

Handout 2: Research Agenda Matrix

Subtopic	Questions	TCTS and Dissemination Activities	Potential Study Design	Data Availability	Timing
Student Outcomes	What are the characteristics and outcomes of “accelerated” students in Algebra I?		Descriptive study of 7th-grade Algebra I takers’ mathematics outcomes	VLDA	2018–19
	What are the processes and assessments used to place students in Algebra I?	Review of mathematics placement tests Review of Virginia division process with workshop to discuss			
	What is related to student mathematics learning?				
Professional Learning	What is the learning needed for teachers to improve student mathematics skills mastery and growth?	Implementing a Professional Learning Model (PLM) project (think tank of experts)			2018–19
	Does teacher professional learning look different for different grade levels?				
	What do effective mathematics practices look like in the classroom (observation protocol)?				

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Professional Development and Coaching	What are the major “look fors” for the mathematics practices? What are key equity-oriented improvement strategies?	PLM Project Consider the research-based mathematics teaching practices in the PLM project Design project to build Logic Model aligned with these practices Implement and engage in Continuous Improvement process to assess and improve PLMs	Integrate continuous improvement process cycles (plan, do, study, act) for division professional learning activities	Locally collected Professional development/ professional learning activity data	2018–19
	What are the effective ways to measure and communicate formative feedback?				
Mathematics Interventions	Are the interventions matched to student needs?				
	Are the interventions meeting the needs of ELs and special needs?				
	What is known about these interventions?				
	How are these interventions being implemented locally?				

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Research-based Strategies (Topic: Enacted Practice)	How can teachers know and recognize high quality instruction in practice?	Algebra for All Students Webinar (Webinar version of January session)			Fall 2018
	Which strategy is best suited for beginning, keeping, and transforming practice?				
	How are teachers accessing and implementing research-based strategies?				
	How is feedback provided? By whom?				