

# THE SUPPLY AND DEMAND OF CURRICULUM-BASED PROFESSIONAL LEARNING

2024 RESEARCH BRIEF



# FROM THE FOUNDERS OF RIVET EDUCATION

Dear Colleagues,

Adopting a new, high-quality curriculum is a bold move. It requires abandoning the status quo and asking educators to fundamentally change how schools operate and how students learn in classrooms. A change of this magnitude requires a commitment from every level of the K-12 system to be successful. But as we say at Rivet, “the juice is worth the squeeze.”

High-quality instructional materials (HQIM) change the game for students. They raise expectations, address inequities, and leverage research-based, coherent instruction to help students reach their academic potential. Yet, implementation matters.

Too often, districts invest in new HQIM and do not simultaneously invest in the essential learning required to adopt, launch, and sustain their new curriculum. Educators are learners at heart—it’s what makes them good teachers. However, too few teachers and leaders report receiving meaningful, actionable professional learning that supports their skillful implementation of HQIM.

At Rivet Education, we work to solve this problem by defining high-quality, curriculum-based professional learning (CBPL) and supporting state and local leaders in putting it into practice for educators. Part of our charge is understanding the CBPL landscape: what educators want, what the market provides, what’s working, and what’s not.

Now in its second year, this research brief sets forth a series of research questions and data about the market supply and demand for curriculum-based professional learning. We hope that reflecting on these questions each year allows the field to measure progress, direct energy toward areas of improvement, and ultimately ensure that educators get the support they need to deliver on the promise of HQIM to their students.



Annie Morrison

Litsy Witkowski

# RESEARCH BRIEF OVERVIEW

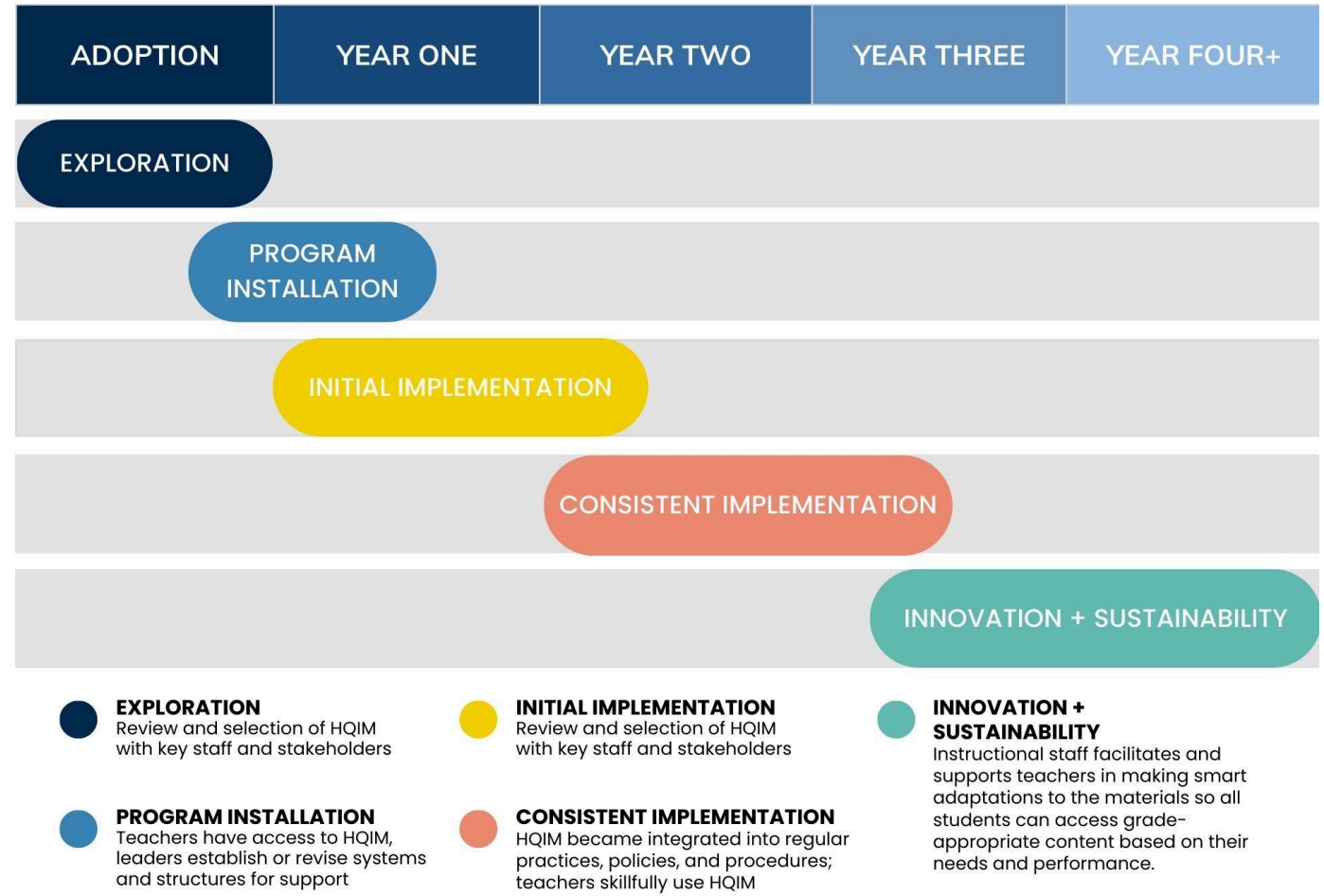
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# Why Curriculum-Based Professional Learning Matters

Successfully implementing HQIM requires a pronounced shift in approach and sustained effort from educators at all system levels. As a school system moves across the phases of the implementation journey, new work arises, and new challenges must be overcome.

Curriculum-based professional learning (CBPL) helps educators succeed at each phase of the implementation journey.



# DEFINING CURRICULUM-BASED PROFESSIONAL LEARNING

Rivet Education believes that a concrete, common definition of high-quality CBPL is essential for holding the education community to a higher standard when it comes to the learning educators receive. We are committed not only to defining CBPL but also to ensuring this definition is put into practice.

Our [Framework for High-Quality Professional Learning](#) defines the characteristics, types, and structures that construct high-quality, curriculum-based professional learning.

## CHARACTERISTICS

Specific to educators' context

Equity-focused

Content-focused and HQIM-aligned

Data-driven

Address expectations and motivations

Interactive and collaborative

# TYPES & STRUCTURES OF CURRICULUM-BASED PROFESSIONAL LEARNING

## TYPES



Adoption



Launch



Ongoing for  
Teachers



Systems Design +  
Leadership Support

## STRUCTURES



Workshops



Coaching



Collaborative  
Planning



Consultation

# REPORTING ON CURRICULUM-BASED PROFESSIONAL LEARNING

Rivet Education has partnered with the Center for Education Market Dynamics, Columbia University's Center for Public Research and Leadership, RAND Corporation, the Research Partnership for Professional Learning at Annenberg, and The Decision Lab to collect, synthesize, and annually report CBPL data to State Education Agencies, professional learning organizations, funders, and education support organizations.

**The goals of this annual research brief are to**

1

Highlight current data on the supply and demand for CBPL.

2

Highlight CBPL's impact on teacher practice and student outcomes.

3

Inform CBPL decision-making, service offerings, and funding strategies to align with field demands.

# RESEARCH QUESTIONS

## General

1. What is the demand for HQIM in the market?
  - A. In which subject areas?
  - B. In which school systems?
  - C. Which states are investing in HQIM at scale?

## Market Demand

2. Why are education leaders demanding CBPL?
3. What barriers do education leaders face in providing CBPL to teachers and leaders?
4. What types of CBPL are education leaders demanding?
5. How have providers in the PLPG adapted their services to meet school systems' CBPL needs?

## Market Supply

6. Who is providing the most CBPL to teachers?
7. What types of CBPL are most widely provided by school systems? By PL providers?
8. In which structures are teachers most likely to receive CBPL from their district? From PL providers?
9. Which providers can provide services that meet the definition of CBPL?
10. What characteristics of CBPL are provider services strong in? Where is there an opportunity for growth?
11. How has the Professional Learning Partner Guide improved the supply of high-quality CBPL services?

## Market Impact

12. Which characteristics, types, and structures of CBPL impact teacher practice and student outcomes the most?

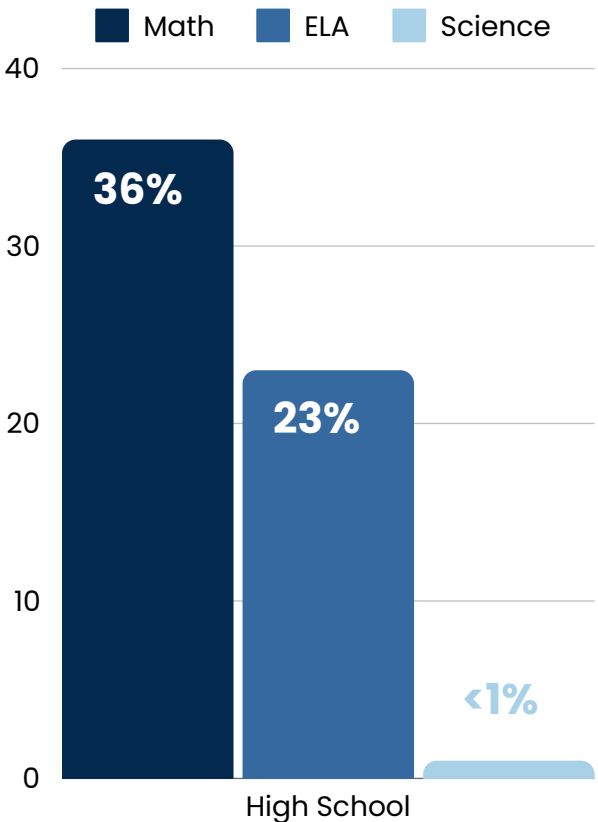
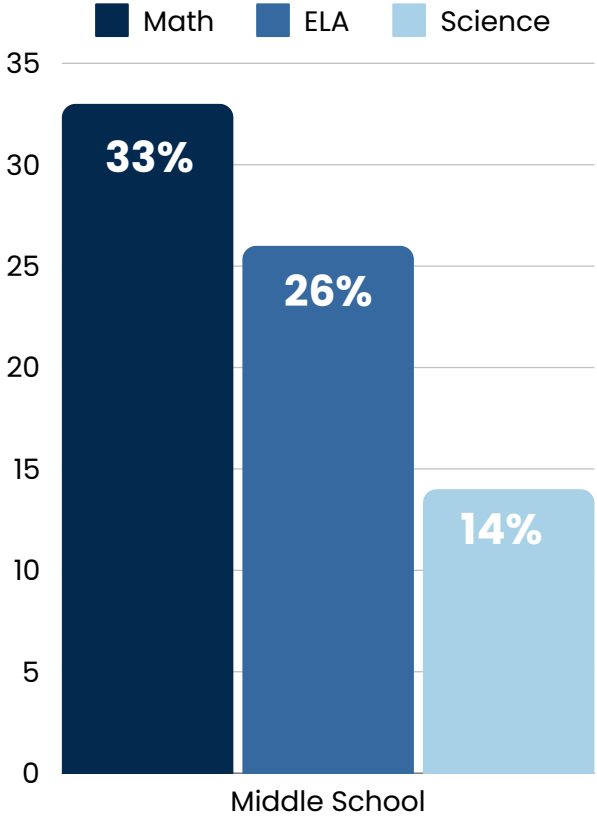
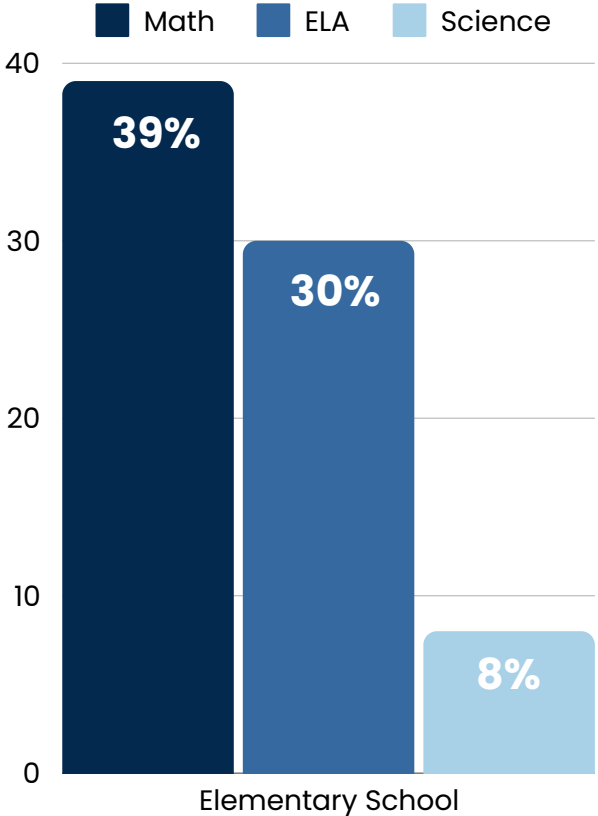


# BRIEF FINDINGS: CURRICULUM USE

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*The data in this section represents only those districts that are a part of CEMD's Impact Core. The Impact Core represents historically underserved students residing in districts with at least 10,000 students or that are one of the three largest in their respective state. While the sample size of districts is relatively small (5% of districts), it encompasses over 52% of all students nationwide.*

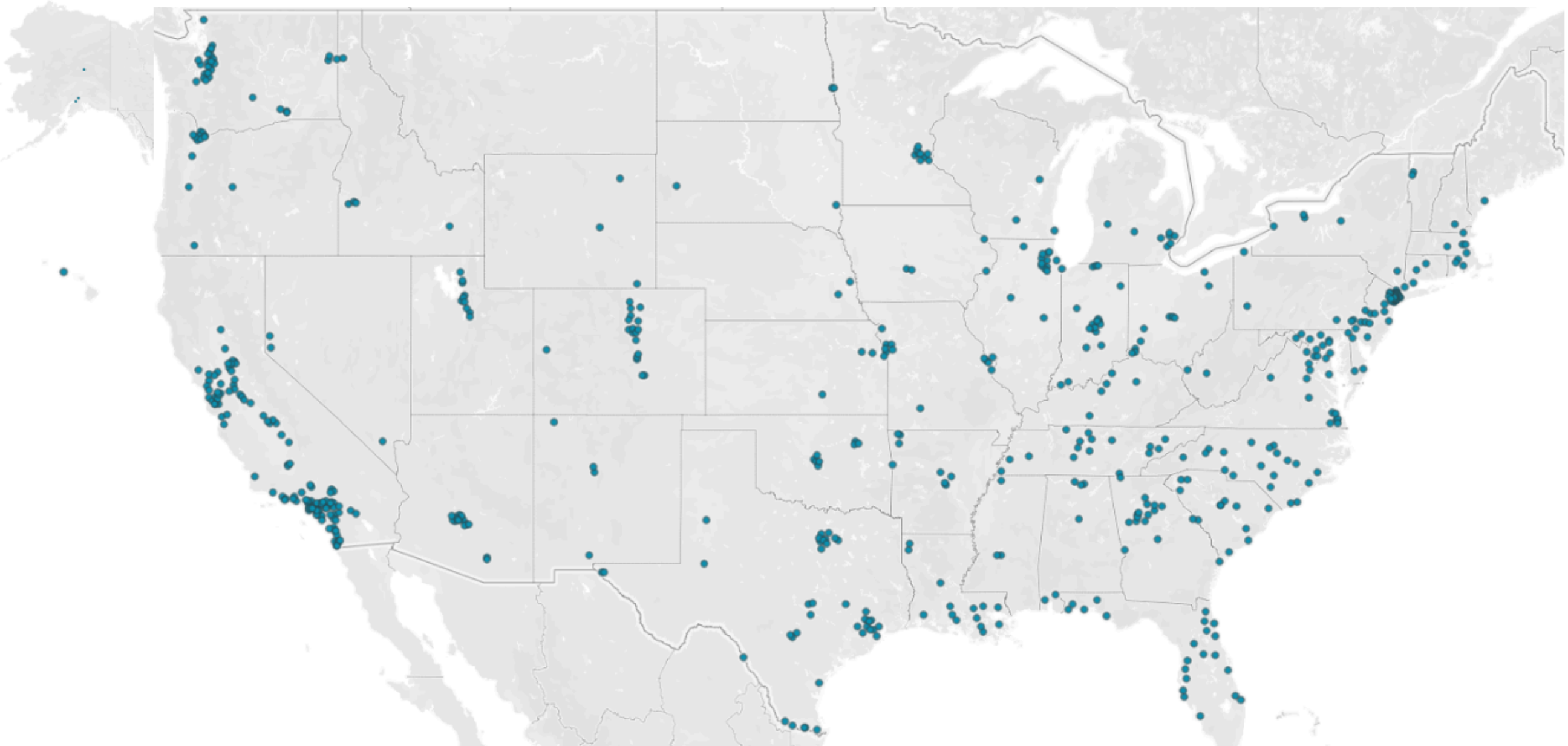
# WHAT PERCENTAGE OF DISTRICTS HAVE SELECTED AT LEAST ONE HQIM IN A GRADE BRAND?



Data Source: Center for Education Market Dynamics Impact Core

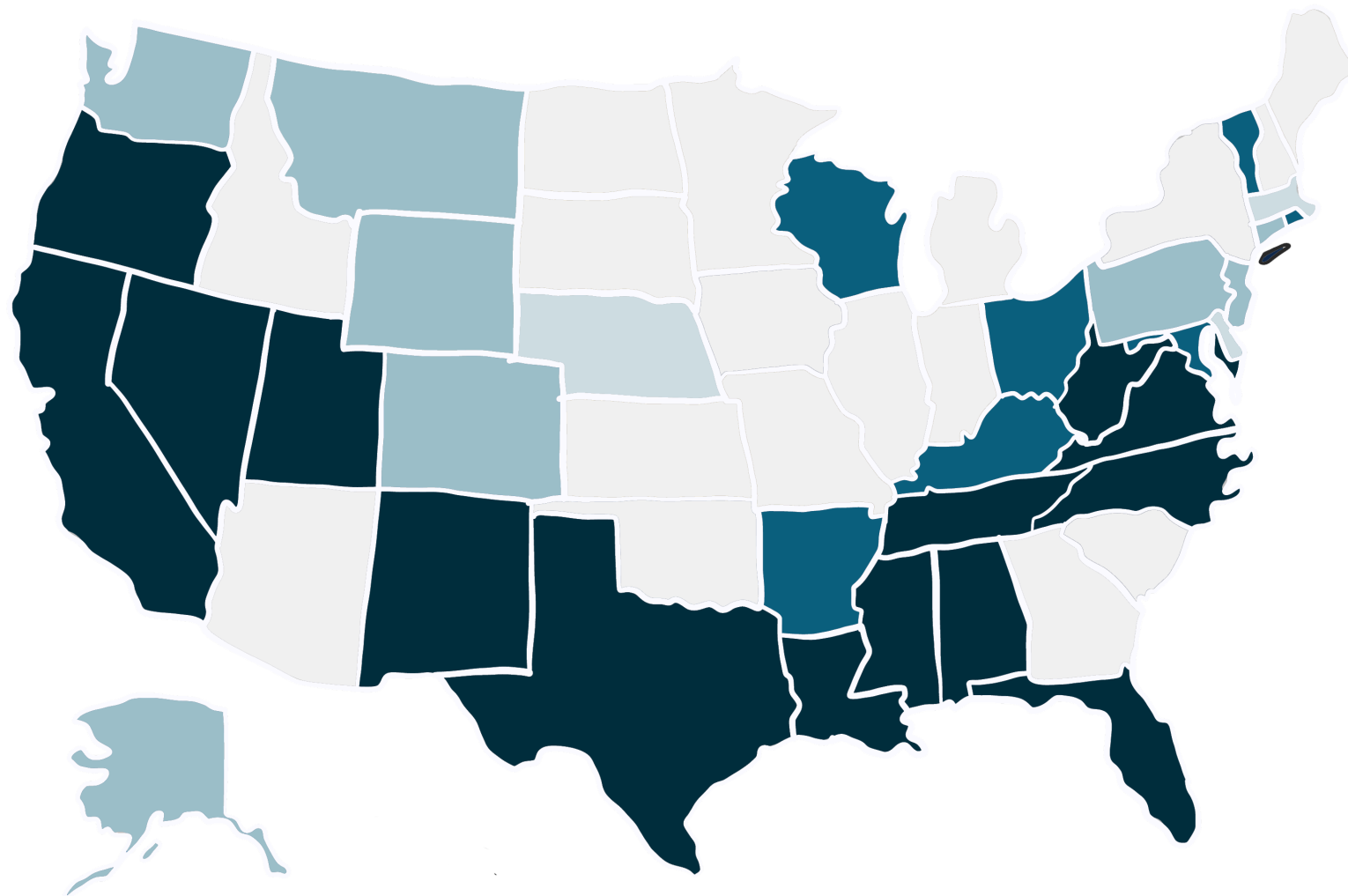
# WHAT DISTRICTS ARE DEMANDING HQIM IN ELA/MATH/SCIENCE?

*Data Source: Center for Education Market Dynamics Impact Core*



# WHAT STATES ARE DEMANDING HQIM AND CBPL?

Data Source: EdSolutions Analysis of State-Level HQIM and CBPL Policies



- States without a statewide focus on HQIM, CBPL, or standards-aligned PL requirement
- Open territory states requiring CBPL or standards-aligned PL (3 states)
- Open territory states with a statewide explicit or emerging focus on HQIM (8 states)
- Open territory states requiring CBPL or standards-aligned PL, and a statewide explicit or emerging focus on HQIM (7 states)
- Curriculum adoption states requiring CBPL or standards-aligned PL, and a statewide explicit or emerging focus on HQIM (14 states)



## DATA HIGHLIGHT

NEARLY 60% OF STATES HAVE AN EMERGING OR EXPLICIT FOCUS ON HQIM AND NEARLY 50% REQUIRE CBPL OR PL STANDARDS.

# Market Insights: HQIM Use

The percentage of large districts using HQIM is rising, especially in states with an explicit focus on the use of HQIM.

SUBJECT	% of districts using HQIM in at least one grade band, May 2023	% of districts using HQIM in at least one grade band, May 2024
ELA	46%*	47%
Math	48%	52%
Science	14%*	14%
Total	67%	70%

\*As part of CEMD's Impact Core database development in 2023, product names and EdReports ratings were standardized and this included reclassifying some state-specific ELA product editions as "Not Rated" instead of HQIM (even though they're likely similar in quality to the national version), given that EdReports does not rate state-specific versions of products.



## QUESTION

What role has recent legislation and state prioritization of HQIM had on this increase?

# **BRIEF FINDINGS: MARKET DEMAND FOR CBPL**

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# WHY ARE EDUCATION LEADERS DEMANDING CBPL?

*Top influencers of a district's decision to use CBPL rather than PL that is not grounded in the curriculum.*

Immediacy of student needs

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State or federal mandate that needs to be addressed

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Limited budget available for PL

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The scope of topics that need to be covered within the district

# WHAT BARRIERS DO EDUCATION LEADERS FACE IN PROVIDING CBPL TO TEACHERS AND LEADERS?

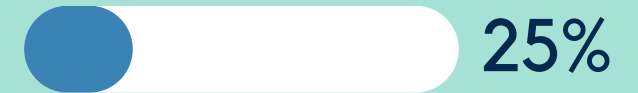
## According to District Leaders

Data Source: The Decision Lab Figure, 2023 Smart Demand: Integrating Buyer Insights into Signals for Solutions

BUDGET CONSTRAINTS



TEACHER TIME FOR CBPL



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## According to PL Providers

Data Source: Rivet Education, 2024 PLPG Provider Survey


TEACHER TIME FOR CBPL



BUDGET CONSTRAINTS







**WHAT TYPES AND STRUCTURES OF CBPL  
ARE EDUCATION LEADERS DEMANDING  
THROUGH SERVICE REQUESTS?**

**Most Demanded Type of CBPL =  
LAUNCH**

**Most Demanded Structure of CBPL =  
WORKSHOPS**

*Data Source: Rivet Education, RFP Board*

# HOW HAVE PROVIDERS IN THE PLPG ADAPTED THEIR CBPL SERVICES TO MEET DISTRICT DEMAND?

*Here are the top three reasons according to PL Providers*

1

Enhancing or expanding their service offerings

2

Flexible time options

3

Customized plan to meet district needs

# Market Insights: Demand for CBPL

- Curriculum adoptions continue to have a significant impact on district demand for CBPL.
- The factors that influence district leaders' decisions to provide CBPL versus PL that is not grounded in the curriculum are less guided by instructional needs, and more by logistical considerations such as budgets and mandates.
- Providers continue to modify and improve their services to best meet the needs of education leaders.



## QUESTION

What role can Rivet Education, our partners, and PL providers play in building awareness of and demand for CBPL in the market?

# **BRIEF FINDINGS: MARKET SUPPLY OF CBPL**

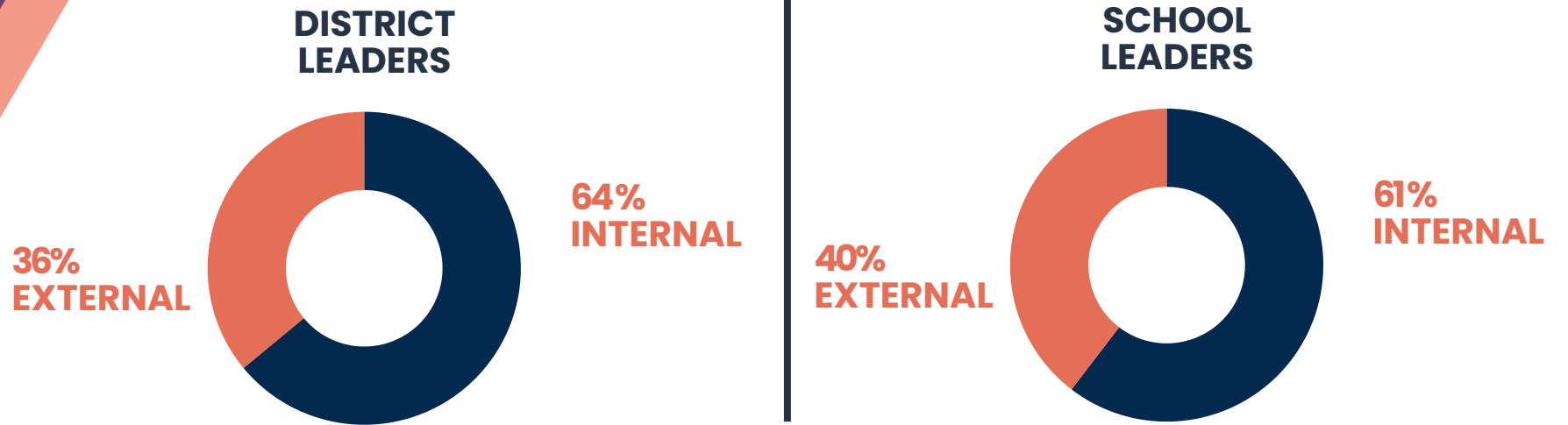
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# WHO IS PROVIDING THE MAJORITY OF CURRICULUM-BASED PROFESSIONAL LEARNING TO TEACHERS?

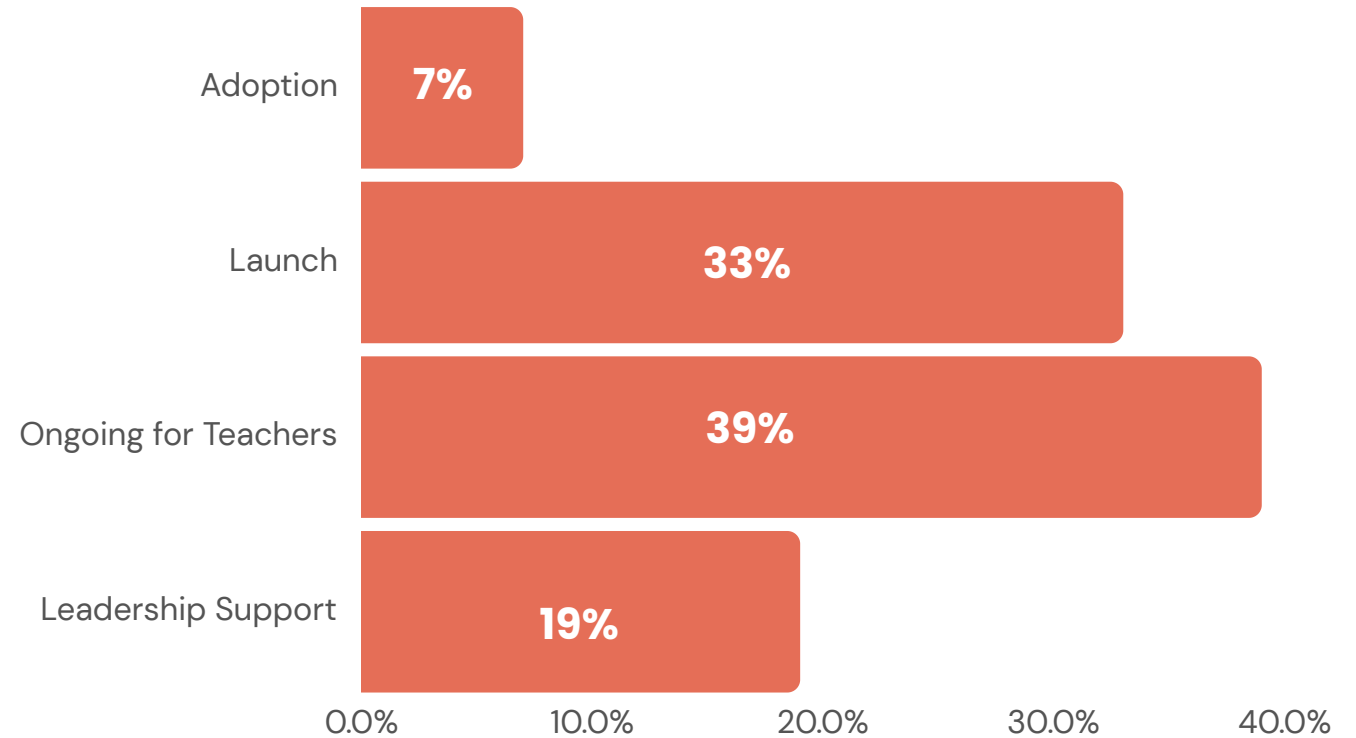
“Approximately what percentage of the professional learning in the previous school year (2022-2023) was provided internally, and what percentage was provided by an external professional learning provider?”



Data Source: Rivet Education 2024 PL Market Research.

# WHAT TYPES OF CBPL ARE MOST WIDELY PROVIDED BY PL PROVIDERS\*?

## Percentage of time PL providers spend delivering each type of CBPL



*Data Source: Rivet Education 2024 PLPG Vendor Survey*

\*Information regarding the types of CBPL provided by school systems is not currently collected in the market.

# IN WHICH STRUCTURES ARE TEACHERS MOST LIKELY TO RECEIVE CBPL?

1

## Principals Say Collaborative Learning

*Data Source: 2022 AIRS School Leader Survey*

2

## District Leaders Say Collaborative Learning

*Data Source: Rivet Education PL Diagnostic*

3

## PLPG Providers Say Coaching

*Data Source: Rivet Education PLPG Vendor Survey*



### **DATA HIGHLIGHT**

According to the 2023 RAND AIRS Teacher Survey, over half of teachers report that they never receive coaching focused on the use of their curriculum materials.

## WHICH PROVIDERS PROVIDE HIGH-QUALITY SERVICES THAT MEET THE DEFINITION OF CBPL?

Achievement Network  
American Reading Company  
Amplify Education, Inc.  
Attuned Education Partners  
Bailey Education Group  
BetterLesson  
Blue Engine  
BSCS Science Learning  
Carnegie Learning  
ConnectED  
CPM Educational Program  
Curriculum Associates  
EdDirection

EdReports.org  
Education First  
EL Education  
Fishtank Learning  
Great Minds  
Hill for Literacy  
Houghton Mifflin Harcourt  
Illustrative Mathematics  
Institute for Learning  
Instruction Partners  
Jounce Partners  
Kendall Hunt  
Kids First Education, LLC  
Leading Educators  
Mathematics Institute of Wisconsin  
Mathematics Vision Project  
McGraw Hill  
Michigan Mathematics and Science  
Leadership Network

MQI Coaching  
National Science Teaching Association  
New Teacher Center  
NextGenScience at WestEd  
North Mississippi Education Consortium  
Open Up Resources  
OpenSciEd  
OpenSciEd Equitable Instruction Initiative  
Savvas Learning Company, LLC  
SchoolKit  
SpringBoard  
STEAM Power Education  
Teaching Lab  
Teaching Matters  
The Kirkland Group  
The Lawrence Hall of Science  
The Wade Institute for Science Education  
TNTP  
UnboundEd



# WHAT CHARACTERISTICS OF CBPL ARE PROVIDER SERVICES STRONG IN AND WHERE IS THERE OPPORTUNITY FOR GROWTH?

## areas of strength

DEVELOP VISION FOR EXCELLENT + EQUITABLE INSTRUCTION

BUILD EDUCATORS' UNDERSTANDING OF HQIM IMPLEMENTATION

OFFER ACTIVE ENGAGEMENT + VARIETY OF FORMATS

SPECIFIC TO HQIM

## areas of growth

PRIORITIZE EQUITY + REDUCE BIAS

EQUIP LEADERS TO SUPPORT CURRICULUM IMPLEMENTATION

SUPPORT MEETING DIVERSE STUDENT NEEDS

GROUNDING IN STUDENT LEARNING

# HOW HAS THE PROFESSIONAL LEARNING PARTNER GUIDE IMPROVED THE SUPPLY OF HIGH-QUALITY CBPL SERVICES?

“

The PLPG framework was very supportive in helping us examine and design our professional learning. It helped us clarify many of our goals, make the purpose more explicit, and refine the structure of the experiences we offered. It also helped us as we design our support for coaches and instructional leaders.

“

Being a certified provider in the PLPG helps bring credibility to our organization, but more-so, it helps bring consistency and expectations for HQIM for all districts, and that is why we do what we do! To ensure every student has access to HQIM and the high-quality PL associated with it.

“

It helps us think more critically about what teachers and leaders need in different phases of curriculum adoption and implementation, and it helps us ensure that we are messaging that clearly in our trainings.

# Market Insights: Supply of CBPL

District leaders report that the percentage of PL provided by external providers has increased by over 20 percent in the past year.

## Percentage of Professional Learning Provided Externally



Data Source: Rivet Education 2024 PL Market Research.



### QUESTION

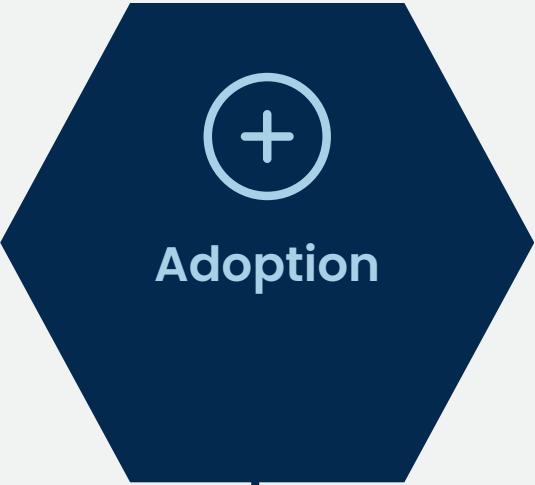
To what extent has ESSER funding and the increased demand for HQIM impacted this significant growth in externally provided PL?

# **BRIEF FINDINGS: MARKET IMPACT**

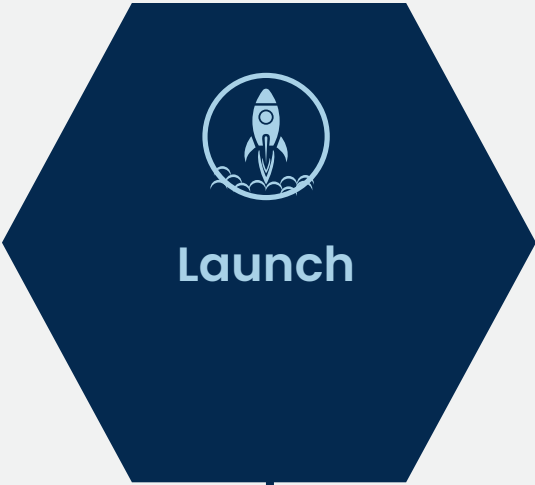
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# According to PL providers, which PL structure is the most impactful for...



CONSULTATIONS



WORKSHOPS



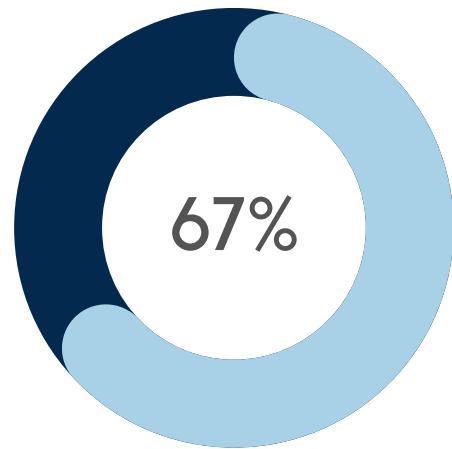
COACHING



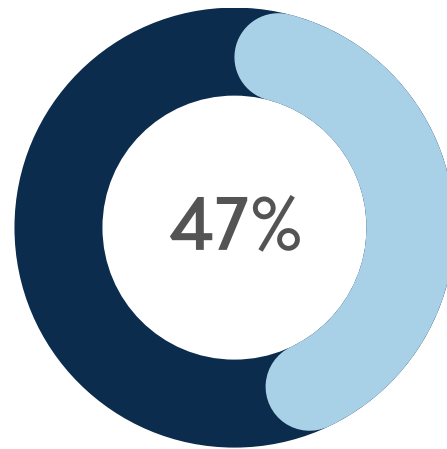
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# WHICH PL STRUCTURES HAVE THE MOST IMPACT ON TEACHING AND STUDENT LEARNING?

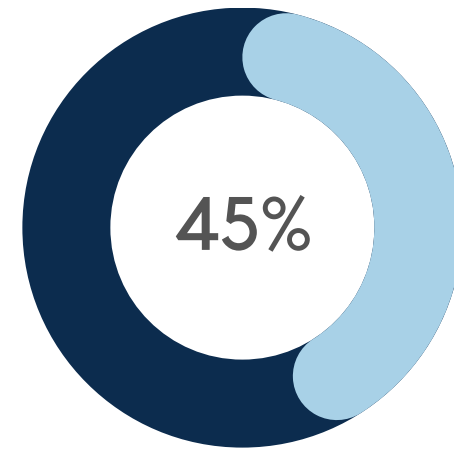
*Percentage of teachers reporting the degree to which each PL type they participated in improved teaching or student learning to a large or moderate extent.*



**COLLABORATIVE  
LEARNING**



**COACHING**



**WORKSHOPS**

# Market Insights: Impact of CBPL

When it comes to supporting educators' ongoing, skillful use of HQIM, job-embedded CBPL through collaborative planning and coaching is the most impactful.



## QUESTION

To what extent will the work of The Research Partnership for Collaborative Learning (RPPL) and others provide more insights into the impact of CBPL on teaching and student learning?

# SUMMARY

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## SUMMARY

Rivet Education is grateful for our partner organizations' input and contributions to this brief. We look forward to continuing to work together to provide insights into the supply and demand for curriculum-based professional learning in the market. We are confident that doing so will result in more teachers having access to curriculum-based professional learning, resulting in improved instruction and better educational outcomes for students.

# **OUR 2024 PARTNERS**

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# OUR 2024 PARTNERS

Rivet Education would like to thank its partners for their 2024 data contributions to this research brief and continued commitment to collecting more in-depth data about the field of CBPL over time.

We look forward to releasing a more in-depth research brief in 2025 that can lend insight into the supply, demand, and effectiveness of CBPL nationwide.



The Center for Education Market Dynamics (CEMD) is a market intelligence organization focused on providing decision makers in the K12 market with better information so that they can make better decisions on behalf of underserved students. We do this by initially aggregating a never before available data set in terms of selection of curriculum and support, contextualizing market and academic research, translating market data into actionable information through thought leadership and data services.

# OUR 2024 PARTNERS



The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND's American Instructional Resources Surveys (AIRS) are administered to principals and teachers via RAND Corporation's American Educator Panels. The 2022 AIRS focused on the usage of, perceptions of, and supports for instructional materials used in English language arts, mathematics, and science kindergarten through grade 12 (K–12) classrooms and social studies kindergarten through grade 5 (K–5) classrooms across the United States. The results are intended to inform policy and education practice related to the use of instructional resources.



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**THANK  
YOU**



**We Can Do It**