

2025 Annual Report

Currents of Innovation

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Letter from the Co-Chairs

When we first began imagining what would become the Research Partnership for Professional Learning, the idea didn't even have a name. It started pre-pandemic with a small group of nonprofit leaders, researchers, and funders who simply believed that professional learning could—and should—be strengthened through a clearer understanding of what works. What we knew then, and continue to believe now, is that **research should guide how we approach our work in education**. Today, that belief shows up in how we work together: studying teacher learning to identify, share, and enact professional learning that strengthens teaching and supports students' learning and well-being.

RPPL has since exceeded our wildest expectations. Neither of us imagined that in just four years we would assemble such a broad, passionate, and motivated coalition committed to improving teaching and learning. This progress reflects not only Stacey's leadership, which has been instrumental, but also the collective leadership of every partner in the network. **RPPL's strength lies in a community that shows up, contributes, questions, learns, and pushes the field forward together.**

This past year, that collective effort was unmistakable. In a time when districts across the nation face shrinking resources, political pressure, and changing technologies in AI, **RPPL has provided collective strength and support**. Across research, measurement, and field-building, the network advanced ambitious goals—and in many cases surpassed them. It is no small feat to do all of this at once, and we are deeply grateful for the energy and expertise that make it possible.

RPPL's publications continue to shape the field—from early briefs such as [Dispelling the Myths](#) to more recent releases featuring original research, including [The Cost of Improvement](#). Across this work, **the depth of analysis, accessible data visualizations, and strong uptake across the sector reflect RPPL's commitment to producing research that is both rigorous and usable**. The [Shared Measures Toolkit](#) and RPPL's growing district-professional learning organization-research partnerships further underscore the organization's role in helping the field align around meaningful, comparable ways to understand and improve professional learning. This

work is shaping how organizations design and refine professional learning to strengthen classroom practice and student experiences.

The reach of this work continues to grow—through thousands of downloads, tens of thousands of website visits, a steadily expanding community of practitioners, researchers, and leaders engaging with RPPL’s insights, and more districts and PL organizations using RPPL’s tools to guide improvement efforts. But metrics alone do not capture what matters most. **RPPL has created a shared space where organizations learn and build the field together, rather than in isolation.**

RPPL’s 2026–2028 strategic plan marks the organization’s next chapter—an invitation to deepen coherence across district and state systems, strengthen shared learning and measurement as core enabling conditions, and accelerate progress through a diverse portfolio of research studies. It is grounded in a clear, educator- and student-centered principle: ensuring students have access to a quality education starts with guaranteeing that every teacher has access to high-quality professional learning.

RPPL serves as a steady current in the field—helping our community stay connected, stay evidence-driven, and stay committed to supporting educators when they need it most. **This year’s annual report follows the currents of innovation running through our collaborative—where sustained effort and new thinking converge to push the field forward.** We invite you to carry this work forward with us into 2026 and beyond by strengthening evidence-based professional learning, advancing shared measurement and learning systems, and building the conditions that ensure educators have the support they need to serve every student well.

Chong-Hao Fu and Sarah Johnson

RPPL Co-Chairs



Executive Summary

This report marks the end of RPPL's 2024–2025 strategic plan and carries us into our next three-year chapter. Across the previous period, RPPL moved from building a research network to activating the field. RPPL's work now lives in classrooms, coaching conversations, district decisions, and organizational practice.

Our three pillars of **Research, Enabling Conditions, and Ecosystem Learning and Development** form a connected engine for continuous improvement. The next sections of this report describe the work that we've done in each of these areas, and how we will deepen and scale this work in coming years.

RESEARCH STUDIES AND KNOWLEDGE GENERATION

GOAL: RPPL will accelerate high-impact research in PL, ensuring AI tools enhance teacher development and instructional impact, which in turn supports positive student classroom experiences and academic outcomes.

ACCOMPLISHMENTS:

- » Narrowed and deepened focus areas within our Learning Agenda based on network feedback.
- » Executed on all of our new research projects!
- » Expanded Shared Measurement work and toolkit.
- » Secured funding to support a 2026 RFP for our next set of RPP contributing studies.

ENABLING CONDITIONS FOR RESEARCH AND LEARNING

GOAL: RPPL will strengthen research infrastructure, measurement, and data sharing across districts and PL organizations that enable RPPL, and the field more broadly, to do rigorous research that builds, disseminates, and enacts the PL evidence base.

ACCOMPLISHMENTS:

- » Expanded the network by 25 entities (new researchers and districts).
- » Fully leveraged our data infrastructure for research.
- » Piloted and launched the RPPL Research Framework for PL-focused RPPs.
- » Completed network AI scan; continued AI R&D related to coaching moves.

ECOSYSTEM LEARNING AND DEVELOPMENT

GOAL: RPPL will create a collaborative ecosystem grounded in shared network learning where AI product developers, researchers, PL providers, and districts align efforts to drive meaningful improvements in teaching and learning.

ACCOMPLISHMENTS:

- » Released 7 major publications, with increased uptake/ downloads and usefulness.
- » Expanded the types and amount of network offerings.
- » Hosted annual convening.
- » Presented at 5 conferences: AEF, AERA, AIMS, Learning Forward, and SREE.

Research **Studies and Knowledge Generation**

RPPL's Research Findings **05**

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RPPL's Research Findings Are Changing PL Experiences Across the Country

10,000+
Teachers & Coaches

70+ Organizations
& **16+** Districts

8,000 teachers in Montgomery County, MD, participated in a model of district-led CBPL designed to be more relevant and likely to change how they teach.

3,000 TFA corps members are receiving better, more actionable feedback about their classroom observations.

50 coaches from the Memphis Teacher Residency and with the Capitol Region Educational Council in Connecticut will receive professional support explicitly designed around RPPL's coaching moves framework.

Engaged in research projects to improve their work and build evidence for the broader network.

RPPL builds research-practice partnerships centered on real PL design needs that **create immediate practice-level change in teacher PL**, while also **growing the field’s shared understanding** of what works, for whom, and in what contexts to improve classroom teaching for students the furthest from opportunity.

We’re excited to share **early evidence** that we are **delivering on that promise**.

Put simply, **teachers are learning differently as a direct result of what RPPL is studying and sharing**. We are building momentum for change!

In 2025, RPPL funded and launched **27 new studies**.

In 2026, we will launch **7 additional contributing studies** focused on PL with AI.

98%

of RPPL organizations agree that **RPPL is advancing the field’s learning**.*

How We Work: Partnerships That Power Sustained Research and Field Impact



Long-term collaborations with districts, PL orgs, and researchers turn single studies into multi-year learning cycles.



These partnerships **replicate, scale, and refine** what works—accelerating improvement across systems.



Intermediaries and funders align around shared data and measures to drive consistent learning.



A narrower research agenda shaped by partner needs and focuses on what matters most.

- » **Design Features:** Personalization, Choice, Accountability, and Feedback.
- » **PL Landscape:** Equity and Variation in Access, Spending, Scale, and Dosage.
- » **System Conditions:** System and Instructional Coherence, Leadership, and AI-enabled PL.

Our 2025 Studies

Read more in our [Portfolio of Studies](#)
and our [Learning Agenda](#).

Study Spotlights

ANCHOR STUDIES

Led by RPPL Research Team

Examples:

- » Teacher Agency in Montgomery County
- » Coaching Moves
- » Literacy Coaching in Rhode Island
- » AI-enabled PL

SUPPORTING STUDIES

Supporting RPPL's partners in their research endeavors

Examples:

- » [Rapid Online Assessment of Reading \(ROAR\) Implementation Guide](#): AERDF
- » [Teacher Feedback on Student Work](#): EdLight

CONTRIBUTING STUDIES

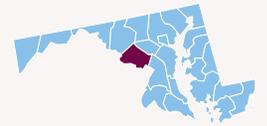
Led by network organizations and researchers and funded by RPPL

Examples:

- » “Exploring the Impact of Thinking Routines & Professional Learning Delivery Models on Teacher & Student Outcomes in Mathematics Education” ([American Institutes for Research - Center on Great Teachers](#) and [Throughline Learning](#))
- » “Contextualized Recipes for Impact: Using qualitative comparative analysis to identify the combination of conditions and PL design features that enable or prevent impact” ([Leading Educators](#))
- » “Improving Teachers’ Equitable Mathematics Instruction Through Integrating Automated Feedback and Coaching: A randomized controlled trial” ([Guilford County Schools](#), [Harvard University](#), [M Powering Teachers](#), [Stanford University](#), and [University of Maryland](#))
- » “Supporting Teachers’ Use of Math HQIM Across Contexts: How sequencing and feedback can better promote new teacher professional learning” ([Annenberg Institute at Brown University](#), [Teach For America](#), and [University of Virginia](#))



Teacher Agency in Montgomery County



WHAT THIS STUDIES: PL Design Features, Choice

STUDY

Montgomery County Public Schools (MCPS) randomly assigned teachers to choose their own PL track or to a track chosen by their principal.

RESULTS

Teachers assigned to *more choice* found **the content more engaging**, but **not any more relevant or impactful** for improving their instruction.

IMPACT & WHAT'S NEXT

MCPS has already **shifted PL strategy** for the coming year. Together, we are **co-developing a next set of design studies**, and our network is exploring the idea of **guided choice** in PL.



Top: Marjorie Lope Moutsatsos, Director, Professional Learning, Montgomery County Public Schools

Bottom: Kate Larned, PhD, Senior Research Associate, Annenberg Institute at Brown University



Study Spotlight Coaching Moves

WHAT THIS STUDIES: System Conditions, AI-enabled PL

RESEARCH PROJECT

Develop tools and infrastructure to understand the specific things coaches do and say to support teachers—dubbed “coaching moves.”

RESULTS

We developed:

1. [The Coaching Moves Framework](#), which provides a **common language** that can be used across coaching models and contexts in both research and practice.
2. An **Automated Detection of the Coaching Moves Tool**, which uses AI to detect coaching moves from transcripts of coach-teacher sessions, to better understand what coaching moves are effective for whom and under what conditions.

IMPACT & WHAT’S NEXT

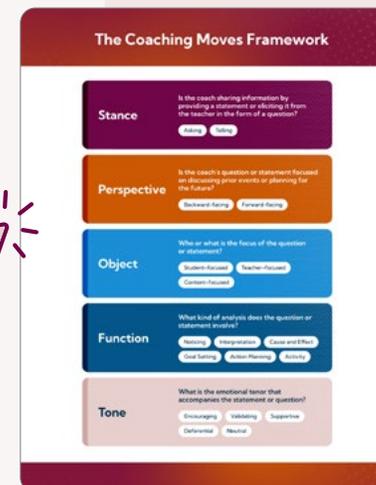
Several [network organizations](#) are already using the Framework as a key source for their coach training. In 2026, we’ll share actionable tools like a [Coaching Moves Log and Pocket Guide](#).

Early results suggest automated detection requires 95% less time than manual coding. We’re continuing to add transcript data and build out a tool that returns timely and actionable data to coaching providers about the kinds of coaching taking place across teacher-coach pairs.

“The Coaching Moves Framework lays the groundwork for researchers and practitioners to identify and analyze the most impactful coaching moves across diverse contexts, thereby guiding best practices in educator development.”



– Shaye Worthman, PhD
Senior Director of Learning & Research
Teaching Lab

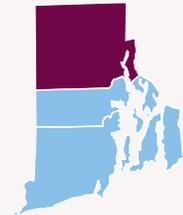


Click to check out our Coaching Moves Pocket Guide for more details



Study Spotlight

Literacy Coaching in Rhode Island



WHAT THIS STUDIES: PL Landscape and System Conditions, Coaching and Leadership

STUDY

In the context of a multi-year grant for districts in Rhode Island, RPPL is working to understand the ways that literacy coaching is operationalized and supported through vendor-led training, how coaching for curriculum implementation is playing out across those districts, and how teachers are responding to coaching.

RESULTS

1. **Locally hired coaches** are more quickly integrated into schools than those new to districts.
2. **Vendor-provided trainings for coaches** led to positive growth for coaches and teachers.
3. School leaders are in need of more support around how to be **instructional leaders**.

IMPACT & WHAT'S NEXT

The Rhode Island Department of Education (RIDE) is incorporating more robust leadership training as part of this year's program, alongside ongoing coach training, to support literacy HQIM implementation. We will continue our analyses of coaching activities, leadership practices, and teacher practices and beliefs to examine impacts.



Top: Tracy Fray-Oliver, Vice President, Bank Street Education Center, Bank Street College of Education

Bottom: Aaron Anthony, PhD, Director of Analytics and Operations, University of Pittsburgh Institute for Learning



Study Spotlight

AI in PL

WHAT THIS STUDIES: System Conditions, AI-enabled PL

RESEARCH PROJECT

We surveyed our network to get a more detailed understanding of organizations’ investments in AI, their intended use cases, and the biggest challenges and research needs they are grappling with in the field.

RESULTS

AI in Professional Learning: A Network Survey of PL Providers, released in June, highlighted current uses of AI, emerging opportunities for AI research, and RPPL’s strategic priorities regarding AI-enabled PL.



KEY INSIGHT: About half of the PL providers surveyed are actively investing in AI solutions. Their top priorities were

- 1) enhancing data analysis and insights, and
- 2) personalizing teacher learning experiences.

We have a better understanding of how our network is thinking about **“PL with AI”**: PL where AI serves as an engine for shifting teacher knowledge and instructional skill. Rather than learning about AI, this approach to PL leverages AI in the professional growth process with the tools acting as a catalyst for **scaling, differentiating, and augmenting PL**.

IMPACT & WHAT’S NEXT

RPPL funded three AI-focused Contributing Studies in 2025 and will be funding seven more in 2026 to add to the PL with AI evidence base. These investments are designed to move the field beyond early experimentation by identifying design features that demonstrably improve teacher learning and instructional practice.

Looking ahead, RPPL will focus on accelerating the responsible scale and use of AI-enabled tools aligned to evidence-based PL practices, while rigorously studying how these tools support instructional coherence and deeper student learning.



[Click to check out our AI in PL report for more details](#)



Highlights: 2025 Publications

From our studies and projects, RPPL produces publications, which include **both research findings and actionable resources** for organizations, researchers, districts, and policymakers to apply to their work. Together, these publications are shaping how the field understands, measures, and invests in PL that drives lasting change for educators and students.

94%

of RPPL organizations agree that RPPL's research and publications contribute to their understanding of evidence-based PL practices.*

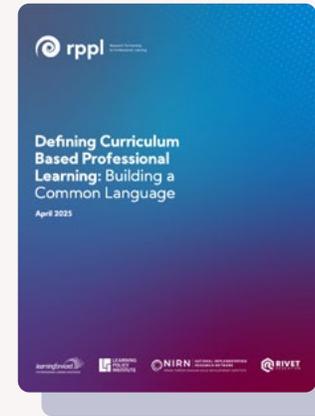
89%

of RPPL organizations agree that they consistently turn to RPPL's resources as their primary source of evidence on PL.*

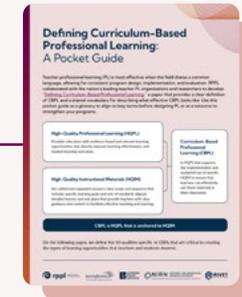
Coaching Moves: A Taxonomy and Framework



Defining Curriculum-Based Professional Learning



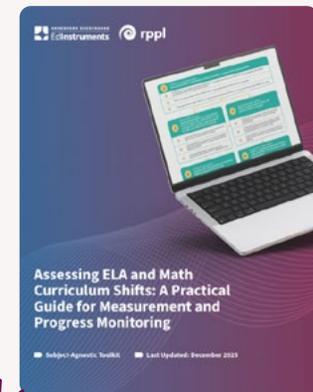
with Pocket Guide



The Cost of Improvement: How Districts Spend on Teacher PL



Shared Measurement Toolkit



Reprioritizing Relationships: Using Teacher PL to Strengthen Classroom Connections



with Interactive Map



Click on these key 2025 publications for more details

with Strategy Tables



*See page 20.

Publication Spotlight

Defining CBPL

Defining Curriculum-Based Professional Learning: Building a Common Language is a consensus of the nation's leading teacher PL organizations and researchers, produced by RPPL in partnership with Learning Forward, the Learning Policy Institute (LPI), the National Implementation Research Network (NIRN), and Rivet Education. It creates a **unified, shared understanding of high-quality professional learning (HQPL), with a focus on curriculum-based professional learning (CBPL).**

The paper establishes **concrete meanings for commonly used and interchangeable PL terms**, allowing the entire PL field to share a singular vocabulary and clear framework for effective, instructionally focused PL. This shared understanding will allow the field to **assess its own PL programming, make updates to ensure it aligns with the features of CBPL**, and ultimately enhance both teacher PL experiences and student outcomes.

It was published and disseminated through the RPPL network, social media, and co-author organizations' networks, with many presentations, features, and learning opportunities:

- » **Apr:** Presentation at AERA for district leaders and PL researchers.
- » **May:** Coffee Chat for RPPL's network.
- » **May:** Featured in Overdeck Family Foundation virtual session on PL.
- » **June:** Presentation at AIMS convening.
- » **Aug:** Featured in Curriculum HQ's [CBPL Pocketguide Q&A blog post](#).
- » **Sept:** Presentation on virtual session with NIRN and Rivet Education.
- » **Oct:** Webinar for the Indiana Learning Lab.



Left to right: Stacey Alicea, PhD, Executive Director, RPPL; Camea Davis, PhD, Director of Equitable Research Practice Partnerships, RPPL; Rebekah Hornak, Implementation Specialist, NIRN; Elizabeth Foster, Senior Vice President, Research and Strategy, Learning Forward; Marjorie Wechsler, PhD, Principal Research Manager, Learning Policy Institute; Litsy Witkowski, Co-Founder, Rivet Education, presenting a preview of the Defining CBPL paper at Learning Forward in Dec. 2024

Publication Spotlight

PL Spending

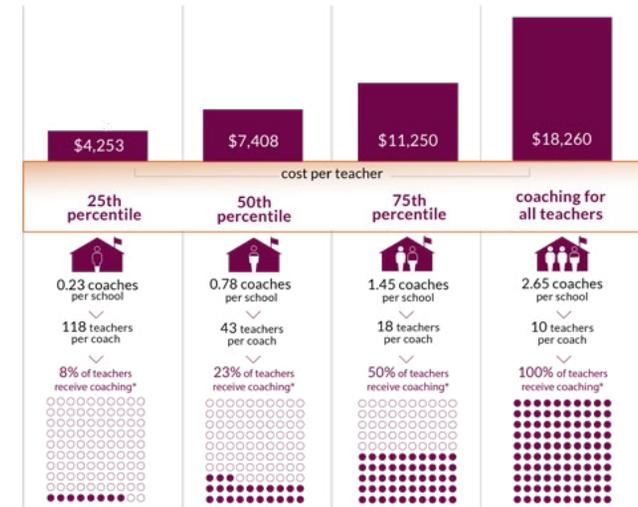
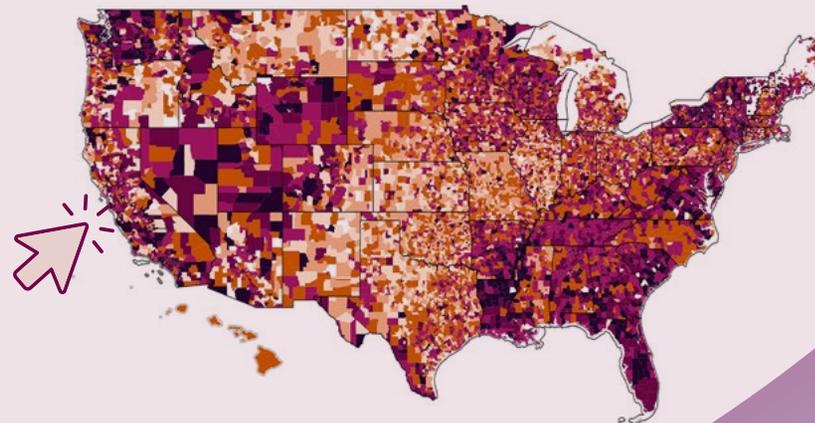
A synthesis of 20 years of national PL data—alongside an interactive map—reveals how districts invest in PL and where resources can be better aligned with impact, offering a data-driven foundation for more equitable, strategic, and transparent spending decisions across the field.

The Cost of Improvement: How Districts Spend on Teacher Professional Learning connects spending patterns with teacher learning opportunities, providing an unprecedented look at a national picture of district-level PL spending. It enables district and state leaders to benchmark their investments against peers to inform future investment strategy.

An accompanying interactive map allows users to explore district- and state-level spending patterns in more detail. It was also [featured in EdWeek](#).

At a moment when federal funding support for PL was at risk and budgets tightened, this analysis highlighted where strategic investments could have the greatest impact—and provided evidence to guide smarter decisions and strengthen the case for sustained investment in teacher learning.

Click to check out our interactive state-and-district-level map of spending for more details



*% is relative to a 1:30 coach:teacher ratio

The report highlights the discrepancy between what districts have historically spent on PL and what it would actually cost to provide sustained access to high-quality instructional coaching for all teachers.

Publication Spotlight

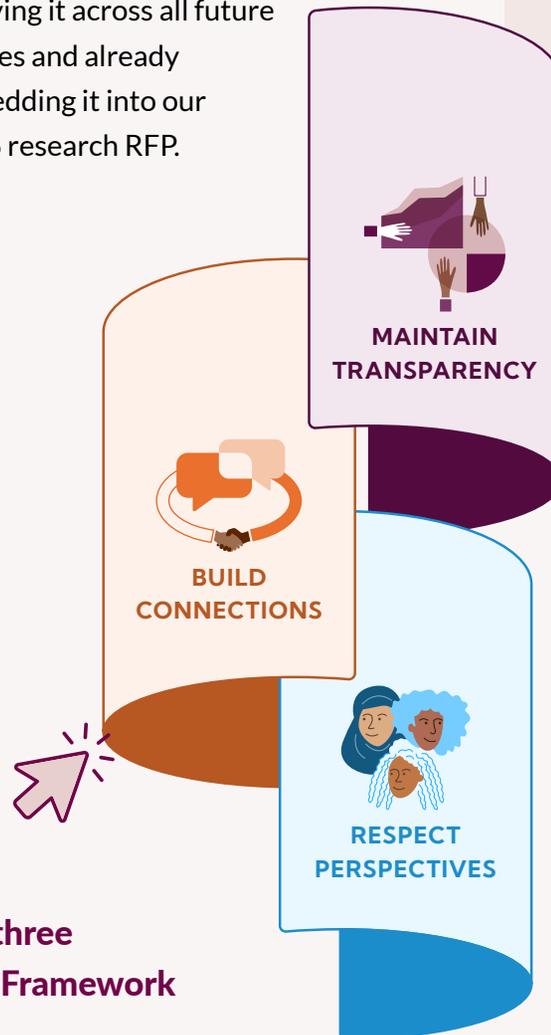
Research Framework

Over the past year, we co-created and piloted the **RPPL Research Framework** to strengthen research-practice partnerships and accelerate equitable, actionable impact for priority student populations.

The Framework establishes a **shared language** for the field, helping partners **align on key practices** that allow research to consistently inform high-quality PL and instructional improvement. Development was grounded in real-world testing, including piloting the Framework within active RPPL studies, embedding concepts into our community of practice, and a six-month-long internal learning space.

We formally launched the Framework at our 2025 Annual Convening, where enthusiasm was strong and 33 organizations joined as early adopters.

Looking ahead, RPPL will use the Research Framework as the foundation for our research partnerships, applying it across all future studies and already embedding it into our 2026 research RFP.



Click to check out the three tenets of our Research Framework

“ I was really excited for the Research Framework draft. I love that it lays out inclusive practices at different phases of the work. It’s something we can reference to guide our work and make sure we’re thoughtful about including partner voices at every step.

– Feedback from RPPL’s Research Framework Convening Session

Data Infrastructure

Unlocking faster, more scalable, more effective research

Our goal for 2025 was to build out the core infrastructure for collaborative, equity-centered research, and start using it in our work. This infrastructure allows us to securely bring together data from multiple partners, protect students and educators, and return timely, actionable insights to the field.

[Read more about the infrastructure we built.](#)

All the pieces of infrastructure needed for us to do this work form a house (next page).

*RPPL at AIMS June 2025 Convening,
"Designing In Community to Create Our Shared Future"*



90%

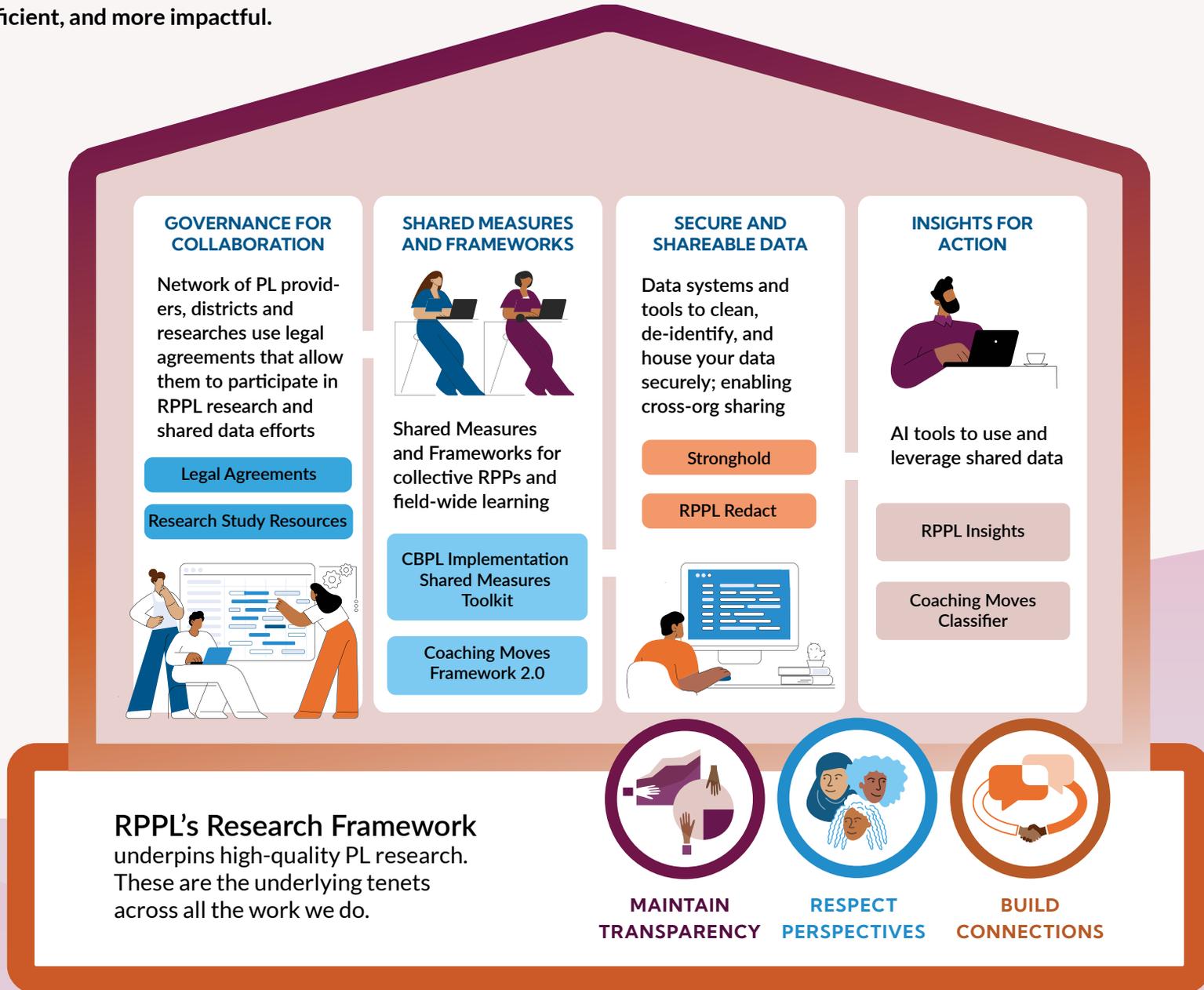
of RPPL organizations agree that RPPL is establishing the right research infrastructure for sustainable, equity-driven research with district and school partners.*

60%

of RPPL organizations who participated in Shared Measures work agree that RPPL has helped build their internal capacity to engage in shared measurement.*

*See page 20.

RPPL's data infrastructure combines secure data systems, standardized measures, data-sharing protocols, and AI-powered tools to make high-quality PL research faster, more efficient, and more impactful.



Taking a Closer Look at the Infrastructure

Our infrastructure tools—from RPPL Redact to RPPL Insights—are powerful on their own. When combined with shared measures, streamlined data-sharing agreements, and trusted partnerships, they enable accelerated research and learning.

	Infrastructure Resource	Format	Efficiency Contributions
GOVERNANCE FOR COLLABORATION 	Legal agreements (DSAs, DTUAs)	Resource bank of RPPL-specific data-sharing agreement templates	Speeds execution of legal agreements; reduces legal review burden; reduces time and effort to launch new studies
	Research Study Resources for RPPL Network	Playbook and resource bank for conducting district-PL organization-researcher studies	Streamlines study setup; reduces time and effort to launch new studies; reduces duplication
SHARED MEASURES AND FRAMEWORKS 	<u>CBPL Implementation Shared Measures Toolkit</u>	Bank of valid measurement items used across the RPPL network	Provides validated measures; reduces need to design assessments from scratch; enables cross-organization learning and strengthens data collection for research
	<u>Coaching Moves Framework 2.0</u>	Framework that synthesizes the existing coaching research into a taxonomy of researchable coaching moves	Broadens the scope of research of instructional coaching; enables consistent observation and analysis of coaching moves
SECURE AND SHAREABLE DATA 	Stronghold Secure Computing Environment	Platform for transferring, housing, and collaborating on shared confidential data	Enables and accelerates multi-institution, multi-partner research; eliminates need for custom secure environments; ensures data compliance
	RPPL Redact: Data Privacy Toolkit	Set of tools for anonymizing RPPL-collected audio and video data of coach-teacher-student interactions	Simplifies transfer of research-ready data; reduces human redaction time by 95–99%; enables privacy-compliant data-sharing
INSIGHTS FOR ACTION 	RPPL Insights (Includes Data Converter)	Custom tool for ingesting, converting, analyzing, and visualizing shared measure data	Simplifies transfer of research-ready data; streamlines data ingestion, analysis, and insight generation across sites
	Coaching Moves Classifier	Tool that uses large language models (LLMs) to identify instructional coaching moves from audio and video transcript data	Scales coding work; enables rapid feedback and trend identification; creates a new source of research-ready data

Enabling Conditions

for Research and Learning

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- Network Growth **21**
- Districts and States **22**
- A Growing Team **23**
- New Advisory Board Members **24**

Network Survey

We asked our network “How has RPPL provided value to your organization?” Here are the themes we heard:

At the end of each year, our network is surveyed about their experience and the impact of RPPL’s work on their practice. **Results from the survey are featured throughout this report and marked with an asterisk ***

The survey response rate was 90%, from 54 out of 60 network organizations who engaged with RPPL in 2025 (attended an event and/or engaged in research).

1. RPPL as a Field-Building and Convening Leader

Across survey responses, organizations emphasized RPPL’s role in elevating the PL field by convening like-minded organizations, advancing a shared research agenda, and creating a trusted space to engage with peers around equity-centered, evidence-driven PL.

“RPPL’s industry leadership in convening key stakeholders around driving a research agenda to improve K-12 professional learning is critical. By participating in the network, we have been able to stay abreast of the latest research, share and get feedback on our research with experts, and contribute to research in the field.”

2. Research and Shared Resources Shaping Organizational Thinking

Organizations describe using RPPL’s research, publications, frameworks, and shared learning resources to deepen their understanding of impact, strengthen alignment with evidence-based PL practices, and clarify challenges, opportunities, and priorities in the field.

“We have used RPPL’s research and publications to inform how we can improve our PL, make connections with organizations to aligned work, and elevate the importance of science PL, particularly as it pertains to equity, student agency, relevance, and outcomes for students.”

3. Concrete Changes to Practice, Design, and Measurement

Organizations reported making tangible shifts in how they design offerings, train staff, develop proposals, and approach measurement—front-loading research, refining surveys, adjusting coaching and PL models, and using RPPL’s shared measures and tools to guide more intentional, evidence-aligned decisions.

“RPPL has helped us think more deeply about systems for learning about our impact [and] provided us with a set of shared learning resources to strengthen our measurement tools.”

Network Growth

This year, we continued to focus on cultivating a collaborative environment from which new learnings and innovative ideas can spring. We provided differentiated opportunities for learning and engagement to three tiers of PL organizations, districts, and researchers.

We welcomed new entities into our network:

- » A **formalized researcher arm of our network**, expanded through an application process in the spring for Research Members and Research Affiliates.
- » **11 new affiliate organizations** joined.
- » **8 organizations matured from affiliates to Affiliates+** by engaging in research with us.

96%

of RPPL organizations agree that RPPL provides significant value to their organization.*

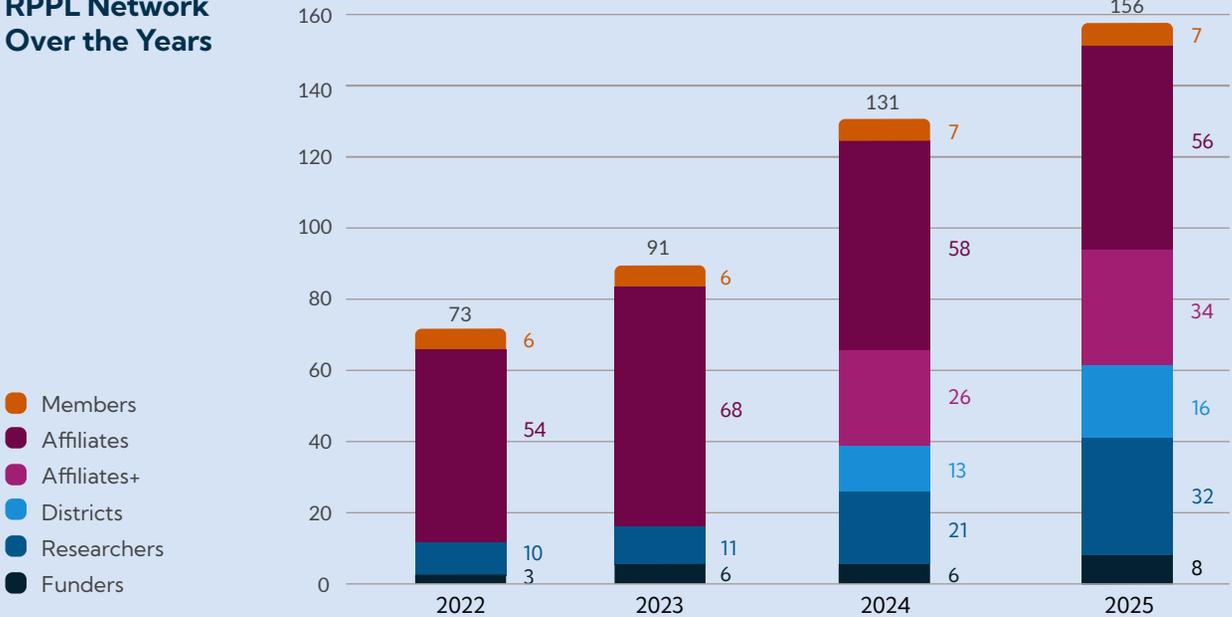
81%

of RPPL organizations agree that because of the RPPL network, they have developed or strengthened relationships with other organizations that led to collaboration.*

This year...

- Members** engaged in research, engagement groups, and learning
- Researchers** led studies, offered TA, and engaged in learning
- Affiliates+ and Districts** engaged in research and learning

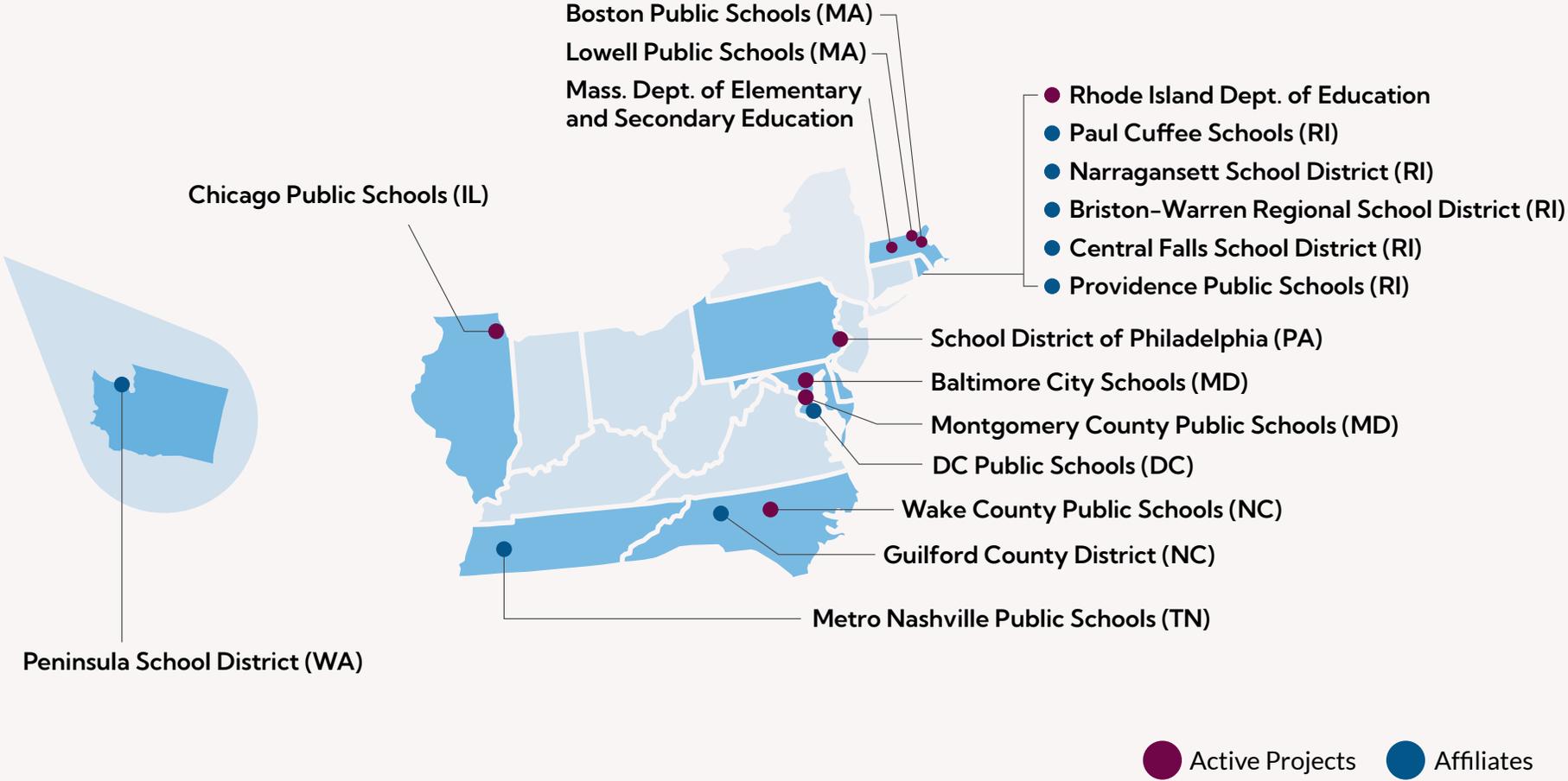
RPPL Network Over the Years



*See page 20.

Districts and States

We deepened our partnerships with school districts and state departments of education on key research projects, and saw increasing participation from leaders in shared learning opportunities across the year. **We are proud that our partnerships extend across eight states.**



A Growing Team

We expanded our internal team to better facilitate research and engagement within our network and cultivate new learnings.



Andrea L. Ochoa,
PhD (she/her)
Senior Research Associate



Mecca Snipe,
(she/her)
Program Coordinator



Claire Allen-Platt,
PhD (she/her)
Research Scientist



Nitika Tolani,
PhD (she/her)
Managing Director of
Learning & Engagement



Lorna Porter,
PhD (she/her)
Senior Research Associate

“ Professional learning is a powerful lever for change in education systems. I am passionate about conducting partnership-based research to inform professional learning efforts so that educators can engage in high-quality professional learning that supports them in addressing inequities in access to learning opportunities for a diversity of learners.

- Lorna Porter

New Advisory Board Members

We welcomed four new representatives to our Advisory Board, representing three member organizations and one new policy/affiliate representative.



Elizabeth Kelly,
PhD (she/her)
PL Org Rep, TNTF



Nadya Chinoy Dabby,
PhD (she/her)
Policy Rep, PowerMyLearning



Jabari Sims,
EdD (he/him)
PL Org Rep, Instruction Partners

Aliza Husain,
PhD (she/her)
PL Org Rep, UnboundEd



“ RPPL is at the forefront of leading research that PL organizations, district partners, and our funders are hungry for. The network is bringing the field together to make sure no one is left behind trying to figure out how to provide good teacher PL on their own.

- Aliza Husain

Ecosystem Learning and Development

Impact: Engagement by the Numbers **26**

2025 Annual Convening **27**

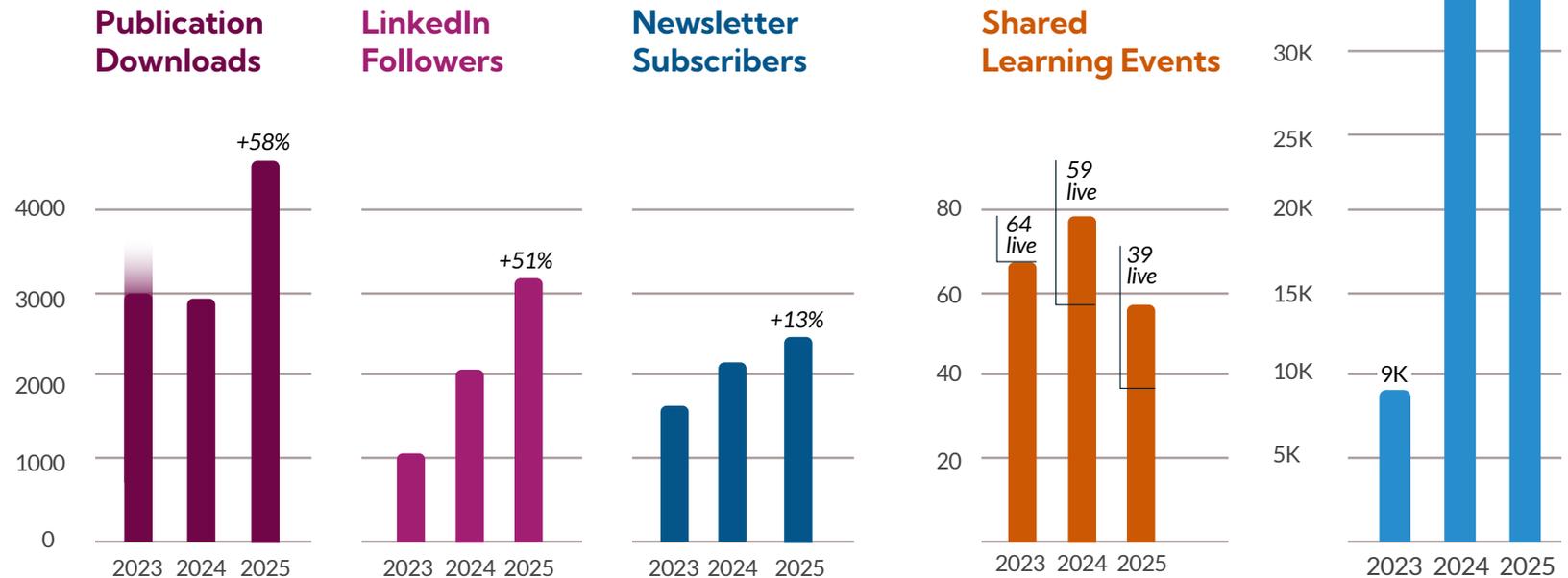
Expanded Network Engagement Opportunities **30**

Network Spotlight: Shared Learning **31**

Voices from the Network **32**

Impact Engagement by the Numbers

Beyond direct partnerships, our work is resonating across the field. Publication downloads, digital engagement, and participation in shared learning events demonstrate growing interest in research-informed approaches to teacher professional learning.



2025 Annual Convening

RPPL held our third annual convening, *Currents of Innovation*, in Washington, D.C., in November, welcoming attendees from across our network and the PL field for two days of learning.

Through panels, breakout sessions, workshops, and network-led discussions, participants dove into the research shaping the field and surfaced new ideas to strengthen educator learning nationwide. Together, the RPPL community celebrated both the enduring currents that sustain our work and the waves of change that carry it forward.

SESSION HIGHLIGHTS

PANEL: Converging Currents: Advancing Educator Learning Through Collective Action. Having Jazzmyne Townsend, 2025 DC Public Schools Teacher of the Year, at this year’s convening builds on the learning agenda review we launched with teachers and students in 2024 to incorporate more teacher and student voice in our work.

PANEL: Guiding the Current: The Future of Philanthropy in PL and PL Research. During the Q&A, funder panelists were asked, “From your grantees, with PL or new school models, what has sparked inspiration for you?”

WORKSHOP: Shaping the Wave: Adapting and Applying RPPL’s Research Framework Together. One attendee said the most

valuable takeaway from the convening was “the Research Framework and how it can help our organization engage in learning from our research in a thoughtful, intentional and reciprocal manner.”

TABLE TALK (Network-Led): Ripple of Conversations. Featured Talk: “Adopting Shared Measures Across an Enterprise: Lessons Learned, Current Impact, and Future Directions” | Co-led by Grant Van Eaton, PhD, Senior Researcher, Teach For America; Julie Cohen, PhD, Associate Professor, University of Virginia; and John Papay, EdD, Associate Professor and Director of the Annenberg Institute, Brown University.

150 attendees
from **72 PL orgs**, districts,
research institutions, and funders

97%

of attendees agreed/strongly agreed the convening helped them gain new insights of perspectives.*

94%

are likely/very likely to attend next year’s convening.*

2025 Annual Convening

cont.



“ We all need to be collaborating more often and more intentionally—across non-profits, researchers, districts, funders, etc. And we have the capacity to explore that through [RPPL’s] established structures.

- Convening attendee



Top: Funder panel at RPPL’s annual convening, “Guiding the Current: The Future of Philanthropy in PL and PL Research”. From left to right: Rachel Leifer, Gates Foundation; Sherly Chavarria, EdD, Lloyd A. Fry Foundation; Meghan McCormick, PhD, Overdeck Family Foundation; Titilola Harley, Gates Foundation; Brian Pick, Ed.LD; Charles and Lynn Schusterman Family Philanthropies

Bottom: “Converging Currents Advancing Educator Learning Through Collective Action” panel discussion. From left to right: Jabari Sims, EdD, Chief Program Officer, Instruction Partners; Adrienne Battle, EdD, Director of Schools, Metropolitan Nashville Public Schools; Jazzmyne Townsend, Instructional Coach, DC Public Schools; Chong-Hao Fu, CEO, Leading Educators; Robin Greatrex, PhD, Senior Managing Director, Corps Member Leadership Development Learning & Insights, Teach For America; John Papay, EdD, Associate Professor and Director of the Annenberg Institute, Brown University

2025 Annual Convening, cont.

“ Absolutely loved being able to join and think collectively around the work we’re doing with teachers and leaders—such great conversations, new thought partners, and was wonderful to experience the wave of grounded practicality mixed with innovation.

- Tiffany Peltier, Director of Professional Learning, NWEA



Top: Closing and Gratitude on Day 2. From left to right: Stacey Alicea, PhD, Executive Director, RPPL; Nadya Chinoy Dabby, PhD, Chief External Affairs Officer, PowerMyLearning

Bottom: Participants explored how the current PL landscape can inform district PL investments. From left to right: Adrienne Battle, EdD, Director of Schools, Metropolitan Nashville Public Schools; Priscilla Cole, Executive Director of Professional Learning, Metropolitan Nashville Public Schools; Josh Edelman, Chief Network Officer, Transcend Education



Expanded Network Engagement Opportunities

SHARED LEARNING

Brown Bags

- » Contextualizing Professional Learning and Teacher Motivation: Pilot Study Findings
- » Reimagining ‘Belonging’ within the Complex Systems of Teaching, Learning, & Coaching: An Approach toward Establishing Inclusive & Empowering Mathematics Classrooms
- » Culturally Responsive-Sustaining Education in Computer Science: Preliminary Findings
- » Beyond the Classroom: Strengthening Teacher-Student Bonds Through Professional Learning

Coffee Chats

- » Reciprocal Coaching Cultivating Teacher Appetite for Professional Growth
- » Coaching Moves Framework, Building a Common Language for Facilitating Coaching Conversations
- » Defining Curriculum-Based Professional Learning: Building a Common Language
- » Evidence-Based Design Through Research-EdTech Collaboration
- » From Proven to Viral – Scaling Teacher Professional Learning

Thought Leader Sessions

- » TNTP’s The Opportunity Makers

Learning Sessions

- » Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring

NETWORK ENGAGEMENT

Workgroups

- » Defining Curriculum-Based Professional Learning
- » Math Shared Measures
- » Research & Learning Toolkit

Co-labs

- » Professional Learning about and with AI
- » Research Framework: Responsive and Actionable PL Research

PLCs

- » Measuring ELA Curriculum

Research Capacity-Building Communities of Practice

- » Contributing Studies
- » Teacher Leadership in Chicago
- » Building RCT Capacity in PL Orgs

At the beginning of 2025, **RPPL expanded and differentiated the ways we engage and learn together** so that our collective can access and apply learnings quickly and with our support. We created spaces for smaller groups to get more intimate and 1:1 with researchers and teams, and included more variety across our offerings. More importantly, across these bodies of work, **we are innovating toward coherence**—ensuring that what we learn in one space strengthens and informs the next.

88%

of RPPL organizations agree that insights from RPPL’s shared learning opportunities have sparked internal discussions that influenced their PL design or delivery.*

94%

of RPPL organizations agree that RPPL offers the right shared learning opportunities for them to engage more deeply with the network.*

*See page 20.

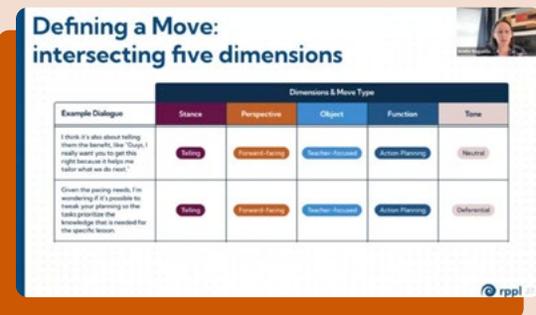


Shared Learning

COFFEE CHATS

Coaching Moves

Arielle Boguslav provided an overview of the Coaching Moves Framework for network organizations, and shared how coaches and coaching leads can use it as a tool for 1) creating a shared vision of coaching, 2) reflecting on and planning for coaching, and 3) collecting data on the moves coaches use.



Arielle Boguslav, PhD, Research Scientist, Annenberg Institute at Brown University, facilitating the Coaching Moves Coffee Chat

RESEARCH CAPACITY- BUILDING COMMUNITIES OF PRACTICE (COP)

Contributing Studies CoP

Teams from the nine funded contributing studies met across 2025 to share problems of practice, explore the emerging RPPL Research Framework, and receive technical assistance. Eighteen RPPL organizations attended six sessions across the year. **This structure accelerated shared learning, surfaced actionable insights across projects, and directly informed refinements to both individual studies and the RPPL Research Framework.**



Chicago Teacher Leadership CoP

RPPL kicked off a collaborative partnership between Chicago Public Schools and partner organizations to better coordinate efforts, share learnings, and conduct rigorous research to understand and improve the ways that teacher leadership can support instructional improvement in the district. Since the Fall

of 2025, the seven project partners have met three times as a community of practice, focused on identifying a set of shared measures to further shared learning across the district.

Chicago CoP Project Partners

- » Chicago Public Schools
- » Leading Educators
- » New Teacher Center
- » Teach for America
- » Teach Plus
- » Teachers Supporting Teachers
- » Teaching Lab

CO-LABS

Research Framework Co-lab

This Co-lab was designed to test and refine aspects of RPPL's Research Framework through hands-on application in our research projects. Through cross-functional team learning, hands-on pilots, and reflective sessions, RPPL teams **explored how to integrate the Research Framework's three core elements—relationship-focused, culturally attuned, and transparent—into RPPL's research, operations, and programs.**

Voices from the Network

“ [After leading a Brown Bag session on how the PL field can use different approaches to strengthen teacher-student relationships] Great conversation & some of the best audience questions I’ve had in ages... Big thanks for the opportunity!

- Hunter Gehlbach, PhD, Professor,
Johns Hopkins University



“ What makes the RPPL community different from other learning communities is the multiple ways you can engage within the community. The RPPL collaborative really helps people to find their point of entry and to share what they are deeply expert in, with an expansive [group] that believes deeply in the transformational power of professional learning.

- Sarah Elwell,
Assistant Director of Professional Learning,
American Federation of Teachers



“ We look to RPPL as an expert source for what works and what matters in PL. RPPL’s published reports are incredibly valuable. I can’t tell you how many times we’ve gone back to reference the conclusions and the studies in the *Building Better PL* paper.

- Karen Cornetto, PhD,
Vice President, Data & Evaluation,
Achievement Network



“ I would describe the RPPL Network using the word ‘inviting.’ If you want to be invited into a space where your ideas are respected and valued, and we get a chance to collaborate, think, and dream... be a part of this community.

- Nancy Hopkins-Evans, PhD,
Senior Science Educator,
BSCS Science Learning



Conclusion

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Priorities for the Year Ahead

Over the past two years, RPPL has built the foundation for a new era of professional learning research—faster, more connected, and designed for real-world impact. This work now enables our network to move from insight to action with greater coherence and depth in 2026 and beyond.

Following our three-year strategic plan, our 2026 priorities include:

Research Studies and Knowledge Generation

Execute RPPL studies and test different approaches to develop research learnings in three high-leverage areas

Fund and Execute Experimental Anchor & Contributing Studies

Enabling Conditions for Research and Learning

Better tool, strengthen, and grow our network to support our research and learning

Leverage Infrastructure for AI-Powered Research & Implementation

Ecosystem Learning and Development

Deepen district and state partnerships and shared learning experiences to support changes in PL practice and scale impact

Strengthen Cross-Sector Collaboration, Capacity, and Collective Impact

Thank You to Our 2025 Network and Supporters

[See Who's in the Network](#)

Network Organizations that Joined in 2025



Thank You to Our Current Funders



Researcher Network

Established in 2025

- Ariana Audisio | Leading Educators
- Kimberly Austin | CPRL
- Lauren M. Bagdy | University of Georgia
- Ryan Baker | University of Pennsylvania
- David Blazar | University of Maryland
- Julie Cohen | University of Virginia
- Dora Demszky | Stanford University
- Kyle M. Dunbar | Digital Promise Global
- Ximena Franco-Jenkins | University of North Carolina
- Judi Fusco | Digital Promise
- Hunter Gehlbach | Johns Hopkins University
- Diane Johnson | Lamar University
- Nicole Michelle Joseph | Vanderbilt University
- Gary R. Kirk | Virginia Tech, Center for Educational Networks and Impacts
- Jeffrey Kitrosser | Teaching Matters
- Constance Lindsay | University of North Carolina
- Jing Liu | University of Maryland
- Tia C. Madkins | University of Texas at Austin
- Jamaal S. Matthews | University of Michigan
- Sarojani Mohammed | Ed Research Works
- Anna Oliveri | Salve Regina University
- Maciej Pankiewicz | University of Pennsylvania
- Hillary Parkhouse | Virginia Commonwealth University
- Hallie Parten | University of Virginia
- Dan Reynolds | SRI Education
- Hannah Rosenstein | University of Maryland
- Krystal Thomas | SRI Education
- Andrew J. Wayne | American Institutes for Research
- Anne G. Wilhelm | Washington State University
- Jonee Wilscon | University of Virginia
- Katrina Woodworth | SRI Education



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for Professional Learning

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