

In order to ensure that research efforts and partnerships are directed at current needs, MPS has created a Research Agenda. This Research Agenda is focused on supporting the goals of our strategic plan, [Acceleration 2020](#), and identified Problems of Practice. Research conducted in MPS must be justified in terms of the anticipated benefit to the district, as well as the advancement of education knowledge, and must be related to solving critical district problems of practice.

**Preference will be given to research projects that align with these three MPS Research Agenda areas of focus:**

**1. Advancement/Improvement of Student Outcomes**

Examples of Identified Challenges: Student support during transitions (5th→ 6th grade, 8th→ 9th grade); instruction that is relevant to career, culture and identity; models to train staff in data literacy/data-based decision making; \*Multi-Tiered Systems of Support; \*literacy.

**2. Support Equitable and Inclusive Learning Environments**

Examples of Identified Challenges: Creating environments conducive to learning, equitable access to resources and rigorous opportunities, developing staff ability to engage all students in their learning, deepening \*social emotional learning of students and staff.

**3. Improve Educational Outcomes through Developing and Retaining a Diverse Workforce**

Examples of Identified Challenges: Training for teachers that reflect student cultural identities; effective, sustainable strategies to develop and retain diverse teachers and staff.

*\*Reflects a key 2017-2018 priority: Literacy, Equity, Social Emotional Learning (SEL), Multi-Tiered Systems of Support (MTSS)*

**Problems of Practice**

Problems of practice are the systemic challenges and conventions that prevent MPS from achieving district goals identified in Acceleration 2020, and are based on data collected in numerous surveys and evaluations[1] over the past three years.

***Problems of Practice: Guiding Questions***

How can:

1. Teachers increase the agency of all students in their learning?
2. MPS create classroom environments conducive to learning for students of color?
3. MPS develop and retain a diverse workforce?
4. MPS create a trusting and positive adult culture that supports equity?
5. MPS use its resources more strategically and equitably?

[1]Including: Teacher Support Survey December 2016; Quality Compensation/Teacher Leader surveys (May 2014, 2015, 2016); Youth Participatory Evaluation Fall Summit, 2016 (Teams of students from all MPS secondary schools); Office of Civil Rights - School Climate Staff, Student, and Parent Surveys; and UChicago Impact, LLC - 5Essentials Staff Surveys.



