



THE SUPPLY AND DEMAND OF CURRICULUM-BASED PROFESSIONAL LEARNING

2025 RESEARCH BRIEF



FOUNDERS' MESSAGE

Dear Colleagues,

People (ourselves included) often say, “High-quality instructional materials (HQIM) work,” meaning there’s evidence they support student achievement. But, really, it’s more accurate to say, “High-quality instructional materials ARE a lot of work.” That’s because it’s not the materials themselves that drive impact—it’s the teachers and leaders who bring them to life. And to do that, they need the right support: curriculum-based professional learning (CBPL).

As more school systems adopt HQIM than ever before, the need for CBPL is growing just as quickly. Without it, even the best materials can fall flat. With it, educators can unlock the full potential of these resources and transform teaching and learning.

This annual market brief synthesizes data gathered from some of the field’s most trusted sources—The Center for Education Market Dynamics, EdReports, RAND, and Rivet Education. Together, we’ve compiled a snapshot of the current state of the CBPL market. Our goal? To shed light on key trends, surface the challenges and opportunities facing teachers and leaders, and provide actionable insights that can guide decision-making at every level.

The data in this report reveal both promising progress and persistent challenges. For example, while HQIM usage is on the rise, consistent CBPL—for both teachers and leaders—lags behind. Time and budget constraints remain significant barriers, and school systems struggle to meet evolving CBPL needs.



Annie Morrison



Litsy Witkowski

We’re especially grateful to our partners who carry out this critical evidence collection and research. This report is not just about what’s happening in the field today; it’s about what’s possible when we align our efforts, learn from each other, and remain steadfast in our commitment to data-based decision-making.

Whether you are a district leader, a professional learning provider, or an educator on the front lines, we hope this report inspires you to reflect on your own experiences, ask new questions, and continue pushing for the high-quality professional learning that every teacher and leader deserves.

Annie & Litsy

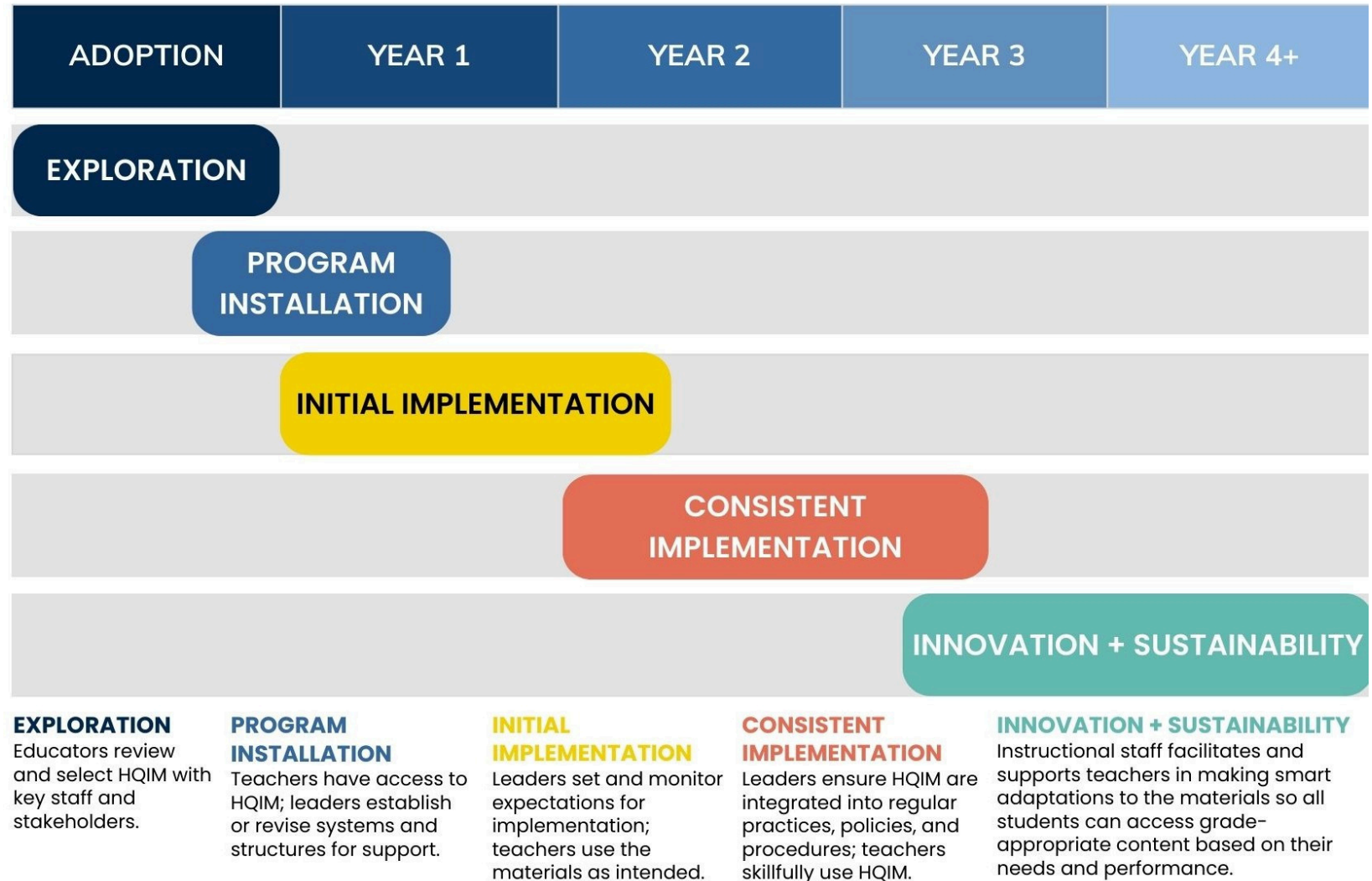
RESEARCH BRIEF OVERVIEW



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

Equity-Focused

Specific to Educators' Context

Content-Focused and Curriculum-Based

Interactive and Collaborative

Responsive to Beliefs and Mindsets

Vision-Aligned

Data-Driven

TYPES & STRUCTURES OF CURRICULUM-BASED PROFESSIONAL LEARNING



REPORTING ON CURRICULUM-BASED PROFESSIONAL LEARNING

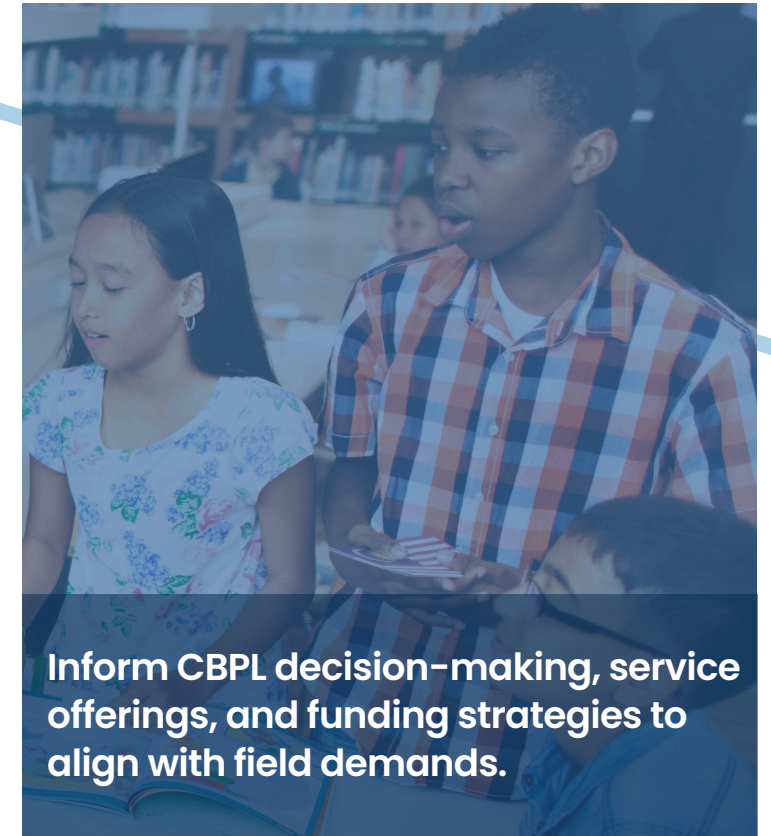
Rivet Education has partnered with the Center for Education Market Dynamics, EdReports, and RAND to synthesize data on HQIM usage and curriculum-based professional learning collected by our respective organizations. It is intended to help illuminate trends, inspire questions, and drive decision-making. **The goals of this annual research brief are to:**



Highlight current data on the supply and demand for CBPL.



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



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

RESEARCH QUESTIONS

HQIM Materials Use

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?
2. Do historically underserved students have access to HQIM and comparable levels across subjects?
3. What percentage of school systems are new to their HQIM?

Market Demand

4. Why are education leaders demanding CBPL?
5. What barriers do education leaders face in providing CBPL to teachers and leaders?
6. What types of CBPL are education leaders demanding?
7. When is CBPL contracted and delivered throughout the year?
8. How have providers in the Professional Learning Partner Guide adapted their CBPL services to meet district demand?

Market Supply

9. Who is providing the majority of CBPL to teachers?
10. What types of CBPL are most widely provided by PL providers?
11. What percentage of professional learning time is devoted to CBPL topics?
12. What kind of CBPL do leaders receive?
13. In which structures are teachers most likely to receive CBPL from their district?
14. Which providers can provide services that meet the definition of CBPL?

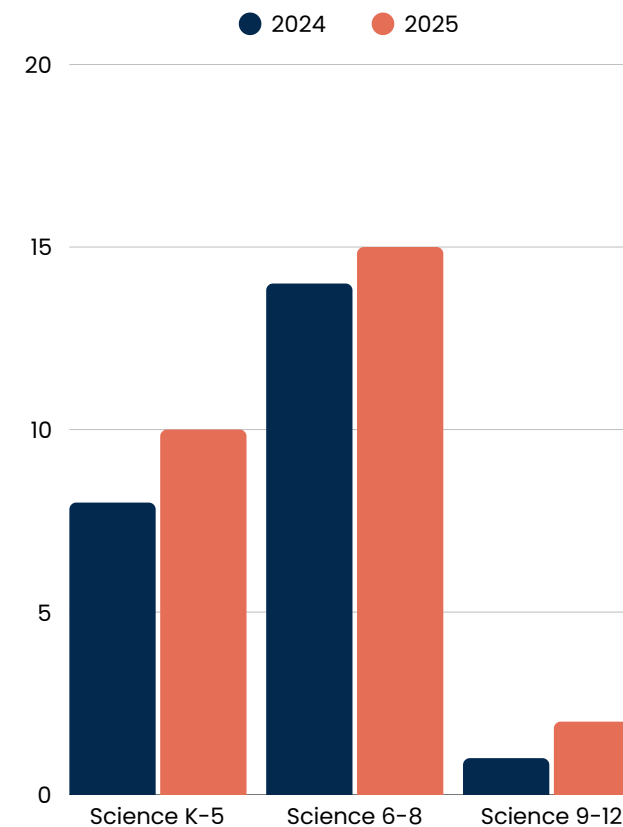
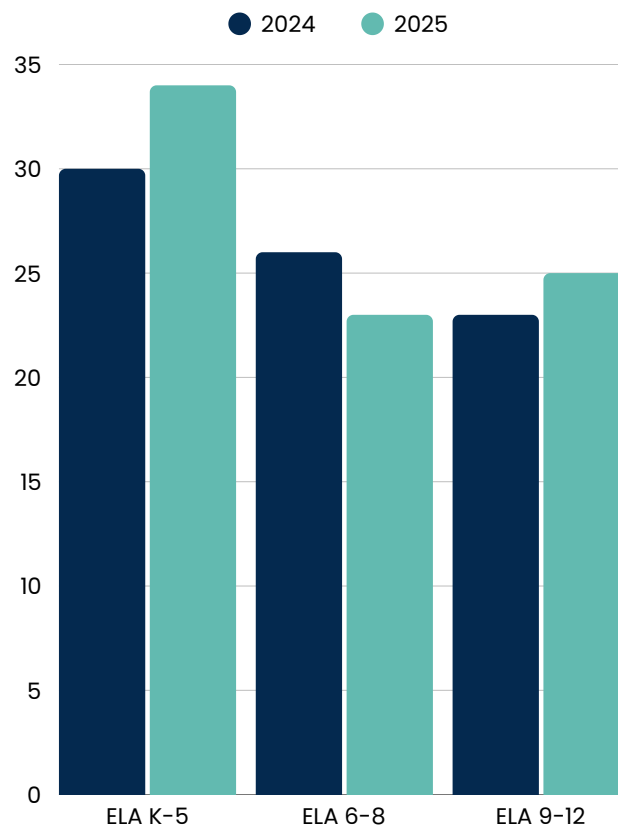
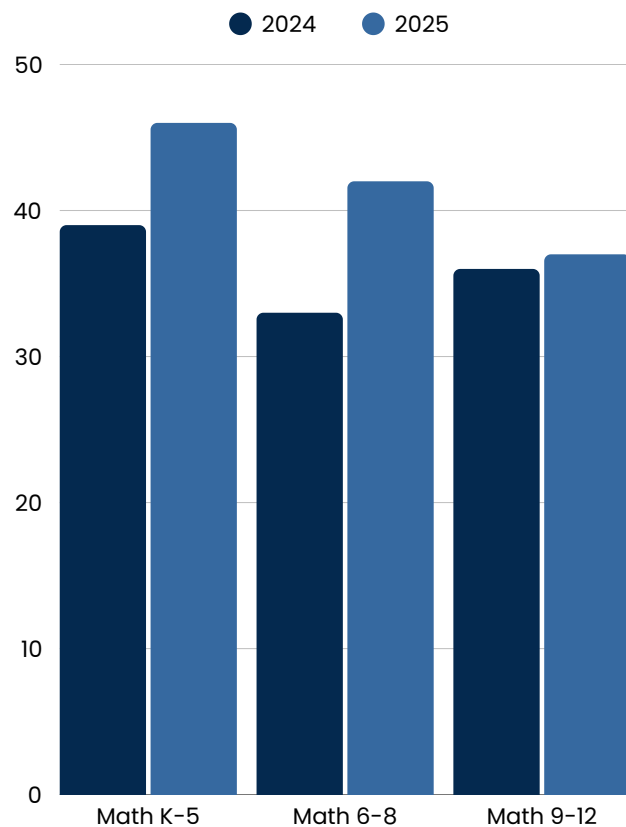
Market Impact

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

HIGH-QUALITY INSTRUCTIONAL MATERIALS USE



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



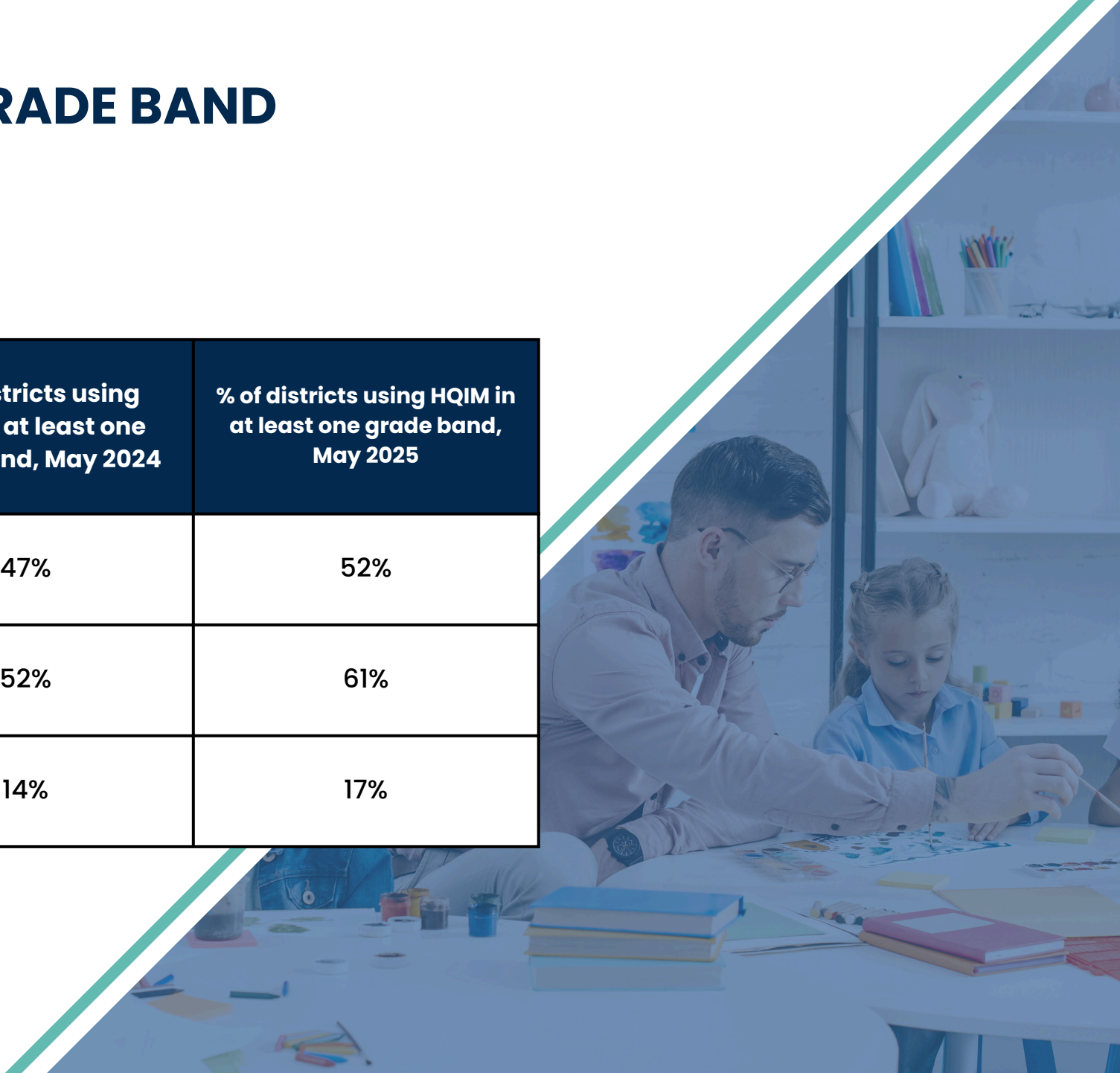
Data Source: Center for Education Market Dynamics Impact Core 2025

High-quality instructional materials (HQIM) in the CEMD Impact Core are defined using EdReports ratings. While EdReports has reviewed the vast majority of core comprehensive math and ELA materials nationally, the organization does not currently review state-specific editions. As a result, state-specific curricula are classified as 'not rated,' even when they may be closely aligned with the national versions.

HQIM USE IN AT LEAST ONE GRADE BAND

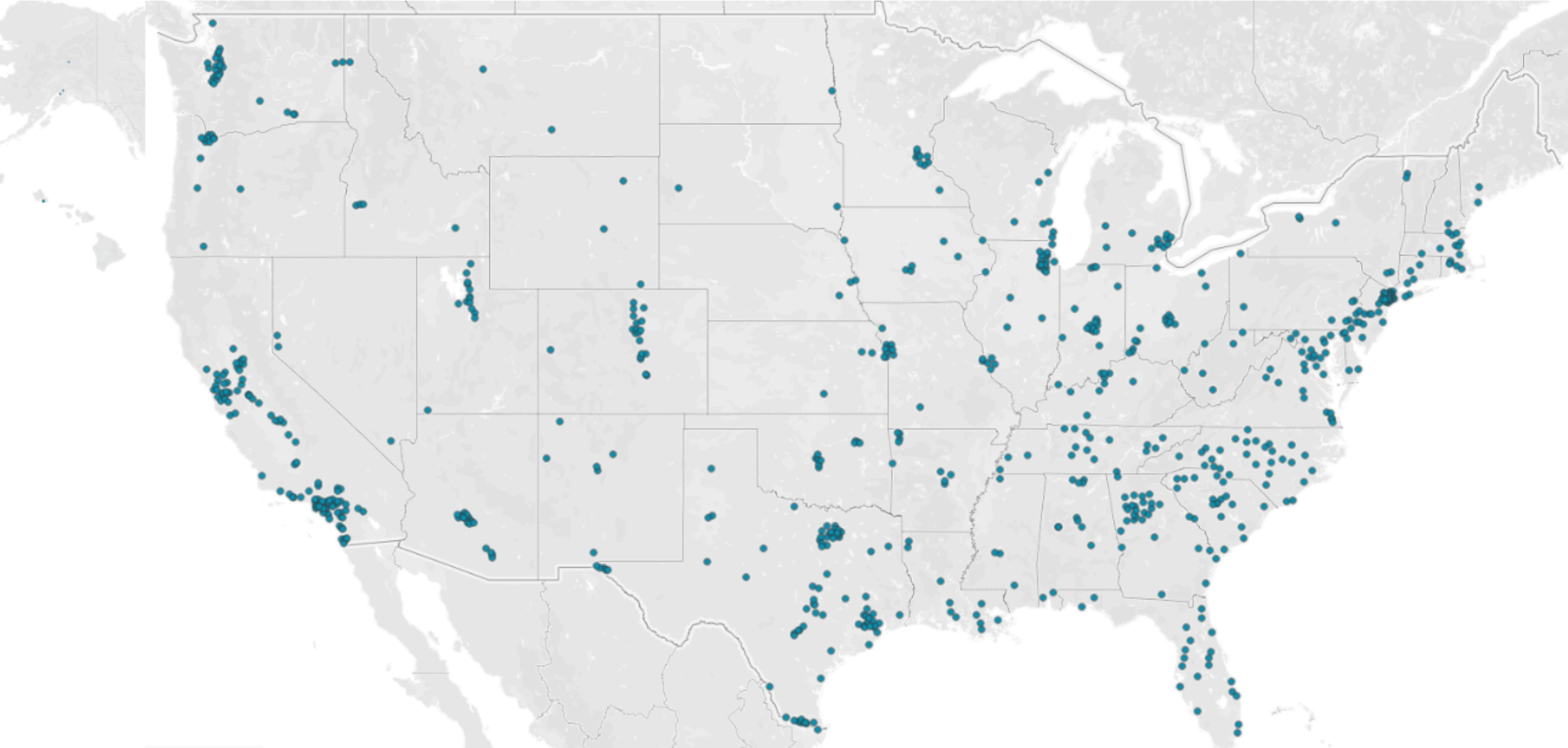
School system HQIM is on the rise in every subject.

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	% of districts using HQIM in at least one grade band, May 2025
ELA	46%*	47%	52%
Math	48%	52%	61%
Science	14%*	14%	17%



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

Data Source: Center for Education Market Dynamics Impact Core 2025

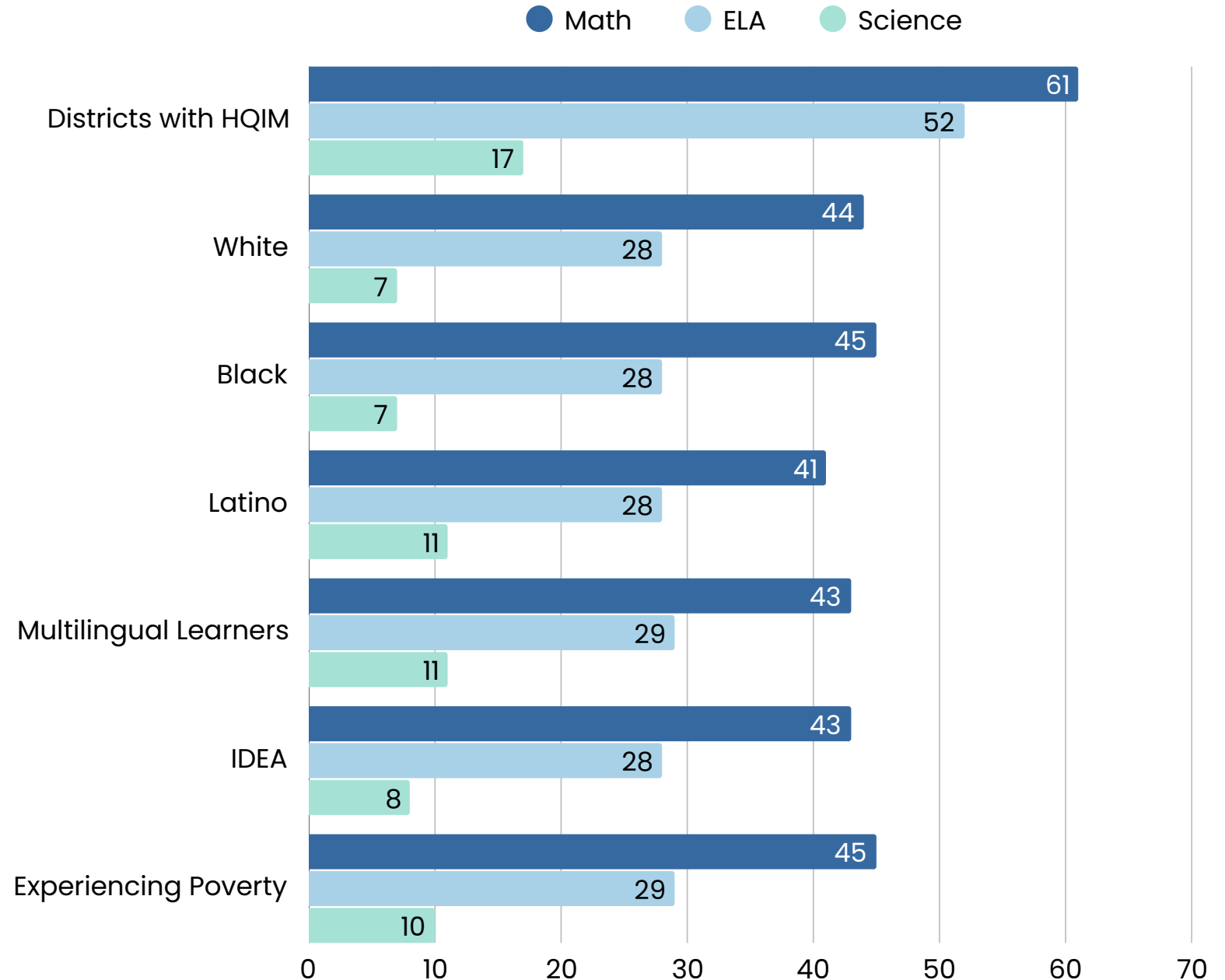


PERCENTAGE OF HISTORICALLY UNDERSERVED STUDENTS WITH ACCESS TO HQIM

Percent of K-12 students with access to HQIM by subject area.

Access to HQIM is relatively consistent across student subgroups. Historically underserved students had access to HQIM at rates close to or, in some cases, surpassing their white peers.

Data Source: Center for Education Market Dynamics Impact Core 2025



MANY SCHOOL SYSTEMS ARE NEW TO HQIM

Of teachers using aligned materials, approximately two-thirds (64%) report beginning their use in the past three years, while only one in five (19%) received them over five years ago. With the majority of schools being new to their HQIM, professional learning needs will be focused on initial implementation, and external professional learning support may be required while internal expertise develops.

TIME USING MATERIALS	ALIGNED	UNALIGNED	OVERALL
Just this school year	24%	13%	19%
For the past 2-3 school years	40%	28%	34%
For the past 4-5 school years	17%	19%	18%
For more than 5 school years	19%	40%	29%

FINDINGS

①

Across nearly all subjects and grade bands, HQIM usage is on the rise. The one exception is middle school ELA/literacy HQIM usage, which went down.

②

Across subjects and grade bands, historically underserved students had access to HQIM at rates close to or, in some cases, surpassing the national average for HQIM use.

③

Sixty-four percent of school systems have adopted their HQIM within the past three years, while 19% have used their HQIM for more than five years.

QUESTIONS

What could be causing the decline in ELA/literacy HQIM usage in middle school, while all other grade bands and subjects are on the rise?

Given this data, professional learning providers will be supporting teachers in systems with high rates of historically underserved students. What essential elements should be a part of their service offerings to ensure equitable access to the HQIM in place?

How does CBPL look for an experienced system versus a system new to the curriculum? What about for a school system with low teacher turnover versus high teacher turnover?

MARKET DEMAND FOR CBPL





WHY ARE EDUCATION LEADERS DEMANDING CBPL?

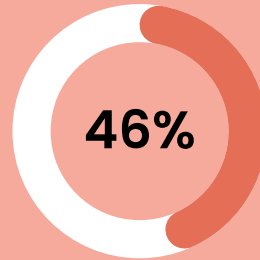
Reasons school systems request CBPL services, as reported by providers:

- » Support leaders through a change in instructional standards
- » Set teachers up for success following an HQIM adoption
- » Address curriculum implementation challenges and find root causes for lagging results/performance data following an adoption
- » Increase buy-in and skill sets (for teachers and leaders) with a new curriculum
- » Address implementation gaps for certain student subgroups (multilingual learners, students with disabilities, etc.)

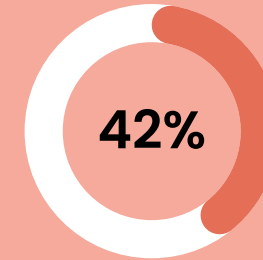
WHAT BARRIERS DO EDUCATION LEADERS FACE IN PROVIDING CBPL TO TEACHERS AND LEADERS?

According to School Leaders

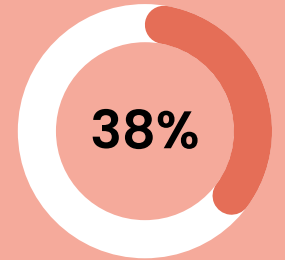
Data Source: Rivet Market Research 2024



Time for Teachers to Participate in CBPL



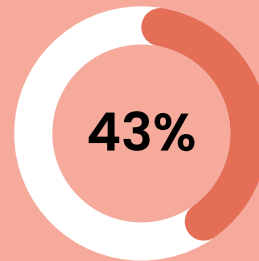
Finding the Right External Provider is Too Challenging



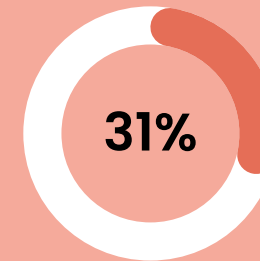
Budget Constraints Tied with Time for CBPL Planning

According to PL Providers

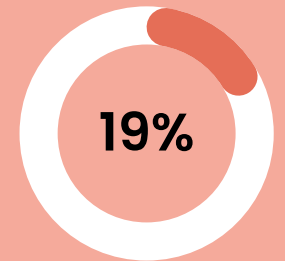
Data Source: Professional Learning Partner Guide Provider Survey 2025




Time for Teachers to Participate in CBPL



Budget Constraints



Internal Expertise to Support/Deliver CBPL



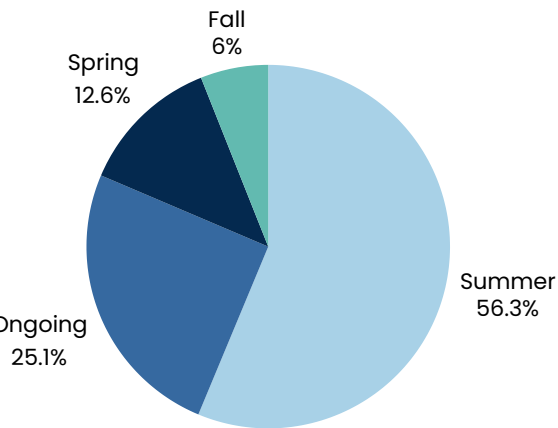
WHAT TYPES AND STRUCTURES OF CBPL ARE EDUCATION LEADERS DEMANDING THROUGH SERVICE REQUESTS?

	2024	2025
MOST DEMANDED TYPE	Initial Implementation*	Ongoing Support for Teachers
MOST DEMANDED STRUCTURE	Workshops	Workshops

**Last year, this type was known as Launch. It is now termed Initial Implementation
Data Source: Professional Learning Partner Guide Provider Survey 2025*

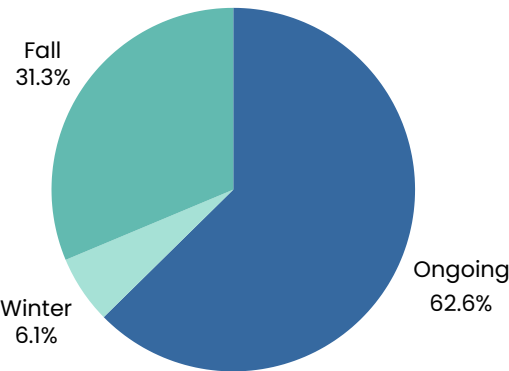
WHEN ARE SPECIFIC PL STRUCTURES USED MOST FREQUENTLY THROUGHOUT THE YEAR?

Data Source: Professional Learning Partner Guide Provider Survey 2025



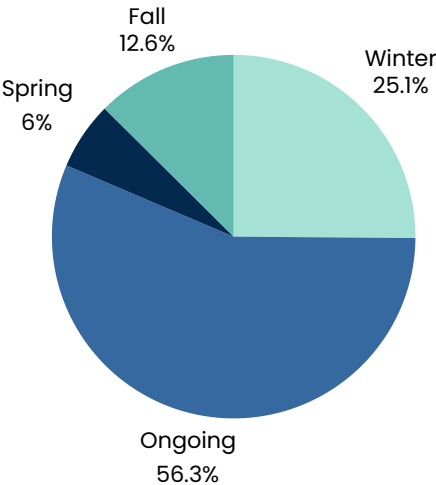
WORKSHOPS

Summer 56%
Ongoing 25%
Spring 12.5%
Fall 6%



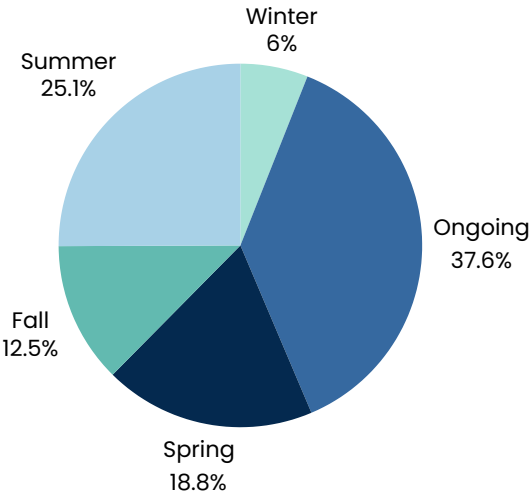
COLLABORATIVE PLCS

Ongoing 62%
Fall 31%
Winter 6%



COACHING

Ongoing 56%
Winter 25%
Fall 12.5%
Spring 6%



CONSULTATIONS

Ongoing 37.5%
Summer 25%
Spring 18.75%
Fall 12.5%
Winter 6%

WHEN ARE MOST CONTRACTS SIGNED FOR CBPL?

Top Three Months

- April and May (Tie)
- March
- August

(Data Source: Professional Learning Partner Guide Provider Survey 2025)

WHEN IS MOST CBPL DELIVERED?

Top Three Months

- August
- January
- September and "Provide Equally Across Months" (Tie)

(Data Source: Professional Learning Partner Guide Provider Survey 2025)

HOW HAVE PROVIDERS IN THE PROFESSIONAL LEARNING PARTNER GUIDE ADAPTED THEIR CBPL SERVICES TO MEET DISTRICT DEMAND?



Increasing virtual or hybrid (virtual and in-person) services



Integration of the school system's existing resources and approaches



Offering shorter session lengths to accommodate tight schedules



Aligning language to the school system's terms



Increased coaching options for leaders and leadership pipeline support



Introduction of specific scaffolds for multilingual learners



FINDINGS

①

Time and budget constraints remain the top two challenges system leaders face in offering CBPL.

②

The most demanded type of CBPL shifted from Launch to Ongoing Support for Teachers this year.

③

Different types of CBPL are more popular at different times of the year. Coaching and collaborative planning are most likely to happen throughout the year, while workshops and consultations are clustered at distinct times.



QUESTIONS

How can the field adapt to deliver high-quality CBPL within the constraints of limited time and resources?

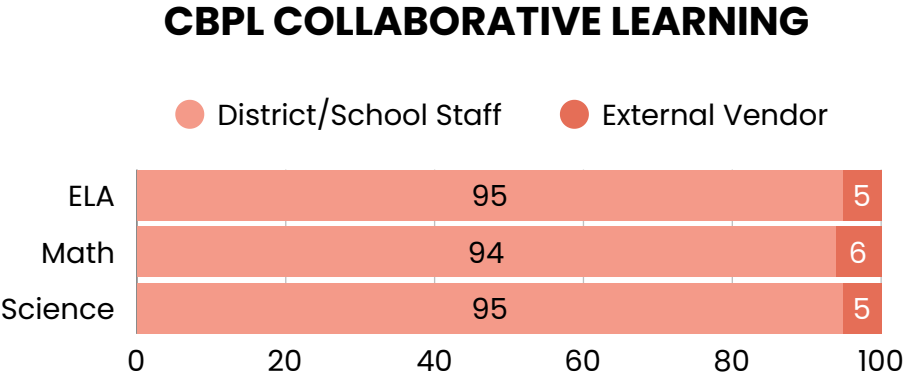
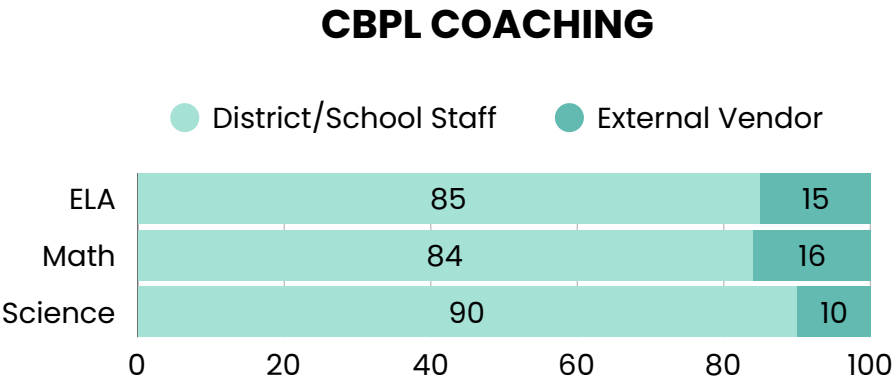
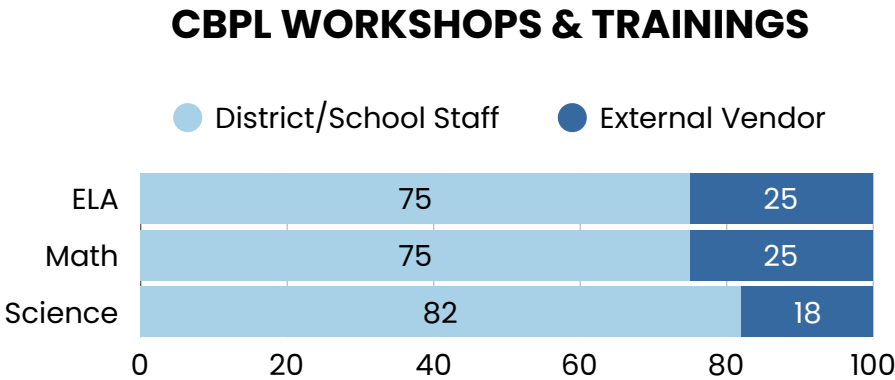
Many schools are still in the initial years of implementation, however. How should ongoing support look for schools in year 1, year 2, year 3, and beyond?

How can CBPL providers design their services to provide each type when it's needed most?

MARKET SUPPLY OF CBPL



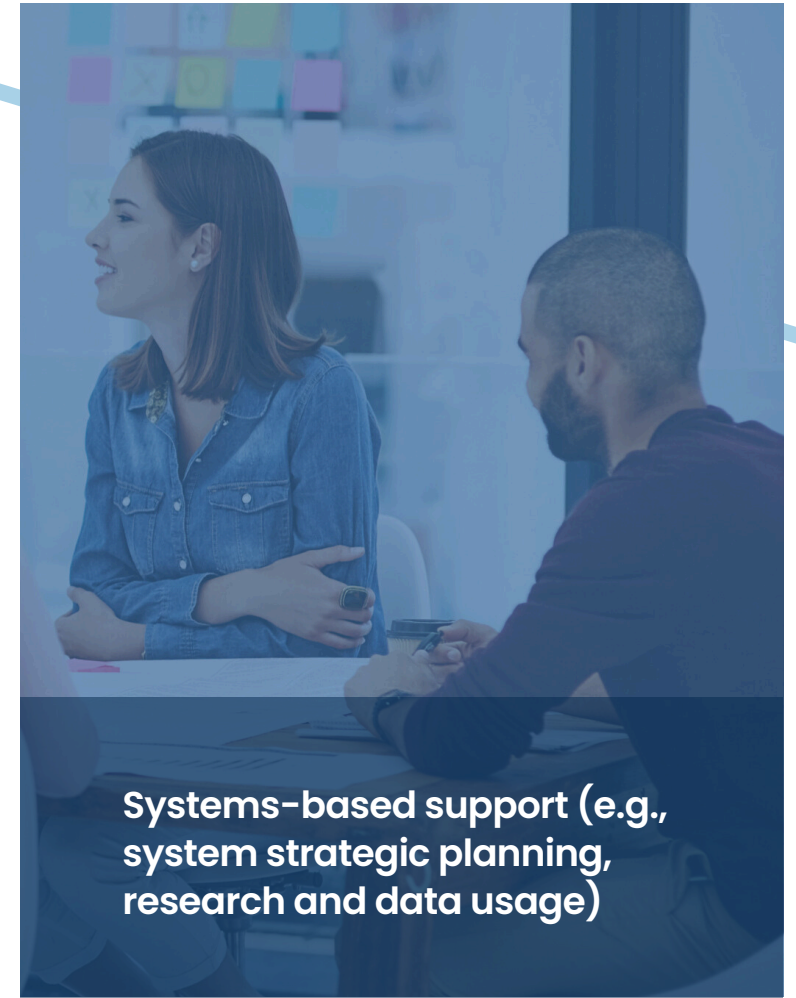
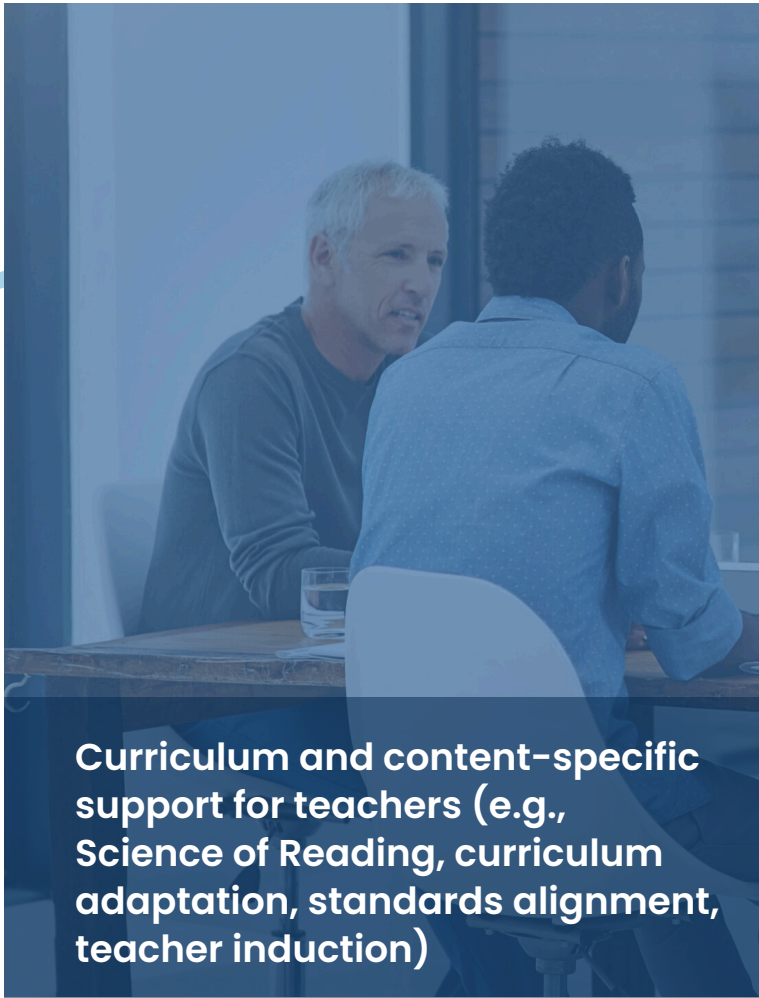
WHO IS PROVIDING THE MAJORITY OF CURRICULUM-BASED PROFESSIONAL LEARNING TO TEACHERS?



Data Source: RAND AIRS School Leader Survey 2024

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

Data Source: Professional Learning Partner Guide Provider Survey 2025



WHAT PERCENTAGE OF PROFESSIONAL LEARNING TIME IS DEVOTED TO CBPL TOPICS?

FREQUENCY	COACHING & FEEDBACK ON USE OF CURRICULUM MATERIALS	COLLABORATIVE LEARNING. USE OR ADAPTATION OF EXISTING CURRICULUM MATERIALS	WORKSHOPS/TRAINING. USE OR ADAPTATION OF EXISTING CURRICULUM MATERIALS
More than 50% of the time	9%	29%	33%
26-50%	22%	32%	30%
1-25%	50%	32%	30%
No time	19%	7%	7%

Data Source: EdReports State of the Instructional Materials Market Report, 2024



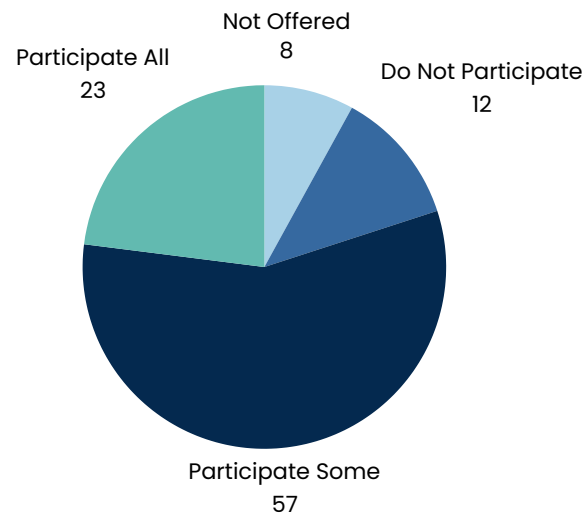
WHAT CBPL TOPICS ARE MOST COMMONLY PROVIDED SPECIFICALLY TO LEADERS?

- ① Understanding the components of the curriculum
- ② Collecting and monitoring implementation data
- ③ Conducting observations

Runner-up: Communications/PR support

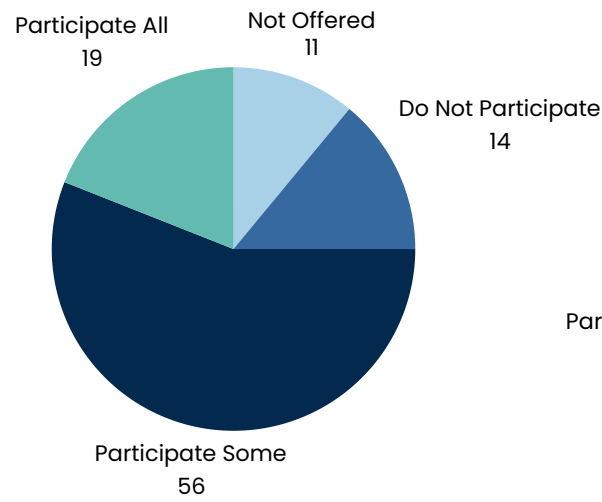
LEADERS' PARTICIPATION IN CBPL PROVIDED BY THE SCHOOL OR SCHOOL SYSTEM TO SUPPORT TEACHERS INSTRUCTION

Data Source: RAND AIRS School Leader Survey, 2024



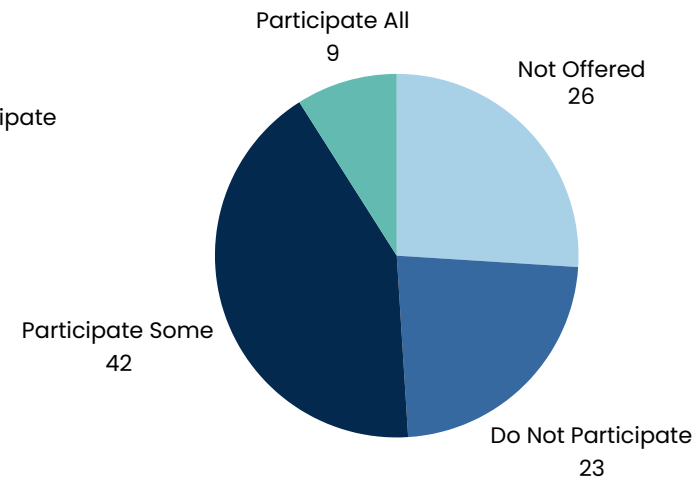
ELA/LITERACY

Participate in some of it 57%
Participate in all of it 23%
I do not participate in it 12%
It is not offered 8%



MATH:

Participate in some of it 56%
Participate in all of it 19%
I do not participate in it 14%
It is not offered 11%



SCIENCE:

Participate in some of it 42%
It is not offered 26%
I do not participate in it 23%
Participate in all of it 9%



IN WHICH STRUCTURES ARE TEACHERS MOST LIKELY TO RECEIVE CBPL?

Teachers say they participate most frequently in collaborative learning focused on their curricular materials while professional learning providers say they provide coaching and workshops equally to teachers. Last year, providers indicated that workshops were the most common structure.

TEACHERS	Collaborative Learning
PLPG PROVIDERS	Coaching & Workshops (Tie)

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
Benchmark Education Company
BetterLesson
Big Rock Educational Services
Blue Engine
Boston College OEI
BSCS Science Learning
Carnegie Learning
Coherent Math
Collaborative for Teaching and Learning
ConnectED
Crowley's Ridge Education Service Cooperative (CRESC)
Curriculum Associates
Education First
EL Education

Great Minds
Hill for Literacy
Houghton Mifflin Harcourt
Illustrative Mathematics
Institute for Learning
Instruction Partners
Jounce Partners
Kendall Hunt
Kids First Education, LLC
L. Hickman Education Consulting
Lavinia Group
Lawrence Hall of Science
Leading Educators
Lit
Mathematics Institute of Wisconsin
McGraw Hill
MGT
Michigan Mathematics and Science Leadership Network

MQI Coaching
National Institute for Excellence in Teaching
National Science Teaching Association
New Teacher Center
New Visions for Public Schools
NextGenScience at WestEd
Open Up Resources
OpenSciEd
Phenomenon Science Education
Savvas Learning Company, LLC
SchoolKit
SpringBoard
STEAM Power Education
Teaching Lab
Teaching Matters
The Kirkland Group
TNTP
UnboundEd
Wade Institute for Science Education
William H. Sadler

FINDINGS

①

Across subjects and structures, most CBPL is provided in-house rather than by an external provider. This is especially pronounced for collaborative learning.

②

Coaching is the PL structure where the least amount of time is allocated to CBPL.

③

Most leaders attend only a portion of the CBPL workshops and trainings that teachers do.

QUESTIONS

If CBPL providers are equipped to lead collaborative learning PL, why do you think so many school systems opt to keep this in-house?

What other coaching topics and priorities are competing for time with curriculum implementation? Could these topics be tied to curriculum implementation to make them more effective?

What challenges might result from leaders not participating in the same CBPL as teachers? Could these challenges be addressed by leader-specific CBPL?

MARKET IMPACT

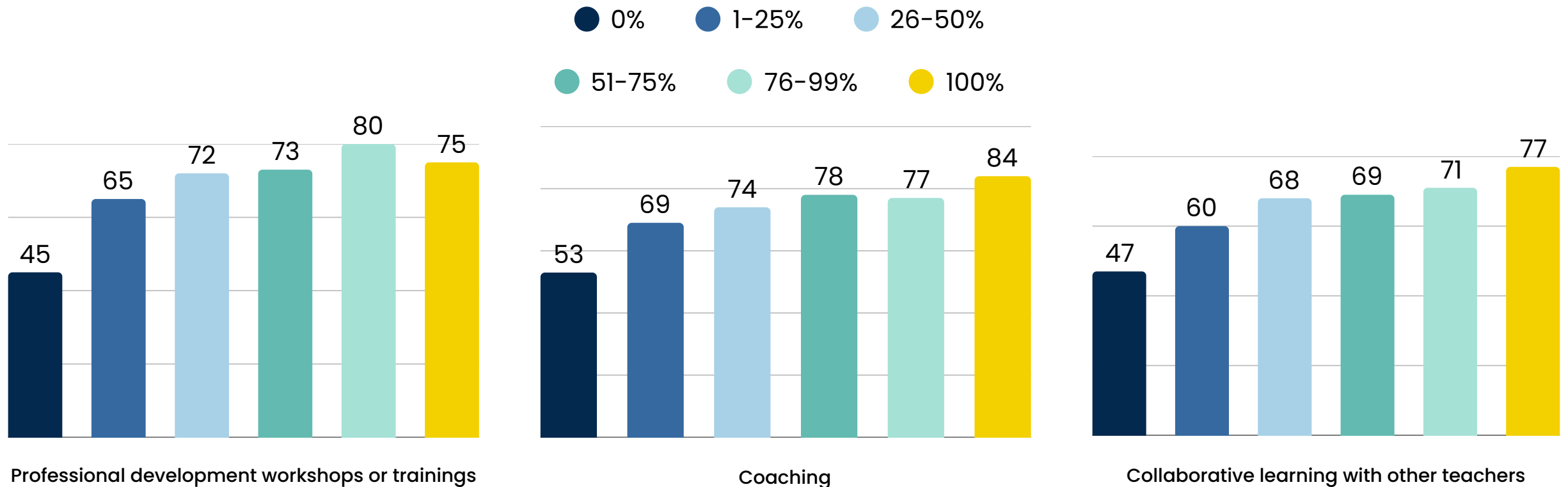


ACCORDING TO PL PROVIDERS, WHICH PL STRUCTURE IS THE MOST IMPACTFUL FOR...



ACCORDING TO TEACHERS, WHICH PL STRUCTURES HAVE THE MOST IMPACT ON TEACHING AND STUDENT LEARNING?

Figure 1. Percentage of teachers who agree that their PL "helped me to use my instructional materials more effectively to meet student needs," by reported percentage of time PL "incorporated" required or recommended materials



FINDINGS

①

PL providers indicate that coaching is the most effective structure for ongoing support, and it is the PL structure where impact of CBPL versus PL not focused on materials) was the most pronounced for teachers.

②

Professional learning providers identified workshops as the most effective structure for initial implementation of HQIM.

QUESTIONS

For school systems that currently spend only a small portion of coaching time on topics related to instructional materials, what steps could they take to increase the amount of curriculum-based support coaches are equipped to offer?

When designing workshops for educators in their first year of implementation, what curriculum-specific topics should be prioritized?

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OUR 2025 PARTNERS



OUR 2025 PARTNERS

Rivet Education would like to thank its partners for their 2025 data contributions to this research brief and continued commitment to collecting in-depth data about the field of CBPL over time.



EdReports is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.



The Center for Education Market Dynamics (CEMD) is on a mission to improve academic outcomes for underserved students by expanding access to high-quality teaching and learning solutions. We believe that better data drives better decisions, leading to greater opportunities for students. By providing insights into curriculum choices, we empower education leaders to make informed decisions that support student success.

OUR 2025 PARTNERS



RAND 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'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

