

**THE SUPPLY AND DEMAND OF  
CURRICULUM-BASED  
PROFESSIONAL LEARNING**

2023 RESEARCH BRIEF

# FROM THE FOUNDERS OF RIVET EDUCATION

At Rivet Education, we believe that high-quality curriculum and professional learning are some of the most important investments school systems can make to ensure students receive the best education possible. Our belief stems from our work at the Louisiana Department of Education, where we saw the impact these investments can have on students and teachers. We also saw that shifting to a high-quality curriculum requires patience, hard work, and effective change management at every system level.

Unfortunately, our professional learning systems are broken, and few educators have the opportunity to participate in meaningful and engaging curriculum-based professional learning. Our recent market research found that only one in three teachers find the professional learning they receive to be useful. That means that a majority of the \$18 billion spent annually on professional learning is wasted, resulting in missed opportunities to positively impact the quality of teaching and learning.

Our mission at Rivet Education is to define high-quality professional learning and create tools and services that support state and local education agencies in putting that definition into practice. Our team has over 30 years of combined experience scaling the adoption and implementation of high-quality curricula at the local, state, and national levels.

We know what works, what doesn't, and how to remove barriers to successful implementation.

It has been a rewarding journey to create our foundational tools in the past couple of years and help our clients scale the use of high-quality curricula and professional learning in their states. We look forward to improving curriculum-based professional learning in this country so that educators receive the best support and students get the educational opportunities they need, want, and deserve.



Annie Morrison

Litsy Witkowski

# RESEARCH BRIEF OVERVIEW

# THE DEMAND FOR CURRICULUM-BASED PROFESSIONAL LEARNING

Due to the growing demand for high-quality instructional materials (HQIM), there is a growing body of research and data about the supply and demand for CBPL in the market. But there is also a lot left to uncover— a fact this research brief underscores. Columbia University’s Center for Public Research and Leadership recently studied the field of CPBL and found that it could benefit from more collaboration to build educators’ understanding of and access to it.

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“Providing curriculum-based professional learning at scale is challenging, complex, and contextualized. No single school system, organization, or actor can accomplish it alone. Instead, scaling the curriculum-based professional learning on which HQIM relies requires a field of diverse, interdisciplinary actors from across the education sector who collectively co-produce improved professional learning through research, strategy, policy, and direct service.”

*—Center for Public Research and Leadership*

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# DEFINING HIGH-QUALITY PROFESSIONAL LEARNING

Rivet Education's mission is to define high-quality, curriculum-based professional learning (CBPL) and put that definition into practice for educators.

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**

# 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.

# DATA SOURCES

Rivet Education worked with partner organizations to collect data and establish a research baseline about the current state of the supply and demand of CBPL that this brief will answer year over year. Here is an overview of the data collected.



Reviews of professional learning organizations and services through the Professional Learning Partner Guide (PLPG)

2022 Trends in High-Quality, Curriculum-Aligned Professional Learning

2022 survey of professional learning organizations featured in the PLPG



District-level product selection from the CEMD Impact Core

EdSolutions Analysis of State-Level HQIM and CBPL Policies



Curriculum-Based Professional Learning: The State of the Field

# DATA SOURCES



2022 American Instructional Resources Survey (AIRS)



While RPPL did not have data available for the 2023 research brief, their learning agenda and 2023-25 portfolio detail current and upcoming studies that will inform future briefs.



**THE DECISION LAB**

*Smart Demand: Integrating Buyer Insights into Signals for Solutions* is an ongoing national mixed methods study by The Decision Lab and the Bill & Melinda Gates Foundation. This initiative focuses on applying behavioral science to increase access to high-quality instructional materials and curriculum-based professional learning.



# **RESEARCH BRIEF METHODOLOGY**

# METHODOLOGY + QUESTIONS

This inaugural research brief sets a baseline for the data Rivet Education Education and our partner organizations have and still need to collect to understand the field of CBPL better. Because the majority of available data in the market is not specific to CBPL, this research brief can only answer some of the following 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?

Rivet Education hopes that its partnerships with these organizations will expand the availability of CBPL-specific data in the future.

## Market Supply

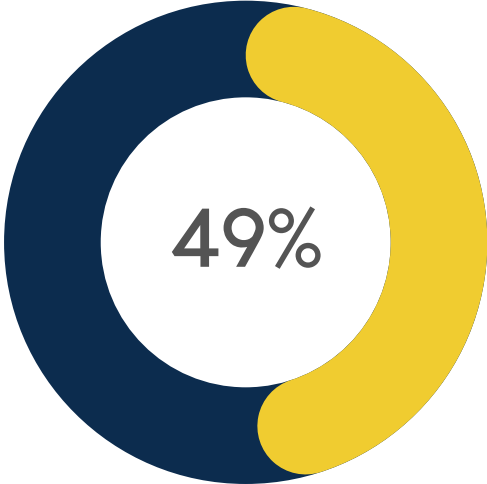
6. Who is providing the most CBPL to teachers?
7. What types of CBPL are most widely provided by school systems? By PL providers?
8. In which structures are teachers most likely to receive CBPL from their district? From PL providers?
9. Which providers can provide services that meet the definition of 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

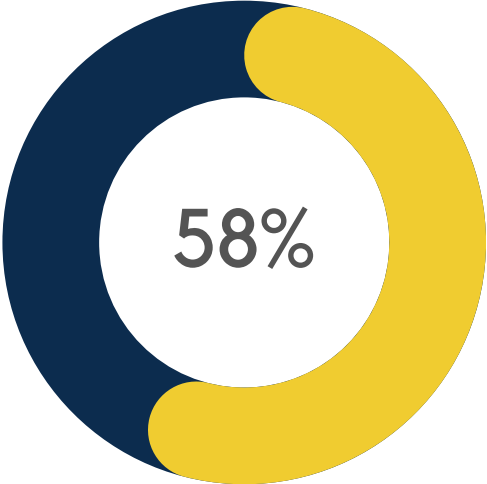
12. Which characteristics, types, and structures of CBPL impact teacher practice and student outcomes the most?

# **BRIEF FINDINGS: CURRICULUM USE**

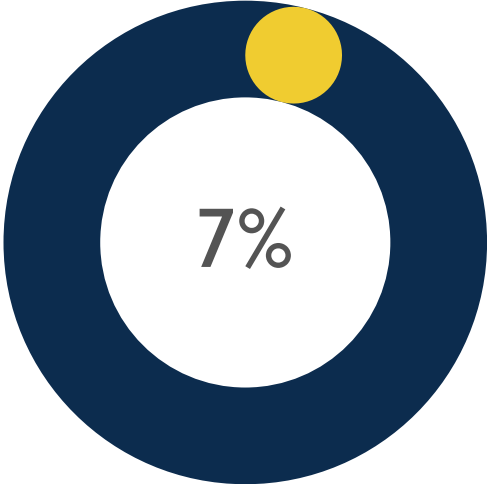
# WHAT PERCENTAGE OF DISTRICTS HAVE SELECTED AT LEAST ONE HQIM IN ANY GRADE LEVEL (ES/MS/HS)?



**MATH**



**ELA**



**SCIENCE**

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






## WHAT DISTRICTS ARE DEMANDING HQIM?

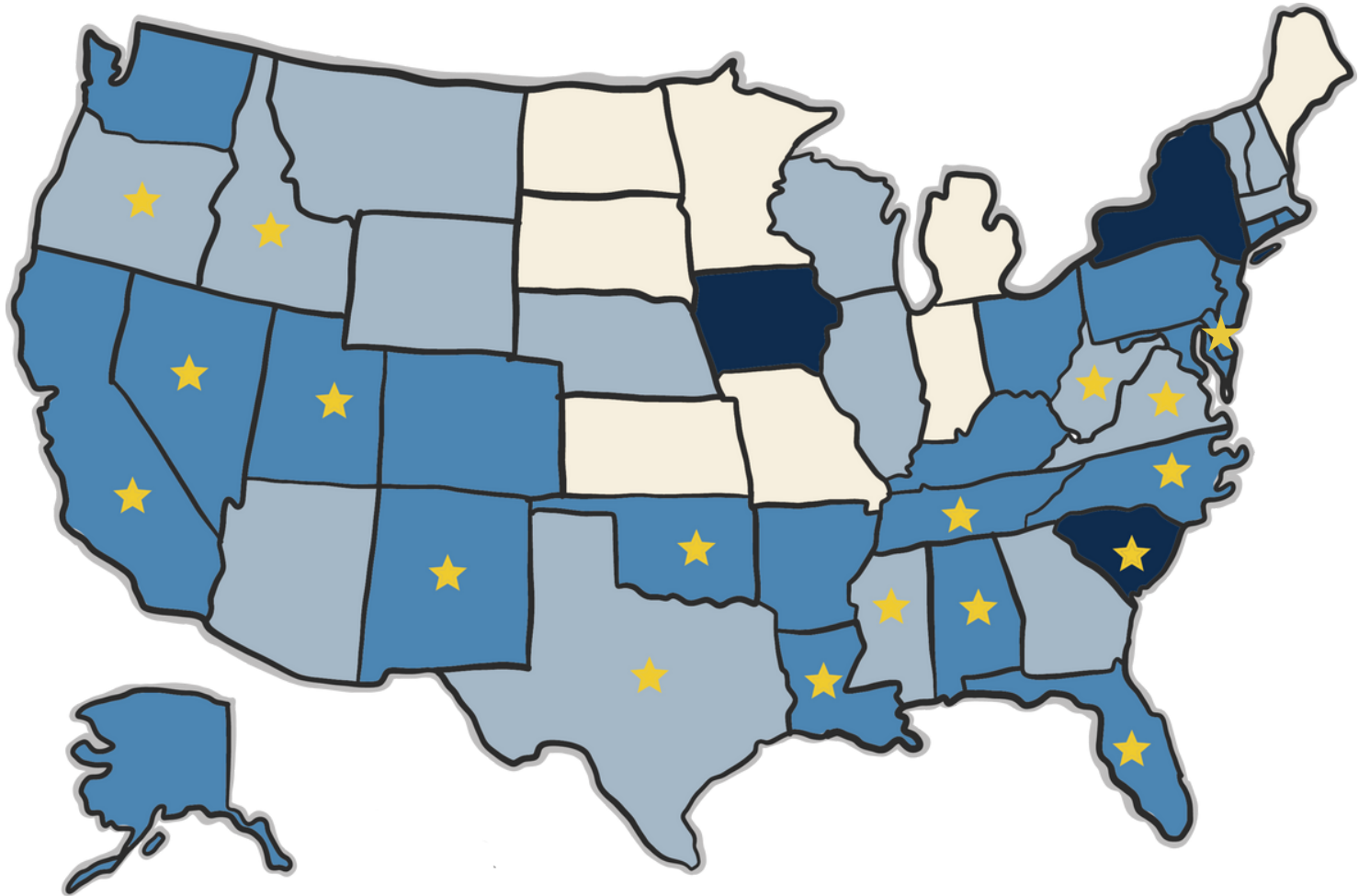
Currently, this data does not exist. The Center for Education Market Dynamics is collecting these data, and we plan to feature it in our 2024 research brief.



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# WHAT STATES ARE DEMANDING HQIM AND CBPL?

-  States with no focus on HQIM
-  States with an explicit or emerging focus on HQIM
-  States with an explicit or emerging focus on HQIM **AND** have state-required general or CBPL-aligned PL standards
-  States with general or CBPL-aligned PL standards and no focus on HQIM
-  States with vetted curriculum adoption lists



## DATA HIGHLIGHT

61% OF STATES (INCLUDING DC) HAVE REFERENCED HQIM AS PART OF THEIR ACADEMIC STRATEGY OR INCLUDED IT IN THEIR MISSION STATEMENT.

## NOTICE

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## WONDER

- The number of ELA and math HQIM in the market, both in availability and use, is promising.
- The number of science HQIM used by districts is significantly lower than ELA and math but corresponds with the low number of HQIM available in the market.
- Over a third of all states required districts to adopt instructional materials from a state-approved list.

- Which HQIM are having the most growth across the country?
- What impact will the resurgence of reading research have on the growth of ELA HQIM over time?
- To what extent is the growing investment in HQIM from state education agencies directly impacting the growth in the number of districts using HQIM?

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



# WHY ARE EDUCATION LEADERS DEMANDING CBPL?

*Top four reasons districts search for new CBPL*

**39%**

A new curriculum is purchased

**28%**

New guidance (i.e. standards are updated or renewed)

**15%**

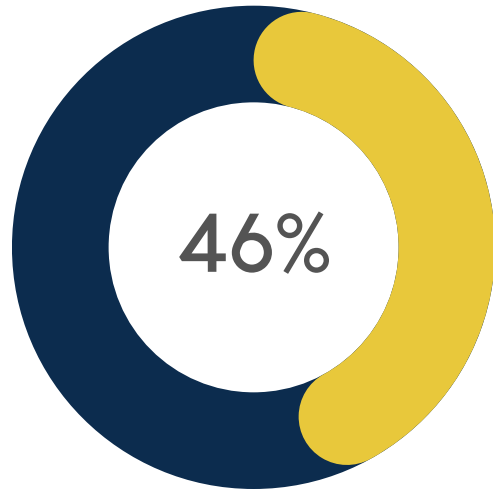
Teacher feedback or requests

**11%**

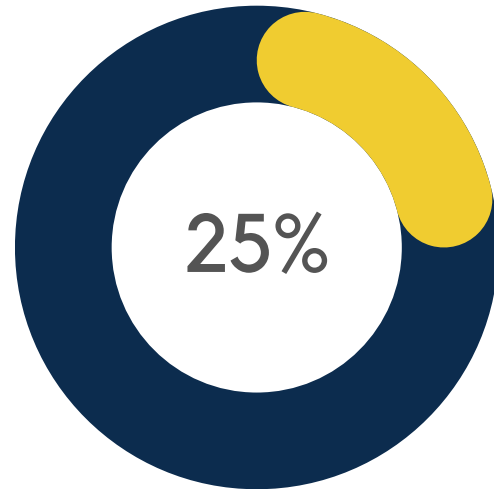
Decrease in standardized test scores for the district

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

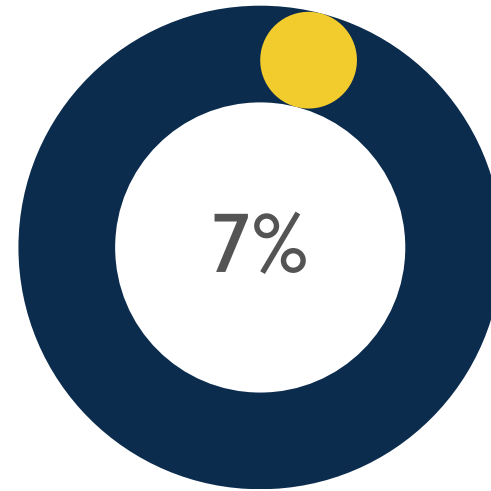
*According to district leaders*



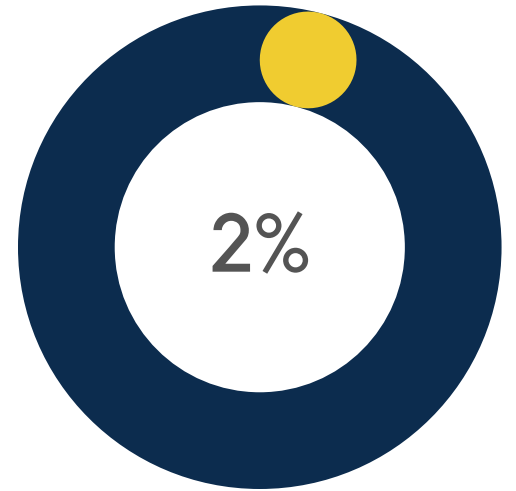
**BUDGET  
CONSTRAINTS**



**TEACHER TIME  
FOR CBPL**



**DISTRICT  
SIZE**



**TIME TO SEARCH  
FOR CBPL**

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

Currently, these data do not exist. Rivet Education Education is collecting data on the extent to which districts demand CBPL services through RFPs through a new online portal, RivetCONNECT, and will include findings in the 2024 research brief.



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# 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

Customized plan to meet district needs

2

Flexible time options

3

Remote offerings

# NOTICE

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# WONDER

- Curriculum adoptions have a significant impact on district demand for CBPL.
- Money is the top barrier district leaders face in providing CBPL to teachers.
- Customization is top of mind for districts when contracting with an external professional learning provider.

- How can we better understand and communicate the relationship between HQIM, CBPL, and student achievement results on high-stakes assessments?
- If money is a top barrier to CBPL, how do we help districts invest unspent ESSER funding in CBPL to maximize their HQIM?
- What are the types and causes of the time constraints educators face when planning and delivering professional learning, and how can we support them in eliminating this barrier?

**BRIEF FINDINGS:  
MARKET SUPPLY OF CBPL**

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

85%

of professional learning activities are provided by district/school staff.

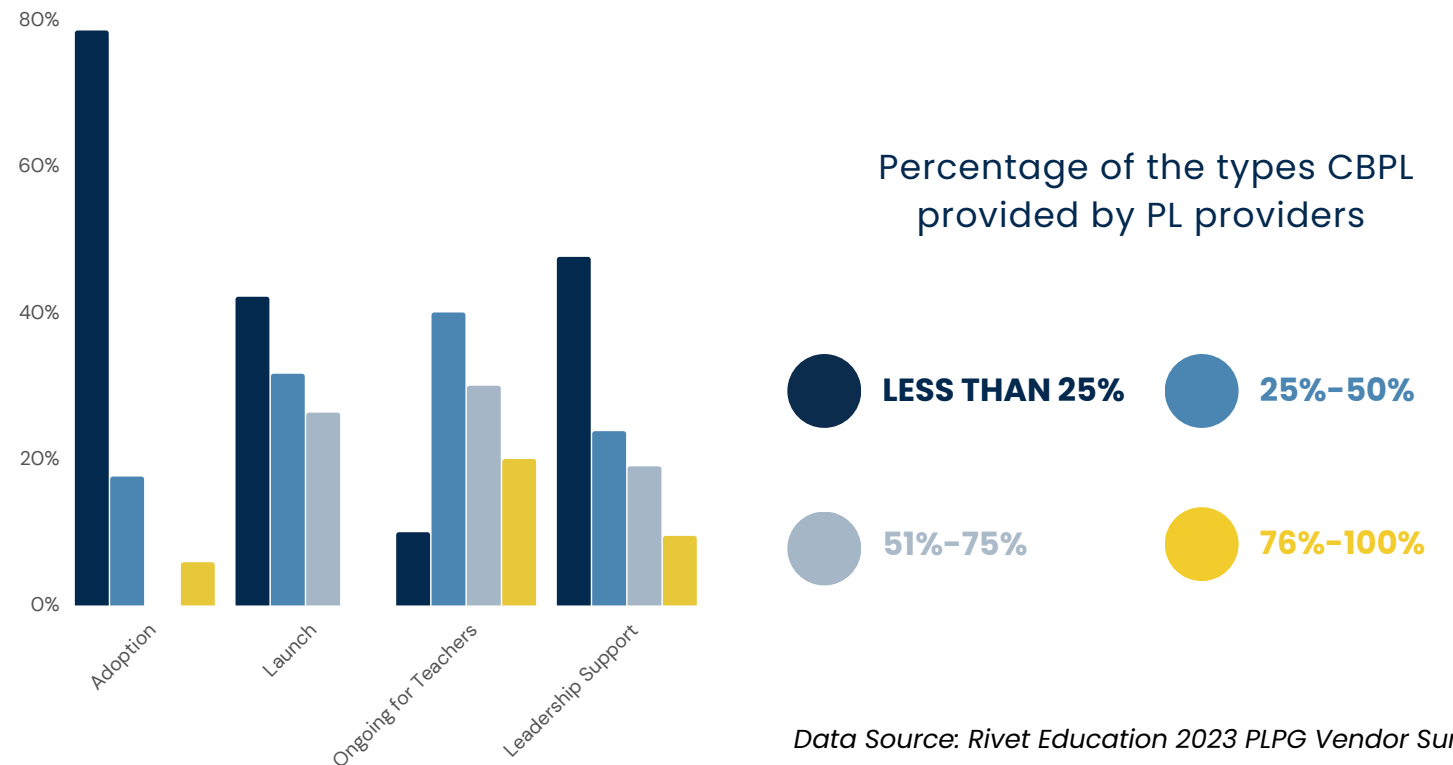


## DATA HIGHLIGHT

REGARDLESS OF THE PROFESSIONAL LEARNING STRUCTURE, THE MAJORITY OF PROFESSIONAL LEARNING IS PROVIDED BY SCHOOL OR DISTRICT STAFF.

# WHAT TYPES OF CBPL ARE MOST WIDELY PROVIDED BY SCHOOL SYSTEMS AND PL PROVIDERS?

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?

## According to Principals

Principals indicated that PLCs are the professional learning structure provided most often to teachers, with, on average, 60 percent of teachers having access to this structure of professional learning once per month or more.

Nearly 20 percent of the principals surveyed indicated they never provide teachers with coaching opportunities in ELA and math.

## According to PL Providers

PLPG providers are asked to provide PL services through coaching and workshops the most, with workshops being the most in demand.

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

Achievement Network (ANet)	EdReports.org
American Reading Company	EL Education
Amplify Education, Inc.	Fishtank Learning
Attuned Education Partners	Great Minds
Bailey Education Group	Houghton Mifflin Harcourt
BetterLesson	Illustrative Mathematics
Blue Engine	Instruction Partners
BSCS Science Learning	Jounce Partners
Carnegie Learning	K-12 Alliance
CPM Educational Program	Kendall Hunt
Curriculum Associates	Kids First Education, LLC
Delaware Mathematics Coalition	Leading Educators

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

Mathematics Institute of Wisconsin

SchoolKit

Mathematics Vision Project

SpringBoard

McGraw Hill

Teaching Lab

Michigan Mathematics and Science  
Leadership Network

Teaching Matters

New Teacher Center

The Kirkland Group

NextGenScience at WestEd

The Lawrence Hall of Science

North Mississippi Education  
Consortium

The Math Learning Center

Open Up Resources

The Wade Institute for Science  
Education

OpenSciEd

TNTP

OpenSciEd Equitable Instruction  
Initiative

UnboundEd

Savvas Learning Company, LLC

Wisconsin CESA 2

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

## areas of strength

IS SPECIFIC TO  
EDUCATOR ROLES  
+ EXPERTISE

PRIORITIZE  
EQUITY +  
REDUCE BIAS

OFFER ACTIVE  
ENGAGEMENT +  
VARIETY OF  
FORMATS

IS SPECIFIC  
TO HQIM

## areas of growth

DEVELOPS VISION  
FOR EXCELLENT +  
EQUITABLE  
INSTRUCTION

EQUIPS LEADERS TO  
SUPPORT  
CURRICULUM  
IMPLEMENTATION

SUPPORTS  
MEETING  
DIVERSE STUDENT  
NEEDS

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

*76% percent of PLPG providers surveyed agree or strongly agree that the PLPG's application process has helped improve their professional learning services.*

“ —

It helped us to evaluate the services we provide to teachers in the implementation and ongoing phases of PL and think about ways to differentiate support.

“ —

Participation in the application process has highlighted for us some softness in the way some of our colleagues think about what constitutes effective PL and why. We are constantly evolving and looking for ways to improve, and look forward to working with Rivet Education to do that.

“ —

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.

# NOTICE

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# WONDER

- There are inconsistencies in how CBPL is provided to teachers by school systems and PL providers.
- The type of professional learning PL providers are asked to provide the most is ongoing support for teachers.
- PL providers excel in the general areas of professional learning that are not specific to a particular type of CBPL. PL providers struggle to equip leaders to support HQIM implementation and help educators use the materials to meet student's specific needs.

- Why is there an inconsistency between districts' use of coaching and PL providers? Is coaching easier to facilitate or more well-received by teachers when grounded in a curriculum?
- How can Rivet do more to support professional learning organizations in strengthening their services to meet the core requirements of HQIM better?
- How can Rivet and others better communicate the need for a continuum of support in HQIM implementation?

# **BRIEF FINDINGS: MARKET IMPACT**

**WHICH  
CHARACTERISTICS,  
TYPES, AND  
STRUCTURES OF  
CBPL IMPACT  
TEACHER PRACTICE  
AND STUDENT  
OUTCOMES THE  
MOST?**

Currently, data do not exist that are specific to CBPL to answer this question. RAND Corporation collects data on the impact of general professional learning through the AIRS Teacher Survey (see data on pages 30–31).

Rivet Education and other organizations, such as the Research Partnership for Professional Learning (RPPL), are working to answer this question. We will report new data as it's released in future research briefs.

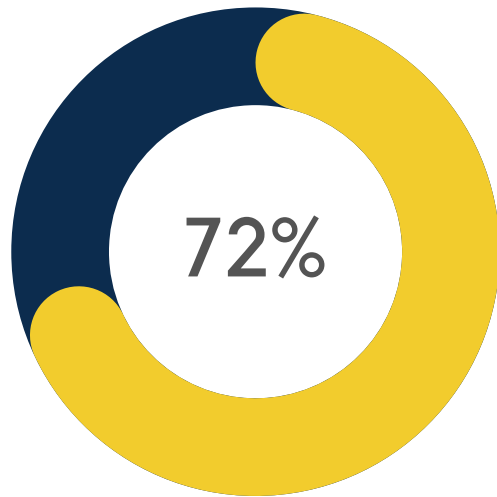


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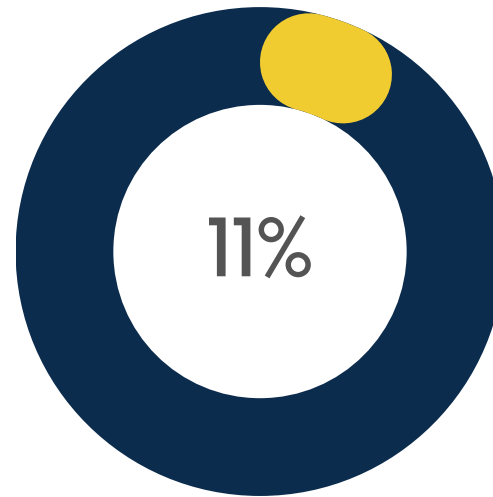


# WHICH PL STRUCTURES HAVE THE MOST IMPACT ON TEACHER AND STUDENT LEARNING?

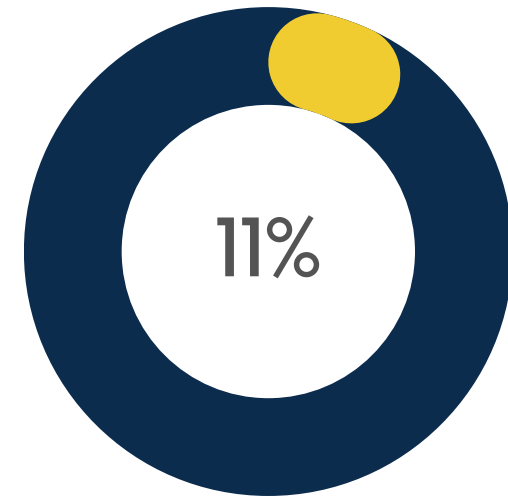
*Percentage of teachers reporting the degree to which each PL type they participated in improved teaching or student learning to a large extent.*



**COLLABORATIVE  
LEARNING**



**COACHING**



**WORKSHOPS**

# WHAT CHARACTERISTICS OF PROFESSIONAL LEARNING IMPACT TEACHING AND LEARNING?



Teachers who **participated more frequently in a type of PL** were more likely to report that they thought PL was effective.



Teachers who indicated that they had **access to expertise on using subject-area instructional materials** during PL were more likely to report that their PL was effective.

# NOTICE

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# WONDER

- Teachers find frequent professional learning provided by a curriculum expert more impactful on teaching and student learning.
- The difference in teachers' perceived impact of collaborative learning and coaching is significant.
- We need to collectively explore additional ways to research the impact of CBPL on teaching and student learning.

- To what extent will upcoming research validate teachers' opinion that collaborative learning is the most impactful form of professional learning?
- Why do teachers perceive coaching as a less effective form of PL than collaborative learning?
- What is the optimal dosage and frequency of CBPL?
- What characteristics of CBPL, per Rivet's [definition](#), are most strongly correlated with improvements in teaching and student learning?

# SUMMARY

# SUMMARY

This inaugural research brief synthesizes some of the data currently available about the professional learning marketplace and establishes a baseline for future research. In many places, we have more questions than answers. Though this means that organizations and leaders who provide professional learning are currently operating with incomplete information, it provides an exciting opportunity for future research and collaboration.

Rivet Education is grateful for our partner organizations' input and contributions to this brief, and we look forward to continuing to work together to address important unanswered questions and shed light on this sizable and important market. We are confident that doing so will result in more teachers having access to professional learning, resulting in improved instruction and better educational outcomes for students.

# OUR PARTNERS

# OUR PARTNERS

Rivet Education would like to thank its partners for their 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 2024 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 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.



Columbia University's Center for Public Research and Leadership strives to revitalize public school systems while reinventing professional education. CPRL conducts high-impact research and consulting projects for clients in the PK12 education sector and provides rigorous coursework, skills training, and real-world experiential learning for graduate students who attend programs at Columbia University and across the country. Since its founding in 2011, CPRL has provided research and consulting support to state agencies, school districts, charter school organizations, foundations, and advocacy groups, completing 200 projects and counting. Over two-thirds of CPRL's 500+ alumni work in education and other public-sector leadership and management roles.



# OUR PARTNERS



The Research Partnership for Professional Learning (RPPL) is a fast-growing network of 70+ professional learning nonprofits, researchers, school systems, and foundations working together to advance educational equity through the study and integration of PL design features proven to increase equitable instructional practices. Together, we aim to positively impact student learning and development, especially for students historically pushed to the margins of our education system.



THE DECISION LAB

The Decision Lab (TDL) is an applied research and innovation firm that leverages behavioral science and design to help ambitious organizations create a better future. TDL has worked with international leaders in the education space, with a particular focus on improving outcomes for students in underserved communities. This includes an ongoing, years-long partnership with the Bill & Melinda Gates Foundation, focusing on improving the uptake of high-quality instructional materials and curriculum-based professional learning in US school districts. In addition to their work with the Foundation, TDL has previously partnered with CASEL to support social and emotional learning in US classrooms, and is currently collaborating with Winchester College to design and validate a skill-based digital assessment tool for virtual learning.

**THANK YOU**