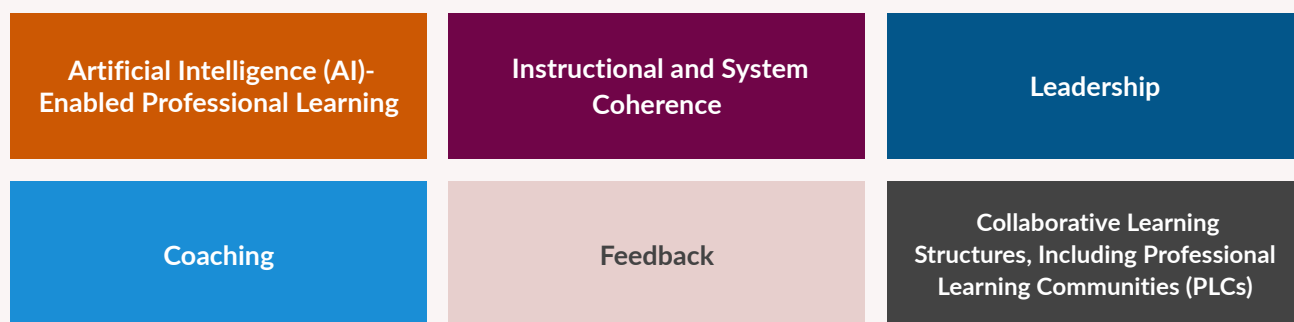


# Current Studies Portfolio

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](#).

RPPL partners with researchers, PL organizations, states, and school districts to build actionable evidence about what professional learning works, for whom, and under what conditions. Today, more than 70 organizations and 16 school districts are engaged in RPPL-supported research.

Building on network feedback and practitioner needs, RPPL's current research portfolio focuses on several interconnected areas of PL:



A major area of current investment is AI-enabled PL. Rather than evaluating AI tools in isolation, RPPL's studies examine how AI can strengthen coaching, feedback, collaborative learning, instructional planning, and leadership supports. As the portfolio grows, RPPL synthesizes learning across studies, contexts, and methodologies to generate actionable, evidence-based recommendations that strengthen PL research and support more effective implementation in practice.

Studies within each topic area are organized by progress to date. For brevity, one research question per study is listed.



**Currently in Progress: 32**



**Completed: 16**



# Our Research Studies

## Artificial Intelligence (AI)-Enabled Professional Learning





Study	Research Question	Orgs, Sites, Researchers			Status
Accelerating Teacher Learning Through Coaching Routines that Integrate Automated (AI) Teacher Feedback	How do coaches and teachers use TeachFX in coaching sessions?	Center for Public Research and Leadership at Columbia University (CPRL) and Teaching Matters	New York, NY	M. Moura	<b>In Progress</b> Ongoing through Fall 2027
Transforming Student-Centered Math Coaching: Leveraging AI for Effective Feedback and Coaching Conversations	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	<b>In Progress</b> Ongoing through Summer 2027
Precision, Not Prescription: AI as a Design Partner in Teacher Professional Learning	Does integrating natural language processing-generated power and pivot analyses into teacher-coach dyads improve the quality of coaching feedback and dyad discourse?	University of Michigan	Baltimore, MD, and Washington, DC	J. Matthews	<b>In Progress</b> Newly Launched
Investigating How AI Augments Evidence-Based Professional Learning	Can artificial intelligence reduce the implementation barriers that prevent evidence-based instructional strategies from reaching teachers across the full adoption curve?	Throughline Learning	Providence, RI	M. Ali, K. Rodriguez	<b>In Progress</b> Newly Launched
Improving Teachers' Equitable Mathematics Instruction Through Integrating Automated Feedback and Coaching: A randomized controlled trial	Does exposing teachers to the StudentTalk feedback in the context of a supportive coach-teacher relationship lead to measurable improvements in: <ul style="list-style-type: none"> <li>The total number of students who contribute to mathematical discussions;</li> <li>The equitable representation of student speakers by gender, English learner (EL) status, and minoritized background; and</li> <li>The equitable representation of student mathematical explanations, reasoning, and use of mathematical vocabulary?</li> </ul>	Harvard University and University of Maryland	Greensboro, NC, and Des Moines, IA	H. Hill, J. Liu	<b>In Progress</b> Newly Launched
Accelerating Multilingual Youth Achievement: Can GenAI Tools Accelerate the Impact of Teacher PL by Supporting Teachers to Plan and Students to Access Grade-Level Content?	To what extent does providing generative AI tools enhance the effectiveness of professional learning in supporting ELA teachers to sustain instructional practices that improve multilingual learners' academic achievement, English language development, sense of belonging, and self-efficacy?	Leading Educators	Detroit, MI	A. Audisio, R. Taylor-Perryman	<b>In Progress</b> Newly Launched

# Our Research Studies




\*Within each topic area, studies are organized by progress to date. For brevity, only one research question per study is listed.

 Completed Studies: 16 | Studies in Progress: 32








## Artificial Intelligence (AI)-Enabled Professional Learning (Cont.)

Study	Research Question	Orgs, Sites, Researchers			Status
AI Augmented Professional Learning Systems: Building Coherent, Effective Supports for Teacher Learning and Instructional Leadership	How do instructional leadership teams engage with AI during planning conversations and negotiate meaning between their own interpretations and AI generated suggestions?	Vanderbilt University's Peabody College	Nashville, TN	J. Russell	In Progress Newly Launched 
AI-Powered Professional Learning Communities	Does AI feedback on specific high-impact characteristics of PLC conversations and collaborative teaching practices augment and enable skill development and long-term enactment of new practices for participating teachers?	New Teacher Center	London, KY	L. Schmitt	In Progress Newly Launched 
AI in Professional Learning: A Landscape Analysis	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	Completed <a href="#">Learn More</a> 
Exploring Student Work in Grades 6-8 Mathematics	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	Completed <a href="#">Learn More</a> 

## Instructional and System Coherence

Study	Research Question	Orgs, Sites, Researchers			Status
Exploring the PL Landscape: Understanding District PL Systems	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?	Annenberg Institute at Brown University	Guilford County, NC	A. Boguslav, L. Porter, Y. Hamaguchi	In Progress Ongoing through Fall 2026 
Outcomes Based Contracting (OBC) for Curriculum Based Professional Learning	How is the outcomes-based contracting (OBC) process shaping the contracting and implementation decisions of PL providers and districts, and to what extent did PL providers and districts perceive the process as strengthening mutual accountability and continuous improvement?	The Center for Outcomes-Based Contracting	National	N. Schwartz, L. Porter, Y. Hamaguchi	In Progress Ongoing through Summer 2027 
Exploring the PL Landscape: Understanding District PL Systems	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, L. Porter, C. Fagan, K. Bekkedahl, Y. Hamaguchi	In Progress Ongoing through Spring 2026 

## Instructional and System Coherence (Cont.)

Study	Research Question	Orgs, Sites, Researchers			Status
<b>DESE Literacy Launch: Evaluating a State-wide Set of Literacy Initiatives</b>	What district or school-level conditions affect implementation and progress towards overall programmatic goals?	Annenberg Institute at Brown University, University of Virginia, Michigan State University, and University of Texas	MA	J. Papay, B. Boulay, K. Larned, E. Zorfass, A. Ochoa, N. Schwartz, O. Pagán, M. Iyer, J. Cohen, K. Wilson, A. Truckenmiller, S. Woulfin	<b>In Progress</b> Ongoing through Spring 2030 
<b>Exploring the PL Landscape: Understanding District PL Systems</b>	How does access to and engagement with PL opportunities vary based on teacher and school characteristics?	Annenberg Institute at Brown University	Lowell, MA	L. Porter, A. Boguslav, C. Fagan	<b>In Progress</b> Ongoing through Spring 2026 
<b>Contextualizing Professional Learning and Teacher Motivation</b>	What are the most effective data points to contextualize PL to specific schools?	Leading Educators		T. Tasker, R. Taylor-Perryman, L. Meili	<b>Completed</b> <a href="#">Learn More</a> 
<b>Reading Reimagined</b>	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, and Achievement Network (ANet)	Springfield, MA, and Los Angeles, CA	N. Schwartz, O. Pagán, K. Bekkedahl, B. Krall	<b>Completed</b> <a href="#">Learn More</a> 
<b>Contextualized Recipes for Impact: Using Qualitative Comparative Analysis to Identify the Combination of Conditions and PL Design Features that Enable or Prevent Impact</b>	What combination of research-based PL services can achieve improvements to student learning that address educational disparities within particular sets of school and system conditions?	Leading Educators	National	A. Audisio	<b>Completed</b> <a href="#">Learn More</a> 
<b>Supporting New Curriculum Implementation in Chicago</b>	How does Chicago's school support strategy affect teachers' experiences of Skyline curriculum implementation?	Teaching Lab	Chicago, IL	H. Hill, J. Papay, N. Schwartz, C. Fagan, B. Krall, M. Kingan	<b>Completed</b> Report in Progress 
<b>National Trends in District Spending on Teacher Professional Learning</b>	How has district PL spending shifted over time, and how does it vary across districts and states?	Annenberg Institute at Brown University	National	A. Boguslav, N. Schwartz, J. Papay, K. Bekkedahl, B. Krall	<b>Completed</b> <a href="#">Learn More</a> 

# Our Research Studies

\*Within each topic area, studies are organized by progress to date. For brevity, only one research question per study is listed.

 Completed Studies: 16 | Studies in Progress: 32

## Leadership

Study	Research Question	Orgs, Sites, Researchers			Status
<b>Connecting for Impact: Teacher Leadership as a Driver of Professional Learning and Instructional Improvement in Chicago</b>	How are teachers, teacher-leaders, and principals experiencing the range of leadership opportunities offered by the district and by teacher-leader support organizations? To what extent are individuals aware of the opportunities and aligned in their goals for the work?	Chicago Public Schools, Leading Educators, New Teacher Center, Teach for America, Teaching Lab, Teach Plus, and Teachers Supporting Teachers	Chicago, IL	J. Papay, K. Larned, C. Allen-Platt, K. Morales, C. Fagan	<b>In Progress</b> Ongoing through Summer 2028



## Coaching

Study	Research Question	Orgs, Sites, Researchers			Status
<b>Improving Teachers' Equitable Mathematics Instruction Through Integrating Automated Feedback and Coaching: A Randomized Controlled Trial</b>	Is reflective or directive coaching more effective in changing instructional quality and, down the line, student outcomes?	M-Powering Teachers at the University of Maryland	Guilford County, NC	J. Liu	<b>In Progress</b> Ongoing through Summer 2027
<b>Designing Effective PL Routines</b>	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. Pagán, A. Boguslav, A. Husain, C. Fagan, K. Bekkedahl	<b>In Progress</b> Ongoing through Fall 2026
<b>Exploring the Impact of Thinking Routines &amp; Professional Learning Delivery Models on Teacher &amp; Student Outcomes in Mathematics Education</b>	What is the effect of adding 1:1 embedded coaching to professional learning services on teacher and student outcomes?	Throughline Learning and American Institutes for Research's Center on Great Teachers and Leaders	Providence, RI	M. Ali	<b>In Progress</b> Ongoing through Summer 2026
<b>Planning for Change: Testing Targeted Follow-up in Instructional Coaching</b>	What is the impact of integrating implementation planning within Steplab's coaching model on teacher perceptions of coaching and teacher development?	Steplab	International (United Kingdom)	A. Boguslav, O. Pagán, J. Papay, C. Fagan	<b>In Progress</b> Ongoing through Spring 2027







# Our Research Studies




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 Completed Studies: **16** | Studies in Progress: **32**

## Coaching (Cont.)

Study	Research Question	Orgs, Sites, Researchers			Status
Rhode Island CLSD-funded Coaching	How is Rhode Island developing literacy coaching structures, preparing pre-service teachers to use high-quality instructional materials (HQIM), and reimagining systems for Multi-Tiered Systems of Support (MTSS)?	Annenberg Institute at Brown University	RI	J. Papay, N. Schwartz, O. Pagán, K. Bekkedahl	<b>In Progress</b> Ongoing through Summer 2028 
Unlocking the Potential of EL Education's Math Approach to Create Equitable, Capable, and Courageous Math Communities for All	Are associations between implementation and student outcomes moderated by teacher-student relationships?	EL Education and National Implementation Research Network	Washington, DC	D. Patel	<b>In Progress</b> Ongoing through Summer 2026 
Coaching Moves	How well can an automated Natural Language Processing (NLP) approach identify concrete coaching moves in transcripts of coaching conversations?	Steplab, Teach For America, and Teaching Lab	National	A. Boguslav, H. Hill, B. Krall	<b>Completed</b> <a href="#">Learn More</a> 
Rhode Island Instructional Coaching Corps: Exploring the Implementation of a State-Funded Coach Training Program	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. Pagán, K. Bekkedahl	<b>Completed</b> Report in Progress 

## Feedback





Study	Research Question	Orgs, Sites, Researchers			Status
Enhancing Observation-Based Feedback for Coaching Conversations	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, and Annenberg Institute at Brown University	National	J. Cohen, J. Papay, A. Boguslav, Y. Hamaguchi, B. Krall	<b>In Progress</b> Ongoing through Summer 2026 
A New Perspective on PL for Math Teachers	How do teachers transform learning on teacher-student relationships into classroom practices?	Johns Hopkins School of Education and The Danielson Group	NJ and TX	H. Gehlbach	<b>In Progress</b> Ongoing through Summer 2027 
Designing Effective PL Routines	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	J. Papay, H. Hill, A. Boguslav, K. Larned, C. Fagan, K. Bekkedahl	<b>Completed</b> Report in Progress 

# Our Research Studies


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 Completed Studies: 16 | Studies in Progress: 32

## Feedback (Cont.)

Study	Research Question	Orgs, Sites, Researchers			Status
Designing Effective PL Routines	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	Completed Report in Progress 
Anticipating Common Misconceptions	To what extent does providing teachers with 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 (ANet)	Baton Rouge, LA	K. Cornetto	Completed Report in Progress 
Building Teacher Mindsets	Can interventions that align teachers' ideals with their understanding of curriculum intent improve curriculum fidelity and use?	Instruction Partners, Leading Educators, Teaching Lab, and TNTP	New York, NY, Chicago, IL, AR, and TX	H. Hill, J. Papay, N. Schwartz, H. Carter, B. Krall	Completed <a href="#">Learn More</a> 
Wise Feedback	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, and VA	G. Walton, D. Kalkstein	Completed <a href="#">Learn More</a> 

## Collaborative Learning Structures, Including Professional Learning Communities (PLCs)

Study	Research Question	Orgs, Sites, Researchers			Status
Building School Teams	Are teachers more likely to sustain shifts in practice when they attend PL events as a school team?	UnboundEd	National	A. Husain, S. Lin	Completed <a href="#">Learn More</a> 
Telescope Network	What is the impact of participating in different types of Boston Public Schools (BPS) professional learning opportunities to satisfy the 12-hour requirement on teacher retention, career progression, and instructional practices?	Wheelock Educational Policy Center at Boston University, Annenberg Institute at Brown University, Telescope Network, and Boston Teachers Union	Boston, MA	S. Baloch, O. Martin, K. Larned, B. Krall, J. Papay, N. Schwartz	Completed Report in Progress 