgs through RPPL, through the Brown Bags, and through the support of the RPPL team and technical assistance partners!"

–Laura Meili, Chief Impact Officer, Leading Educators

Contributing Studies – Coming in 2023

Study #1

PL Design Feature: Offering teachers the principles of "Wise Feedback"

What we want to impact: Students' self-reported trust in teachers, and teachers' awareness of the deleterious impacts of negative stereotypes on student engagement, their efficacy in providing useful feedback, and their assessments of student-teacher relationships

Organization: Leading Educators

Researcher: Gregory Walton & David Kalkstein, Stanford University

Study #2

PL Design Feature: Participation in a curriculum-based math PL series that focuses on math identity, culturally-responsive education, mathematical language routines, and effective teaching practices

What we want to impact: Teacher knowledge, teachers' math identities and equitable mindsets, self-efficacy, instructional practice, and student outcomes

Organization: Teaching Lab

Researcher: David Blazar, University of Maryland

Study #3

PL Design Feature: Instructional coaching features

What we want to impact: Instructional coach moves, coach characteristics, and coach-teacher dynamics and how they contribute to variation in coach effectiveness

Organization: TNTP

Researcher: David Blazar, University of Maryland

Study #4

PL Design Feature: Attending a professional learning event as a school team

What we want to impact: PL "stickiness" and instructional outcomes

Organization: UnboundEd

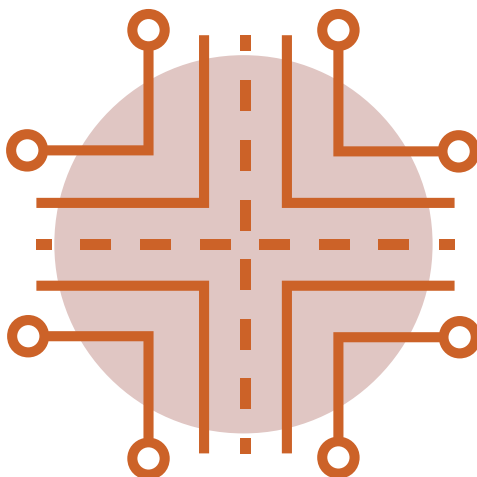**Researcher**: Stephen Lin, UnboundEd

Building A Data Infrastructure

Create the infrastructure for accelerating meaningful and impactful research between PL organizations

Broaden and engage a growing community of 50+ PL organizations, researchers, states, districts and funders

Develop practical standardized tools (data analysis platform, measures, etc.)

Facilitate access to a national PL-focused, open-source data analysis platform, toolkits, and reports on learnings to a broad range of PL stakeholders

Conduct a comprehensive assessment to better understand user needs across a variety of stakeholders (e.g., PL orgs and researchers)

Use learnings to build and test an open source data infrastructure repository for cutting-edge analysis and A/B testing

Funder: Bill & Melinda Gates Foundation

Our Supporters

$4.58 million*
Raised from private institutional funders, including:

Carnegie
CORPORATION OF NEW YORK

CHARLES AND LYNN
SCHUSTERMAN
FAMILY PHILANTHROPIES

BILL & MELINDA
GATES *foundation*

WALTON FAMILY
FOUNDATION

Overdeck
Family
Foundation

Funding includes grants covering multiple years

$2.9 million
Raised from federal sources:

NSF

"**TNTP is positioned to learn more about our PL work now than we would have without joining RPPL. RPPL has provided necessary resources and expertise – on research and mindsets – that will allow us to get better data and to test innovative practices.**"

–Cassie Coddington, Partner, Impact, TNTP

Media Coverage

"Debunking the myth that teachers stop improving after five years"

THE HECHINGER REPORT

"PD isn't a waste of time, plus 5 other myths about teacher development"

DA District Administration

"6 Myths About Teacher Professional Development"

Rick Hess Straight Up

"What Works—and What Doesn't—in Teacher PD"

EducationWeek

"Focus on daily classroom practices to boost teacher development"

K–12 DIVE

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