

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. Key design features of PL and their influence on teacher engagement and skill development.
 - a. Personalizing PL
 - b. Teacher agency
 - c. Social accountability
 - d. Feedback
2. System conditions to support adult learning:
 - a. Instructional coherence
 - b. Leadership

Our Learning Agenda

DESIGN FEATURES

PL CONTENT

1. Increasing Teacher Engagement

Teacher Agency

Personalizing PL

Guided Adaptation

Social Accountability

2. Accelerating Skill Development

Mindsets

Reflection & Calibration

Feedback

Intensity & Dosage

Sequencing

3. Sustaining Long-Term Enactment of New Practices

Making PL "Sticky"

Leveraging Incentives

Developing Expertise

4. Improving the Conditions for Adult Learning

Leadership

Colleagues & Collaboration

Teacher Evaluation

Instructional Coherence

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.

🕒 Completed Studies: 9 | Studies in Progress: 21

INCREASING TEACHER ENGAGEMENT

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Designing Effective PL Routines	Social Accountability: Are teachers more likely to sustain shifts in practice when reflection time builds in peer accountability structures?	Annenberg Institute at Brown University; Montgomery County, MD; Boston, MA J. Papay, H. Hill, A. Boguslav, K. Larned, C. Fagan, K. Bekkedahl	In Progress 🕒 Ongoing through Fall 2025
Designing Effective PL Routines	Teacher Agency: Are teachers more likely to sustain shifts in practice when given greater agency over how they spend PL time?	Annenberg Institute at Brown University; Montgomery County, MD J. Papay, H. Hill, A. Boguslav, K. Larned, C. Fagan, K. Bekkedahl	In Progress 🕒 Ongoing through Fall 2025
Building School Teams	Social Accountability: Are teachers more likely to sustain shifts in practice when they attend PL events as a school team?	UnboundEd; National A. Husain, S. Lin	Complete ✅ Learn More
Anticipating Common Misconceptions	Guided Adaptation: 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	In Progress 🕒 Ongoing through Summer 2026
Improving Teachers' Equitable Mathematics Instruction Through Integrating Automated Feedback and Coaching: A randomized controlled trial	Personalizing PL: 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	In Progress 🕒 Ongoing through Summer 2026
Accelerating Teacher Learning through Coaching Routines that Integrate Automated (AI) Teacher Feedback	Personalizing PL: How do coaches and teachers use TeachFX in coaching sessions?	Center for Public Research & Leadership at Columbia University, Teaching Matters Manhattan, NY; M. Moura	In Progress 🕒 Ongoing through Summer 2026
Contextualizing Professional Learning and Teacher Motivation	Personalizing PL: What are the most effective data points to contextualize PL to specific schools?	Leading Educators T. Tasker, R. Taylor-Perryman, L. Meili	Complete ✅ Learn More
Telescope Network Descriptive Study	Teacher Agency: How are the participants in Telescope engaging with the program and what are their outcomes?	Wheelock Educational Policy Center, Annenberg Institute at Brown University, Telescope Network, Boston Teachers Union; Boston S. Baloch, O. Martin, K. Larned, B. Krall, J. Papay, N. Schwartz	Study Complete 🕒 Report in Progress

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ACCELERATING SKILL DEVELOPMENT

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
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; New York City, Chicago, Arkansas, Texas H. Hill, J. Papay, N. Schwartz, H. Carter, B. Krall	Complete  Learn More
Reading Reimagined	Intensity & Dosage: How do PL organizations approach designing PL to support the use of Rapid Online Assessment of Reading (ROAR) and understanding of the decoding threshold?	AERDF, TNTP, ANet, Springfield, MA and Los Angeles, CA, N. Schwartz, O. Pagan, K. Bekkedahl, B. Krall	In Progress  Ongoing through Fall 2025
Exploring the PL Landscape: Understanding District PL Systems	Feedback: How can Guilford County Schools leverage and adapt the current data collection infrastructure to efficiently collect key coaching implementation and outcome data to support the evaluation and improvement of the coaching program?	Guilford County, NC, A. Boguslav, Y. Hamaguchi	In Progress  Ongoing through Fall 2026
Designing Effective PL Routines	Dosage: How should PL designers allocate the limited available time across (a) building teachers' beliefs about and conceptual knowledge of new instructional practices and (b) providing teachers with concrete strategies for implementing new instructional practices?	UnboundEd, National, H. Hill, J. Papay, C. Davis, O. Pagan, A. Boguslav, C. Fagan, K. Bekkedahl	In Progress  Ongoing through 2026
Coaching Moves	Feedback: 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	In Progress  Ongoing through Winter 2025
Contextualized Recipes for Impact: Using qualitative comparative analysis to identify the combination of conditions and PL design features that enable or prevent impact	Sequencing: 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	In Progress  Ongoing through Summer 2026
Exploring the Impact of Thinking Routines & Professional Learning Delivery Models on Teacher & Student Outcomes in Mathematics Education	Mindsets: 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	In Progress  Ongoing through Summer 2026
A New Perspective on PL for Math Teachers	Mindsets: 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	In Progress  Ongoing through Summer 2026
Supporting Teachers' Use of Math HQIM Across Contexts: How sequencing and feedback can better promote new teacher professional learning	Feedback: How does the type of observation-based feedback (i.e., numeric scores or holistic) that teachers receive in coaching conversations impact their instructional practices?	University of Virginia, Teach For America, Annenberg Institute at Brown University; National J. Cohen, J. Papay, A. Boguslav, Y. Hamaguchi, B. Krall	In Progress  Ongoing through Summer 2026
Transforming Student-Centered Math Coaching: Leveraging AI for effective feedback and coaching conversations	Feedback: How can natural language processing of coaching conversations inform the development of an AI-engineered feedback tool for coaches that supports student-centered coaching?	Teaching Lab; National S. Worthman	In Progress  Ongoing through Summer 2026

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SUSTAINING LONG-TERM ENACTMENT OF NEW PRACTICES

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Supporting New Curriculum Implementation in Chicago	Developing Expertise: How does Chicago's school support strategy affect teachers' experiences of Skyline curriculum implementation?	Teaching Lab; Chicago, IL C. Fagan, H. Hill, M. Kingan, B. Krall, J. Papay, N. Schwartz	Study Complete 🕒 Report in Progress
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, TN C. Heinrich	In Progress 🔄 Ongoing through Fall 2029
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	Complete ✓ Learn More

IMPROVING THE CONDITIONS FOR ADULT LEARNING


Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
National Trends in District Spending on Teacher Professional Learning	Leadership: 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, K. Bekkedahl, B. Krall	Complete ✓ Learn More
AI in Professional Learning: A Landscape Analysis	Instructional Coherence: How are organizations and districts currently using AI for teacher PL?	Annenberg Institute at Brown University; National S. Alicea, B. Krall, P. Sundar, N. Schwartz	Complete ✓ Learn More
Rhode Island Instructional Coaching Corps: Exploring the Implementation of a State-Funded Coach Training Program	Teacher Evaluation: What are the key learnings from state-level recruitment, training, and ongoing support that can inform future coach training and development?	Annenberg Institute at Brown University; RI J. Papay, N. Schwartz, O. Pagan, K. Bekkedahl	In Progress 🔄 Ongoing through Summer 2025
Exploring the PL Landscape: Understanding District PL Systems	Instructional Coherence: How does access to and engagement with PL opportunities vary based on teacher and school characteristics?	Annenberg Institute at Brown University; Lowell, MA A. Boguslav, C. Fagan	In Progress 🔄 Ongoing through Winter 2025
Exploring the PL Landscape: Understanding District PL Systems	Agency: What types of PL opportunities are districts currently providing, and how does this vary across school contexts within the districts?	Annenberg Institute at Brown University; Baltimore, MD, and Montgomery County, MD J. Papay, A. Boguslav, K. Larned, C. Fagan, K. Bekkedahl, Y. Hamaguchi	In Progress 🔄 Ongoing through Winter 2025

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STRENGTHENING PL CONTENT & CONTEXT

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Unlocking the Potential of EL Education's Math Approach to Create Equitable, Capable, and Courageous Math Communities for All	Supportive Classroom Environments: Are associations between implementation and student outcomes moderated by teacher-student relationships?	EL Education, National Implementation Research Network; Washington, DC D. Patel	In Progress  Ongoing through Summer 2026

MEASUREMENT & DATA COLLECTION

Study	Design Feature & Research Question	Orgs, Sites, Researchers	Status
Exploring Student Work in Grades 6-8 Mathematics	Measures: 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, K. Larned, Y. Hamaguchi	Study Complete  Report in Progress
PLC on Shared Measurement in ELA	Measures: 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, C. Fagan, A. Nurshatayeva	In Progress  Ongoing through Fall 2026
Building R&D Infrastructure and Data Repository	Measures: 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	In Progress  Ongoing through Fall 2025