



Moving Teacher Professional Learning Upstream:

RPPL's 2024 End of Year Report



Letter From the Executive Director

The Research Partnership for Professional Learning (RPPL) owes its success to our network of professional learning (PL) practitioners, researchers, school and district leaders, and funders, who show up every day to advance the quality of our education system. As the only network of its kind, we channel a vast sea of perspectives and expertise to power new ideas, carve pathways that promote educational equity for every student, and bridge gaps between research and the classroom. In 2024, RPPL set out to build the conditions necessary to develop a robust knowledge base for teacher PL by increasing shared learning, enriching network engagement, and solving for network data infrastructure and measurement needs. As the year closes, we are proud of the strides we have made.

RPPL launched an unprecedented number of new research studies, all of which are grounded in our shared [Learning Agenda](#). We also expanded our internal team to provide more collaborative learning and research opportunities for our network and beyond, welcoming six new team members.

We strengthened our network by nearly doubling its size, expanding to include a new category of Affiliate+ organizations committed to actively conducting research in partnership with RPPL, and by fortifying our existing relationships. Yet RPPL is so much more than a collection of PL professionals. We are an ever-growing collective driven by a commitment to shared learning. Knowing this, we deepened our engagement, learning from our partners to better meet their needs and thread the needle between school systems, organizations, and individuals across the field. To increase network cross-collaboration, we launched our first Co-lab, which brought organizations in our network together to share knowledge, experience,

and expertise as we collectively explored AI as a central topic in teacher PL. To bring the greater field together, RPPL held its first three-part webinar series. We invited PL professionals outside RPPL's network to hear directly from our researchers about our latest findings in PL spending, AI, and what we are learning about how to engage in collective PL research at scale. RPPL also redesigned its website to be easy to navigate as a go-to resource for the latest learnings in teacher PL.

RPPL has ambitious plans for strengthening PL, and ultimately student learning, at scale. In 2024, we invested in the foundational conditions necessary to seed equitable, high-quality research. In 2025, RPPL will dive deep into sharing our learnings and research in accessible ways, advancing PL across the country.

I am incredibly grateful for our collective of passionate PL professionals who are setting a new course for accessible, research-backed, and equitable teacher learning. By building the enabling conditions for better, more rigorous research and increasing shared learning across our network, we are shifting the PL field as a whole toward enacting proven PL design features at scale. This year's annual report is a celebration of that work. As you read, please don't hesitate to engage with RPPL by reaching out with questions and thoughts—we can only sail forward when propelled by the winds of new ideas and discoveries.



In service and with gratitude,
Dr. Stacey Alicea,
Executive Director

Strengthening Our Network in 2024

RPPL Network Over the Years



In 2024, RPPL focused on cultivating a collaborative environment from which new learnings and innovative ideas can spring. **We welcomed 40 new entities into our network**, expanding our reach across the country and introducing new perspectives into our shared learning spaces.

Fundraising Goals

In order to continue investing in our growing network and its immense potential to strengthen teacher PL across the country, **RPPL secured 100% of our essential funding for 2025 and 50% of essential funding for 2026.** We continue to raise additional funding for emergent research projects.

Newest Member



We expanded our membership to include Teach For America, joining our six founding members in participating in research, guiding shared learning across the network, and building the enabling conditions for PL research.

Affiliates+

In response to Affiliate interest in more opportunities to participate in research and network engagement groups, RPPL launched a new level of involvement and elevated 26 Affiliates to become Affiliates+.



Newest Affiliates

RPPL accepted eight new Affiliate organizations to apply our network's latest findings to their PL practices.



District Partners

We deepened our partnerships with school districts, and are proud to collaborate with districts across seven states.

- 
MD
 - Baltimore City Public Schools
 - Montgomery County Public Schools
- 
WA
 - Peninsula School District
- 
TN
 - Metropolitan Nashville Public Schools
- 
MA
 - Boston Public Schools
- 
RI
 - Providence Public Schools
 - Bristol-Warren Regional School District
 - Central Falls School District
 - Narragansett School District
 - Paul Cuffee School
- 
NC
 - Guilford County Schools
 - Wake County Public Schools System
- 
PA
 - School District of Philadelphia

Growing RPPL's Team

RPPL's New Team Members

We expanded our internal team to better facilitate research and engagement within our network and cultivate new learnings. In 2025, we will continue to increase our capacity to support shared learning. Our six new team members are:



The profound impact that skilled educational leadership can have on society drives me. At RPPL, I'm excited to contribute to shaping the future of education.



Emily Evans
she/her
Operations Associate



I am passionate about improving access to quality educational opportunities for all students through great teaching. During my years in schools and classrooms, I worked with incredible teachers who just needed the right tools and support to be able to give their students the best educational experience possible, academically and socially-emotionally.



Olga Pagán, PhD
she/her/ella
Senior Research Associate



Kea Bekkedahl
she/her
Research Project Manager



Yuno Hamaguchi
she/her
Research Project Manager



Kate Larned, PhD
she/her
Senior Research Associate



Poorvaja Sundar
she/her
Project Manager

New Advisory Board Members

We celebrated the addition of three new members to our Advisory Board, who bring their experience in research, K-12 education foundation management, and school district leadership.



Grant Van Eaton, PhD
he/him
Teach For America,
Member organization representative



Rachel Leifer
she/her
Gates Foundation,
Funder representative



Professional learning is the foundation of effective teaching and impactful student outcomes. I'm excited to support RPPL in advancing meaningful professional learning opportunities for educators across the country.



Adrienne Battle, EdD
she/her/ella
Director of Schools at Metropolitan Nashville Public Schools (MNPS),
District representative

2024 Annual Convening

RPPL held its second annual convening—*Changing the Tide in PL*—in Washington D.C., welcoming 100 attendees from 50 organizations, districts, and research institutions. Over two days, our network explored evolving paradigms, emerging trends, and transformative practices reshaping the field of PL. Our convening included workshops, shared learning experiences, research updates, and featured panels on the future of math PL and PL for educators who teach Multilingual Learners.

Session Highlight: The Future of Math PL

RPPL co-chair Dr. Sarah Johnson from Teaching Lab moderated a discussion between Dr. Nicole Joseph from Vanderbilt University, Dr. Babette Moeller with EDC/Math for All, Dr. Monica Ng from Instruction Partners, and District Affiliates Shakera Ford Walker and Paul Tritter from Boston Public Schools on the future of math PL. They dove into questions about the purpose of math education, leveraging student experience data, and incorporating a focus on social justice into math PL and curricula.



Session Highlight: The Future of English Language Arts & Multilingual Learner PL

RPPL Senior Research Associate Dr. Arielle Boguslav,

Devon Gadow from TNTF, Dr. Susanne Nobles from Readworks, and Mo Thomas from City Teaching Alliance participated in a panel discussion moderated by Leading Educators CEO Chong-Hao Fu on the future of ELA and Multilingual Learner PL, as well as breakout sessions on their collective research. In collaboration with the panel, network members discussed challenges teachers face in becoming more language-aware, key ways PL providers can be inclusive of Multilingual Learners, the benefits of multilingualism, and more.



Math Panel (from left to right)

- Paul Tritter, Director of Professional Learning at Boston Teachers Union*
- Shakera Ford Walker, Assistant Superintendent, Teacher Development and Leadership at Boston Public Schools*
- Dr. Babette Moeller, Principal Investigator at EDC/Math for All*
- Dr. Monica Ng, Senior Director of Equitable Instruction and Student Experience at Instruction Partners*
- Dr. Nicole Joseph, Associate Professor at Vanderbilt University*

"The math panel still stands out to me. I really loved Dr. Joseph's focus on inclusion, especially for Black girls and women, and how numbers and algorithms have been used against marginalized communities in the past. I felt alone in the issues that I experienced, but it was comforting to hear that other researchers not only experienced it but overcame it."

— Convening Attendee Layla Murray, World Savvy



- Paul Tritter, Director of Professional Learning at Boston Teachers Union*
- Shakera Ford Walker, Assistant Superintendent, Teacher Development and Leadership at Boston Public Schools*

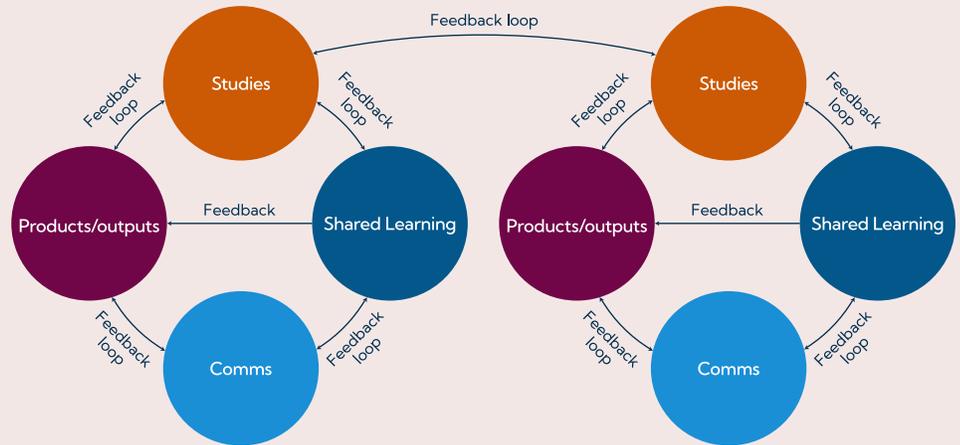
RPPL team members
*Dr. Stacey Alicea,
Dr. Camea Davis,
& Krista Morales*



Network Engagement

In 2024, RPPL focused on strengthening engagement within our network by expanding and launching new shared learning opportunities. By connecting leaders and experts from across the field to address the biggest questions and challenges in PL, we're developing solutions that work for everyone, from researchers to practitioners to educators.

See this depiction of how we conduct our research and engage our network through shared learning, leveraging products and outputs like publications. We made progress tying our research to our learning with feedback loops; we'll continue to iterate on this model in 2025.



Expanded In-Network Opportunities

PLC Measurement Workgroup

Building off RPPL's work in 2023 to identify [challenges in ensuring PL is measured effectively and equitably](#), six RPPL organizations came together to transform our findings into action. In partnership with the Annenberg Institute's EdExchange, RPPL determined a common set of measures, created a collective measurement model, and developed a [Measurement Toolkit](#) for the network and others to pilot during the 2024-2025 school year.

Co-labs

Co-labs are a space for PL professionals from different sides of the field to come together and share their knowledge and expertise around a topic.

- This year, RPPL launched its first Co-lab, convening network organizations to explore how AI tools are being used to support teacher PL.
- We surveyed the group on their needs around AI. The top three challenges they named were: integrating AI with existing systems, algorithmic bias and fairness, and data privacy and security. In order to address these, their top three requests for support in implementing AI initiatives were: funding and financial support, research partnerships and collaborations, and access to technical expertise and talent.

Brown Bags

The focus of our 2024 Brown Bag series was our Cross-Workstream Enabling Conditions strand of the work, which included nine sessions on current research on AI and culturally responsive teaching and learning.

- One of RPPL's Brown Bag sessions was led by our Affiliate English Learners Success Forum, a consortium of PL professionals working to understand how PL for Multilingual Learners has evolved, the level with which teachers are equipped to serve Multilingual Learners, and what PL can do to build educator capacity. As the population of Multilingual Learners grows nationally, PL providers must rise to meet the need for culturally and linguistically responsive practices in curriculum implementation and teacher development.

Research That Makes a Difference

Our Research in 2024

RPPL funded and launched **23** new studies in 2024. Our network made headway in closing crucial knowledge gaps in teacher PL, including understanding how to effectively navigate the use of AI in teacher PL and establishing scalable, relevant PL best practices for the field.

3

national landscape studies

2

solicited studies spanning 6 districts

1

ELA shared measurement system pilot across 6 districts

8

single-district studies across 5 districts/state education agencies

9

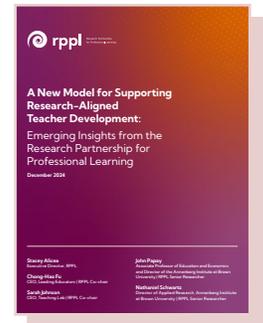
research-practice partnership studies across ~400 districts

2024 Math PL RFP

In February, we launched an RFP process for RPPL network studies focusing on high-quality instructional materials (HQIM) that enhance math PL for priority students. Nine studies were selected and are underway, all of which will use a co-designed shared measurement survey on personalization and feedback to collect data. Collectively, the studies will focus on individualizing PL to teacher and student needs, building stronger, more empathetic teacher-student relationships, and strengthening the use of HQIM in mathematics education.

Publication Highlights

- [Updated 2023-25 Research Portfolio](#)
- [Parsing Coaching Practice: A Systematic Framework for Describing Coaching Discourse](#)
- [Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring](#)
 - RPPL collaborated with the Annenberg Institute's EdExchange to develop a Measurement Toolkit that supports PL providers, district leaders, and coaches in tracking implementation progress and PL quality across the first several years of ELA curriculum shifts.
- [A New Model for Supporting Research-Aligned Teacher Development: Emerging Insights from the Research Partnership for Professional Learning](#)
 - Co-authored by RPPL's leadership team, this paper reviews RPPL's efforts over the past three years to build a practical evidence base on teacher PL and reflects on the evolution of our theory of action to better advance equitable teaching and learning. It features RPPL's key findings on effective PL strategies, emerging questions and challenges across the field, and our priorities for the future.



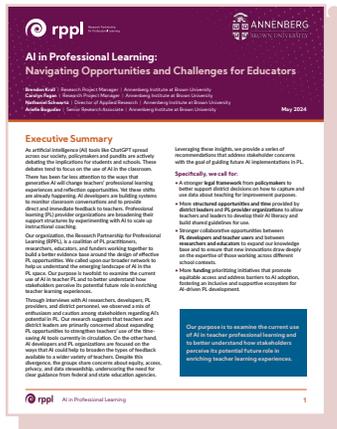
2,177

total number of downloads on all 2024 published research

Research Spotlight: Navigating AI in Teacher PL

Artificial intelligence (AI) has swiftly made its way into education, and is now posing exciting questions for the future of teacher PL. AI tools used to monitor classroom interactions, provide immediate feedback, and increase organizational capacity to scale instructional coaching are already emerging, and their impacts on teacher and student learning experiences must be understood. RPPL is leading the PL field by convening experts and establishing best practices in the use of AI.

Research



AI in Professional Learning: Navigating Opportunities and Challenges for Educators

- RPPL's findings on safe, effective AI implementation are grounded in what we learned from interviews with AI researchers, developers, PL providers, and district personnel.

Key Findings

- 1 Districts face a surge in AI offerings aimed at enhancing efficiency and reducing teacher workload, underscoring the need for PL opportunities to enhance AI literacy.
- 2 PL organizations see untapped potential for AI to revolutionize teacher learning, but emphasize AI tools are understudied, signaling a need for further research.

This work was featured in:

- **AI Checklist:** [A Checklist for Fostering Effective and Safe Integration of AI within PL Environments](#)
- **Webinar:** [AI in Professional Learning – A Landscape Analysis](#)
- **LinkedIn Article:** [The Intersection of AI and Professional Learning](#)
- **No Such Thing Podcast:** [Setting the Course For Research on AI in Professional Learning](#)
- **Case Study:** [AI in Professional Learning with Brendon Krall](#)



"As a former teacher, I understand the draw of integrating AI into classrooms and PL offerings, which can save time and facilitate individualized learning experiences. Before bringing new technology into the classroom, the PL field has a responsibility to understand how algorithms may promote bias or introduce new privacy concerns. I am reassured by the fact that RPPL is helping provide a standard for what responsible, ethical AI use looks like in education settings."

— RPPL Research Project Manager Brendon Krall

Bringing the Field Together

Centering Voices We Serve

RPPL organized two equity-focused reviews of our Learning Agenda to actively engage our priority groups—teachers and students—in shaping its direction. The first involved convening **21 teachers nationwide** to discuss their experiences with PL, particularly in AI-focused topics. Concurrently, RPPL collaborated with the BUILD Youth Advisory Council in a six-week co-design process, where **high school and college students from across the country** provided insights into their educational experiences. These student perspectives not only highlighted their learning challenges and successes but also informed how teacher professional learning could better align with and support student needs.



In 2025, RPPL will work to integrate the feedback we received into the next iteration of our Learning Agenda.

What We Heard From **Teachers**

Explicit follow-through mechanisms and reflection opportunities to bridge the gap between PL and classroom practices are needed.

What We Heard From **Teachers and Students**

- Fostering effective, meaningful, and inclusive educational practices is important.
- There is no single “best” approach to PL – flexibility is key.
- Quality is more important than quantity.
- There is a disconnect between PL content and its application in the classroom.

What We Heard From **Students**

Technology, particularly AI, has the potential to support personalized learning.

Engagement by the Numbers

142

average live webinar attendees

59

average Brown Bag attendees

110%

LinkedIn follower increase

38,128

total website visits

31%

newsletter subscriber increase

Sharing Our Learnings

LinkedIn Article

[Collaboration is a Game Changer for Measuring Teacher Professional Learning](#)

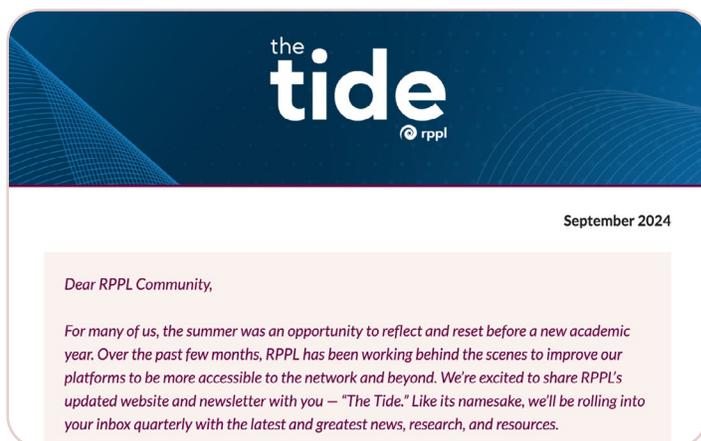
- In this article, representatives from RPPL and member organizations Instruction Partners, Leading Educators, and UnboundEd argue that increased partnership and collaboration across the PL field is necessary to succeed in developing measurement strategies that improve teacher learning, and ultimately, student outcomes and experiences.

Webinar Series

- We launched our first webinar series, providing an opportunity for those within and outside the network to hear directly from leading PL researchers on their findings and what they mean for the broader field.
- [National Trends in District Spending on Teacher PL](#)
- [Building a Research Infrastructure for Studying PL: Learnings from RPPL's Early Years](#)

RPPL's New Look

- As part of our movement to make the latest PL research and learnings accessible and digestible, RPPL updated its communications platforms. Our new website features an Insights Hub, where RPPL publishes our latest findings for the broader field, and an Internal Hub, which provides priority access to additional tools, research, and information for our network organizations. "The Tide," which rolls into inboxes quarterly to share the latest news and learnings with our subscribers, also got a splashy new look. RPPL redesigned its monthly network newsletter, the "RPPL Round-Up," to keep the network in the loop about RPPL's most important updates.



Looking Ahead to 2025

Our foundational work of building necessary shared learning and research conditions in 2024 will allow our network to begin enacting research findings in 2025. To ensure those findings are practical and applicable in classrooms across the country, RPPL will focus on incorporating both teacher and student voices into our work.



Research

We will continue to strengthen our data collection and will begin preliminary analysis across our portfolio of 23+ studies. We will also build a more robust researcher network.

District Collaboration:

Spotlight on Montgomery County + Baltimore City Experiment

RPPL has launched a series of research partnerships with individual districts that allow for co-designed collaborative research around high-impact district-led PL. In one new partnership with Baltimore City Public Schools and Montgomery County Public Schools, we are launching experimental interventions that will allow us to **study the role teacher choice can play in building PL engagement and effectiveness.**

"We are thrilled to be working with RPPL to improve PL, which we know is a critical lever to improving outcomes for all students. This partnership allows us to transform the latest research into practice in ways that meet the unique needs of our district."

— District Affiliate Margie Lope Moutsatsos,
Montgomery County Public Schools



Ecosystem Learning and Development

We will continue to offer and improve upon shared learning activities within and external to our network on prioritized topics.

Artificial Intelligence:

We are launching a network-wide scan to understand how our network perceives AI in PL, specifically regarding their investments in AI, the problems they aim to solve, and the tools and products they use.

Equitable Frameworks:

We are piloting an Equitable Framework for PL-focused research-practice partnerships that RPPL created in collaboration with network organizations and researchers in 2024.

Collective Measurement:

RPPL will pilot our new [Measurement Toolkit](#) across our network to ensure that we are gathering comparable data on a series of metrics focused on ELA curriculum-based PL.

PL Position Paper:

We will launch a seminal paper in partnership with Learning Forward, the Learning Policy Institute, NIRN, and Rivet Education that elevates, defines, and describes 10 core high-quality professional learning (HQLP) design features. It offers a unified approach to PL, ensuring consistency, efficacy, and sustainability across diverse educational settings.



Enabling Conditions

We are building on enabling conditions work to better tool, strengthen, and grow our network to support our research and learning in 2025 and beyond in these areas:

Shared Measurement:

Building on RPPL's success in developing a field-wide ELA measurement framework and toolkit, RPPL will convene math PL providers in 2025 to co-develop a shared math measurement framework.

Data & Infrastructure:

RPPL is working with partners at the University of Pennsylvania, the Annenberg Institute at Brown University, and network organizations to collect, store, de-identify, and visualize cross-organization data on shared measures.

AI Co-lab Landscape Analysis:

RPPL will conduct an AI scan across our network in early 2025 and engage with researchers to ultimately update our Learning Agenda with the most pressing and relevant research questions around AI in teacher PL.

Expanded Network Engagement:

New opportunities for our network to learn and innovate collectively will include the launch of coffee chats, thought leader sessions, and more.

Continuing to Grow our Network:

We are expanding entry points into our work for our District Affiliates and building out a more robust researcher arm of our network.

Coaching:

RPPL is funding a series of studies that aim to better understand the design features of successful instructional coaching. We are also developing and validating an automated tool based on our framework of coaching moves to unpack the moment-to-moment interactions between teachers and coaches.



Impact in 2024 and 2025

In order to gather feedback on our impact, fuel our continuous improvement efforts, inform our future research and programming priorities, and serve as a baseline for our strategic planning in 2025, we launched a network survey in the fall. This survey helps us understand RPPL’s impact and progress toward the goals we set at the beginning of 2024 to achieve by the end of 2025. We’re on track to meet, or have already exceeded, nearly all of these goals.

Highlights

Survey Questions		2025 Target (% agree/ strongly agree)	2024 Status Are we on track?
Alignment and Value	“RPPL provides significant value to my organization.”	80%	84% – Exceeded
Impact and Capacity Building	“RPPL is establishing the right research infrastructure for sustainable, equity-driven research with district and school partners.”	80%	94% – Exceeded
Shared Learning, Engagement, and Collaboration with RPPL	“RPPL is advancing the field’s learning.”	90%	98% – Exceeded
	“RPPL fosters collaborative efforts that generate new knowledge and insights within the network.”	90%	96% – Exceeded
	“We turn to RPPL’s resources as our primary source on PL.”	90%	75% – On track

*71% response rate across Members, Affiliates, and Affiliates+

“We have used resources received from RPPL or organizations we have been connected to through RPPL to improve our measurement tools. The resources provided by RPPL on how to create more equitable structures for research have also been influential to our work.”

— Affiliate Organization

We asked our network “How has RPPL provided value to your organization?” Here’s what we heard:



Thank you to RPPL's 2024 supporters:



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