The Supply and Demand of Curriculum-Based Professional Learning

2026

RIVET EDUCATION

TABLE OF CONTENTS

FOUNDERS' MESSAGE

This year, we've each decided to push ourselves personally with some new learning: Annie is taking pottery classes, and Litsy signed up for a week-long retreat where she learned about caring for horses. No one is going to ask Litsy to babysit their horse anytime soon, and Annie's pottery isn't destined for the Met, but we both wanted some low-stakes learning far from our 9-5 worlds, so mission accomplished!

When it comes to professional learning though, the stakes are much higher. A "let's see if this sticks…" approach isn't an option. This is where clear, directional data is irreplaceable.

For example, we see again this year the importance of curriculum-based coaching and observation. Teachers who reported spending at least 76% of their coaching time focused on their curriculum were in almost total agreement that the coaching helped them use their materials more effectively to meet student needs, with 92% in agreement. But at the same time, 52% of teachers reported *never* having coaching focused specifically on their materials. And less than a third of leaders say monthly observations and coaching happen for teachers. This disconnect matters.

As a field, it's critical that we understand how teachers and leaders are engaging in curriculum-based professional learning (CBPL). We need to know what they're finding effective, and how the field is adapting over time to meet market demands and do more of what research shows works.

This year, Rivet launched its new **Implementation Dashboard**—a digital tool to measure and monitor implementation activities for high-quality instructional materials (HQIM). An immediate trend came to light for the states and districts using the new tool: consistently, systems hadn't coordinated on or implemented a strategic CBPL plan.

A strategic CBPL plan can feel daunting—there are a lot of decisions to make. Can learning be delivered by existing coaches and staff, or is new expertise needed? How often should teachers engage in professional learning? If time is tight, what should they prioritize—collaborative learning, coaching, workshops? And these questions are just the tip of the iceberg.

With many more states and districts poised to use the Implementation Dashboard in the fall of 2026, we're curious to see whether this trend holds or expands.

We've found one of the best ways to feel confident in decision-making is to be grounded in data. That's why we produce this report each year. We want the field (leaders, funders, policy makers, and technical assistance providers) to understand the realities, like how school systems go from a full, publisher-supported CBPL package in year one to flying totally solo (without any increase in budget or staff size) the next. These are hard realities, and they can make systems want to give up on implementation. So, armed with data, let's do something about it.

Annie & Litsy

EXECUTIVE SUMMARY

The *Supply and Demand of Curriculum-Based Professional Learning 2026* synthesizes national data from Rivet Education, the Center for Education Market Dynamics (CEMD), and RAND.

The report is designed to help the field better understand:

- The current state of high-quality instructional materials (HQIM) adoption nationwide
- What education leaders want from curriculum-based professional learning (CBPL)
- How CBPL is being delivered
- Which CBPL structures have the greatest impact

This year's report explores more than 30 research questions related to HQIM and CBPL, a record amount of data for this report. Key findings include:

HQIM adoptions continue to rise in all subject areas

CBPL topics and structures are increasingly diverse

Most CBPL is delivered by internal staff, but gaps exist in CBPL supply

CBPL, especially ongoing structures like coaching, are highly effective

As districts deepen HQIM use, this year's findings make clear the need for scalable, job-embedded CBPL models that build educator capacity over time and address emerging gaps in implementation support for leaders, coaching, and alignment of tiers of instruction.

HQIM Adoption

HQIM adoption increased significantly across ELA, math, and science. This year, the percentage of districts that have adopted HQIM in at least one grade band rose to:

- ELA 72%
- Math 71%
- Science 21%

Historically underserved students generally access HQIM at rates equal to or greater than white peers.

CBPL Diversification

While previous demands reported from the field have focused on helping teachers use a new HQIM, this year's findings represent a more holistic understanding of HQIM implementation and the CBPL required to make HQIM successful. School systems report requesting:

- Capacity building and train-the-trainer support
- Leadership support for HQIM implementation
- System alignment and implementation coherence guidance
- Ongoing support, including coaching to support evolving implementation needs

Ongoing support is now the dominant demand

Time remains the greatest CBPL implementation barrier

AI is playing an increasing role in supporting CBPL implementation

CBPL providers are evolving their services

Gaps Emerge in CBPL Supply

Internal staff continue to lead most CBPL overall, while publishers play a major role during initial implementation years, and non-publisher external providers support CBPL for education leaders. Key findings include:

- Gaps exist for ongoing observations and coaching: most teachers are observed for HQIM-aligned instruction only a few times a year.
- CBPL that supports alignment of Tier II and Tier III instruction is limited.
- Most CBPL for leaders is still led by internal content specialists or PL staff who may not have the expertise leaders need in areas such as conducting observations or measuring implementation.

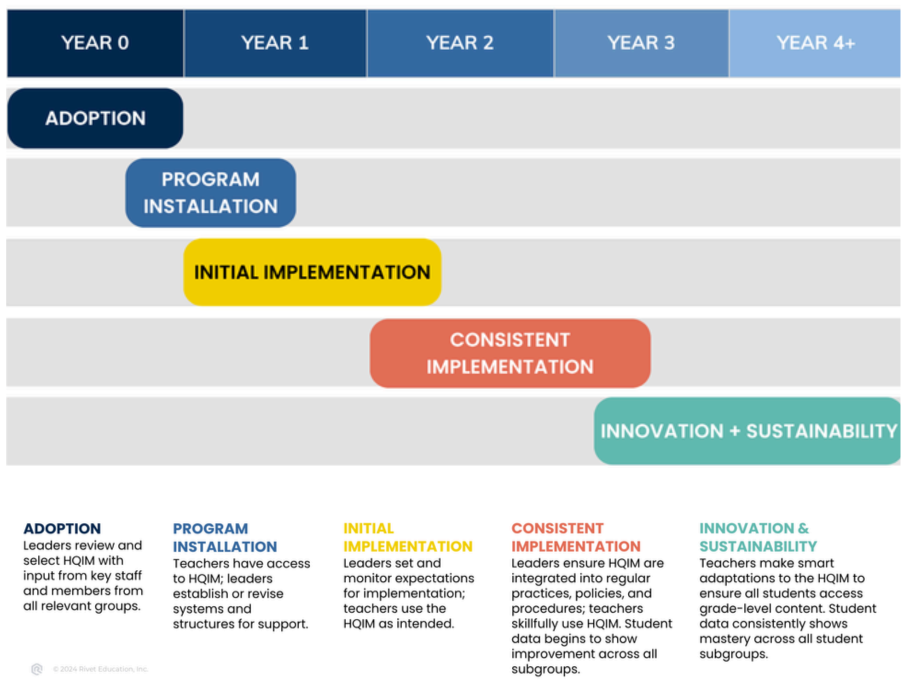
CBPL Is Effective

- Education leaders report that CBPL coaching—followed closely by collaborative planning—has the most impact on improving classroom instruction.
- Teachers report a correlation between the amount of time the professional learning focused on curriculum and their belief that the professional learning helped them use their materials more effectively and meet student needs.
- Collaborative learning was the most effective structure according to teachers.

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.

WHY CURRICULUM-BASED PROFESSIONAL LEARNING MATTERS



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 CBPL.

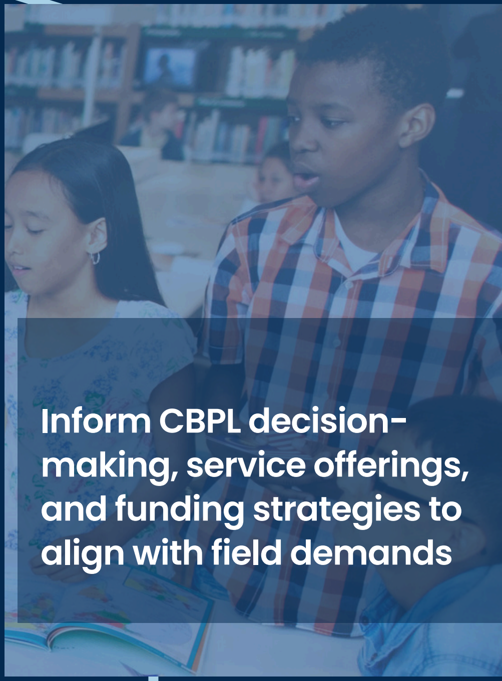
CHARACTERISTICS

- Equity-Focused
- Specific to Educators' Context
- Content-Focused and Curriculum-Based
- Interactive and Collaborative
- Responsive to Beliefs and Mindsets
- Vision-Aligned
- Data-Driven

REPORTING ON CURRICULUM-BASED PROFESSIONAL LEARNING

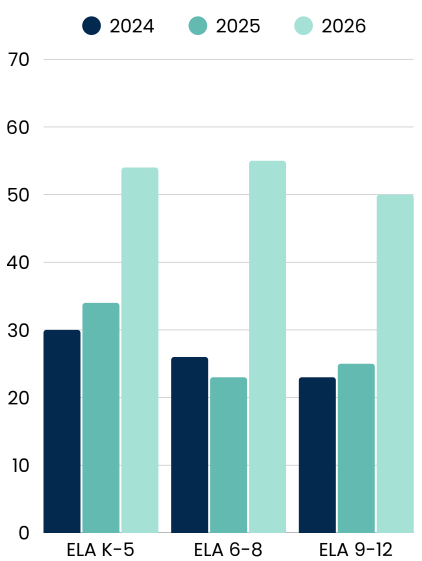
Rivet Education has partnered with the Center for Education Market Dynamics and RAND to synthesize data on HQIM usage and curriculum-based professional learning collected by our respective organizations. It is intended to help illuminate trends, inspire questions, and drive decision-making.

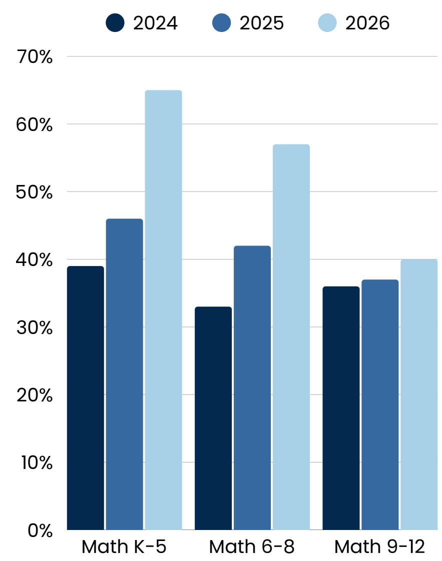
In addition, Rivet conducts its own research through surveying of the curriculum-based professional learning providers in its Professional Learning Partner Guide (PLPG) and, new this year, a survey cohort of state, district, and school leaders leading HQIM implementation. **The goals of this annual research brief are to:**

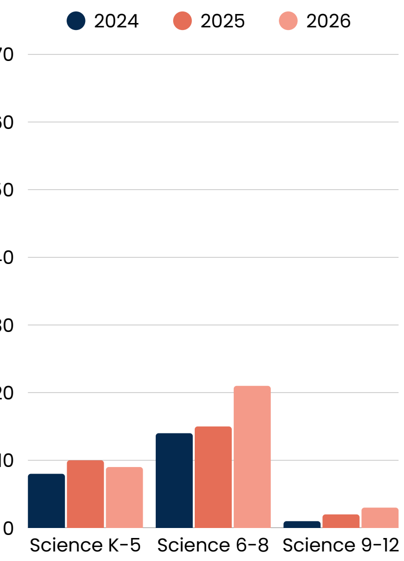


HIGH-QUALITY INSTRUCTIONAL MATERIALS USE

WHAT PERCENTAGE OF DISTRICTS HAVE SELECTED AT LEAST ONE HQIM[†*] IN EACH GRADE BAND?







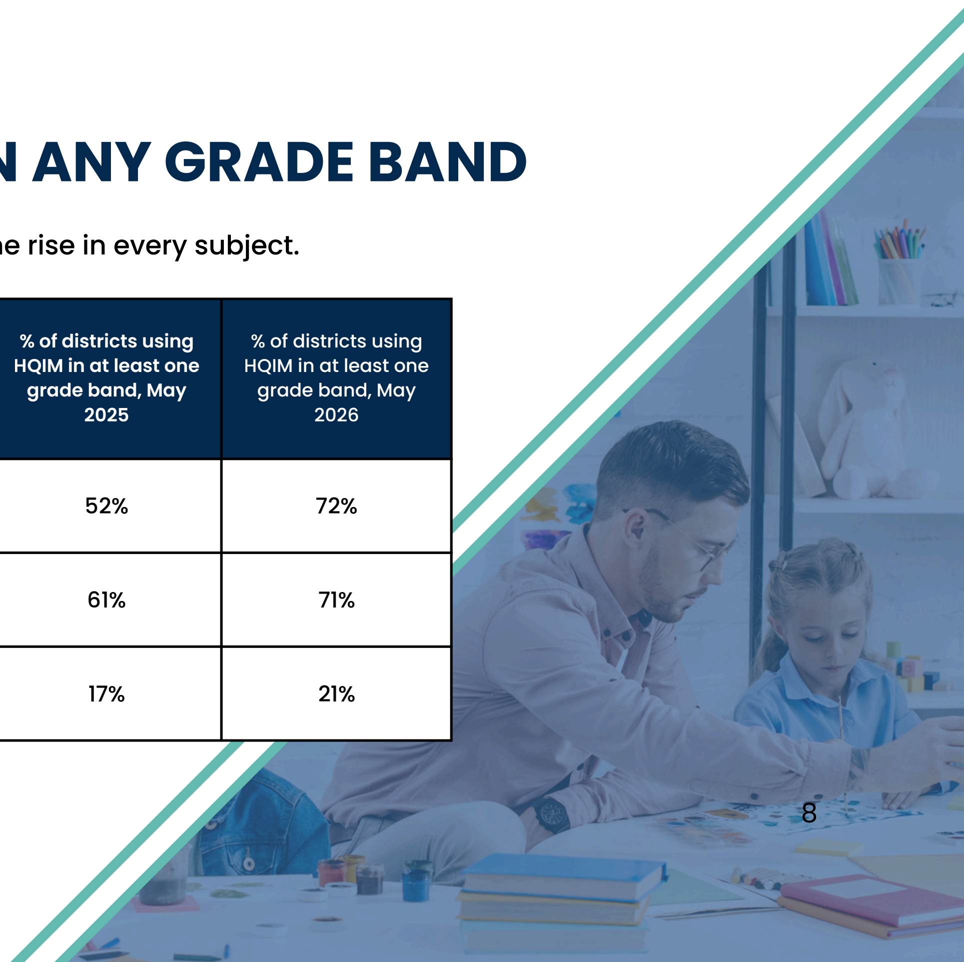
2024, 2025 Data Source: Center for Education Market Dynamics (CEMD) School Year 2023-24, 2024-25 Data Collections; Impact Core
2026 Data Source: CEMD School Year 2025-26 Data Collection

† High-Quality Instructional Materials (HQIM) are those that meet expectations for grade-level standards alignment as reviewed by EdReports.
**The 2026 data reflects an assumed "green" rating for state-specific curriculum that have a "green" national counterpart.*
*** See full methodology in the appendix*

HQIM ADOPTION IN ANY GRADE BAND

School system HQIM adoption is on the rise in every subject.

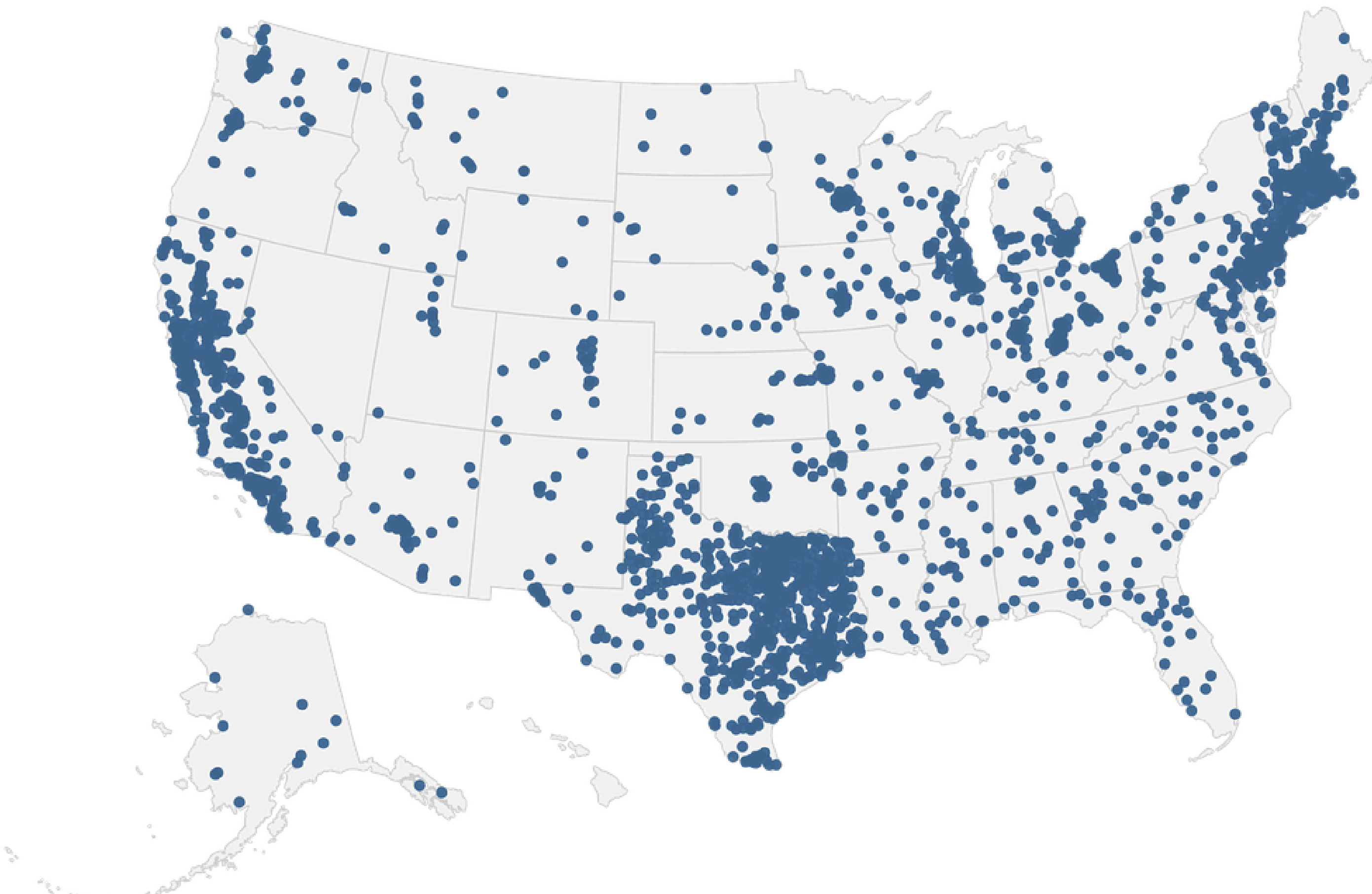
SUBJECT	% of districts using HQIM in at least one grade band, May 2023	% of districts using HQIM in at least one grade band, May 2024	% of districts using HQIM in at least one grade band, May 2025	% of districts using HQIM in at least one grade band, May 2026
ELA	46%*	47%	52%	72%
Math	48%	52%	61%	71%
Science	14%*	14%	17%	21%



Data Sources:
2023-2024-2025 CEMD Impact Core
2026: CEMD School Year 2025-26 Data Collection

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

Data Source: CEMD School Year 2025-26 Data Collection



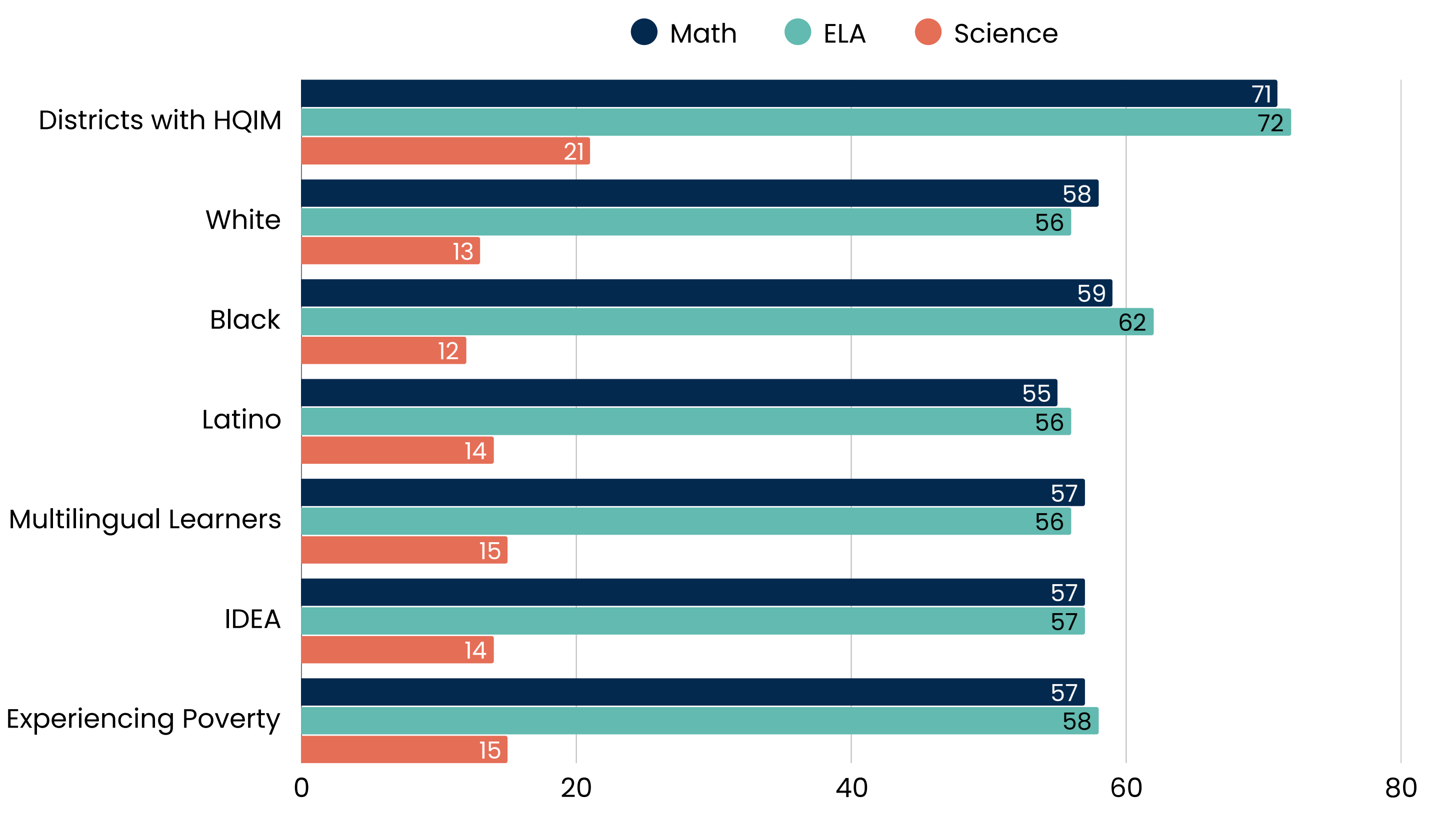
State-specific curriculum based on green-rated curriculum is counted as HQIM

PERCENTAGE OF HISTORICALLY UNDERSERVED STUDENTS WITH ACCESS TO HQIM

This chart shows the 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.

HQIM access has increased across all subjects and subgroups between 2025 and 2026.



Data Source: CEMD School Year 2025-26 Data Collection

FINDINGS

QUESTIONS

1

Year-over-year, there were increases in HQIM usage across subjects.

ELA had the largest increase: 20%.

These jumps were driven both by a rise in usage overall as well as an expanded definition of “green” rated materials, now including state-specific editions that have “green” national counterparts.

Knowing that this increase is, in part, a reflection of the inclusion of state-specific curricula, how might the CBPL provider field need to take into account the use of state-specific versions when designing CBPL offerings?

2

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

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?

3

Science HQIM use continues to lag significantly behind ELA and math HQIM.

How can CBPL providers certified for adoption support help increase the usage of science HQIM?

MARKET DEMAND FOR CBPL

WHY ARE EDUCATION LEADERS DEMANDING CBPL?

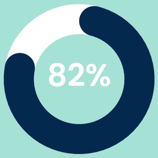
Common themes named by **system and school leaders**

- **Supporting a New Adoption**
- **Capacity Building and Train-the - Trainer Support**
- **Leadership Support**
- **System Support and Implementation Coherence**
- **Ongoing Coaching to Address Implementation Challenges**

Spotlight: Middle and High School **Math**

If you were to use an external provider for your middle or high school math curriculum professional learning, what topics would you be interested in?

1. **Using Student Assessments or Data**



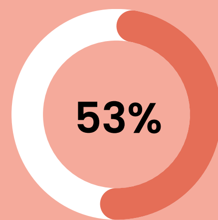
2. **Instruction**

3. **Modeling Instruction**

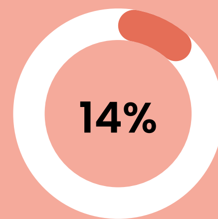
Data Source: RAND American School District Panel Survey Fall 2025

BARRIERS TO PROVIDING CBPL

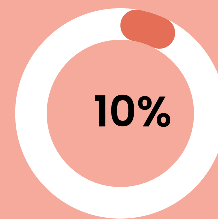
According to Education Leaders



Time for Teachers to Participate in CBPL



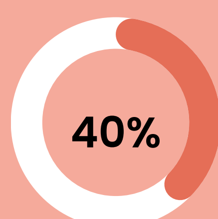
Budget Constraints



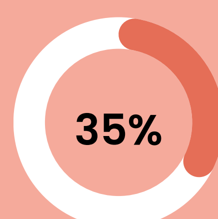
Lack of Internal Expertise to Support/Deliver CBPL

Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

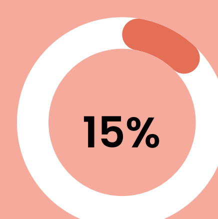
According to PL Providers



Budget Constraints



Time for Teachers to Participate in CBPL



Lack of Internal Expertise to Support/Deliver CBPL

Data Source: Professional Learning Partner Guide Provider Survey 2026

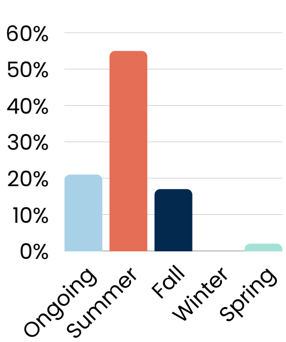
WHAT TYPES AND STRUCTURES OF CBPL ARE EDUCATION LEADERS DEMANDING THROUGH SERVICE REQUESTS?

	2024	2025	2026
MOST DEMANDED TYPE	Initial Implementation	Ongoing Support for Teachers	Ongoing Support for Teachers
MOST DEMANDED STRUCTURE	Workshops	Workshops	Coaching

Data Source: Professional Learning Partner Guide Provider Survey 2026

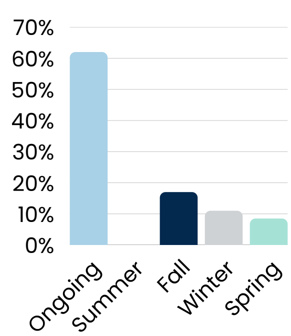
WHEN ARE SPECIFIC PL STRUCTURES USED MOST FREQUENTLY THROUGHOUT THE YEAR?

Data Source: Professional Learning Partner Guide Provider Survey 2026



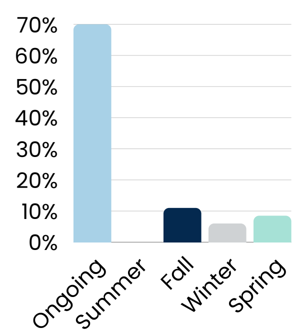
WORKSHOPS

Summer 55%
Ongoing 21%
Fall 17%
Spring 2%



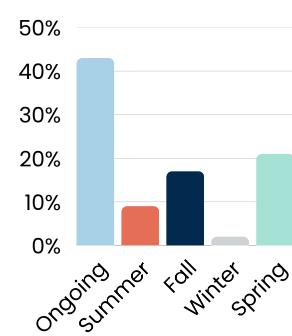
COLLABORATIVE PLCS

Ongoing 62%
Fall 17%
Winter 11%
Spring 8.5%



COACHING

Ongoing 70%
Fall 11%
Spring 9%
Winter 6%



CONSULTATIONS

Ongoing 43%
Spring 21%
Fall 17%
Summer 9%
Winter 2%

Percentages do not equate to 100% as some respondents left the question blank if they did not provide this structure.

WHEN ARE MOST CONTRACTS SIGNED FOR CBPL?

Top Three Months

1. May
2. April
3. June

WHEN IS MOST CBPL DELIVERED?

Top Three Months

1. August
2. July
3. September

Data Source: Professional Learning Partner Guide Provider Survey 2026

DURATION OF CBPL ENGAGEMENTS

Comparison of the typical duration and structure of CBPL engagements between in-house staff and external providers as reported by **education leaders.**

	In-House Staff	External CBPL Provider
1 Session	9%	15%
2-3 Sessions	9%	40%
4-6 Sessions	2%	17%
Ongoing Across a Semester	4%	2%
Ongoing Across a Year	47%	11%
Multi-Year	23%	15%
Equal Across Durations	6%	0%

Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

CBPL providers in the **Professional Learning Partner Guide** reported most of their contracts were...

1 Session	2%
2-3 Sessions	4%
4-6 Sessions	6%
Ongoing Across a Semester	9%
Ongoing Across a Year	57%
Multi-Year	9%
Equal Across Durations	13%

Data Source: Professional Learning Partner Guide Provider Survey 2026

HOW HAVE PROVIDERS IN THE PROFESSIONAL LEARNING PARTNER GUIDE ADAPTED THEIR CBPL SERVICES?

Increased customization and responsiveness to the clients' challenges and goals

Expanded flexibility of delivery models with more on-demand options, virtual support, bundling of services, and tiers of support to match budgets

Increased support for leadership and systems alignment

Expanded coaching and job-embedded support

> *O*ver the past year, we have increased customization by tailoring professional learning to districts' **HQIM, context, and stage of implementation.**
>
> We have **expanded flexibility** through modular, virtual, and blended delivery models that allow learning to be sequenced over time.
>
> Additionally, we have **strengthened ongoing support** through coaching, follow-up sessions, leader consultation, and practical tools, ensuring that professional learning translates into sustained instructional change.

Data Source: Professional Learning Partner Guide Provider Survey 2026

FINDINGS

QUESTIONS

1

Education leaders reported that **initial implementation following an adoption** was a key time to engage in CBPL, but they also noted that support for ongoing implementation—things like **capacity/knowledge building** and **ongoing coaching**—was also paramount.

How do support needs change between an adoption year and subsequent years? Do persistent realities like teacher turnover require that some "adoption-style" support remains needed even as other teachers progress?

2

Providers and education leaders were aligned in citing budget constraints as a barrier to implementing CBPL consistently, but leaders were far more likely to cite a **lack of time to participate** as the primary barrier.

How can CBPL providers balance the principles of high-quality CBPL with scheduling and time constraints in many school systems?

3

For the first time, **coaching replaced workshops** as the most-contracted-for structure reported by external providers. **Ongoing support for teachers** remains the most-contracted-for type.

Knowing that budget constraints and lack of internal expertise remain in the top-three barriers to CBPL implementation, how can external providers bolster internal capacity to help systems develop a strong internal coaching culture?

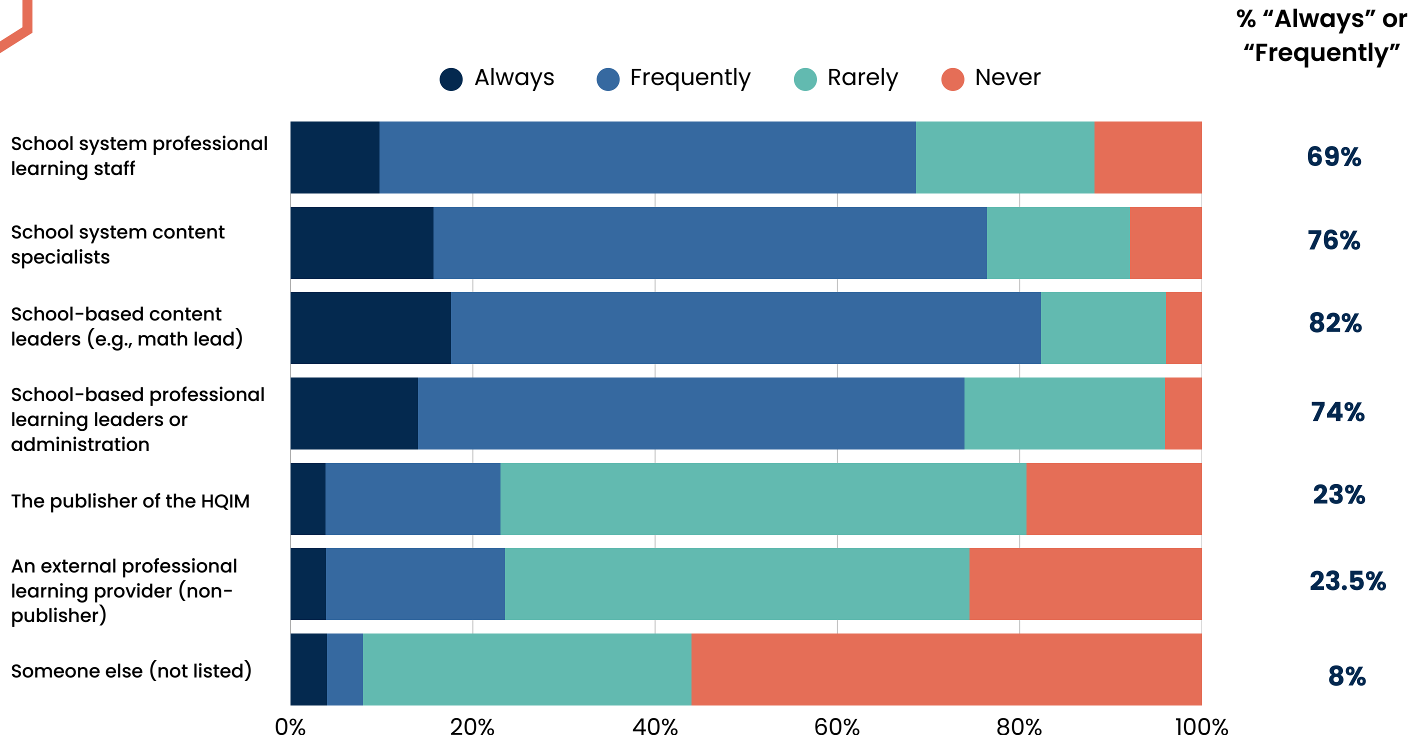
4

CBPL increasingly includes **leader-specific topics** such as data monitoring, system coherence, and implementation measurement. PLPG providers are enhancing their offerings to include these services.

How often should leaders participate in CBPL that specifically addresses their role and responsibilities?

MARKET SUPPLY OF CBPL

WHO IS PROVIDING THE MAJORITY OF CBPL TO TEACHERS?

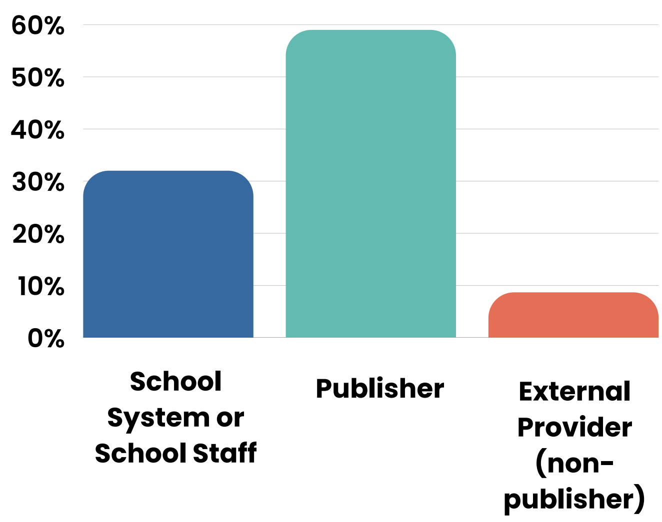


Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

Initial Implementation Support

WHO PROVIDES SUPPORT TO LAUNCH A NEW CURRICULUM?

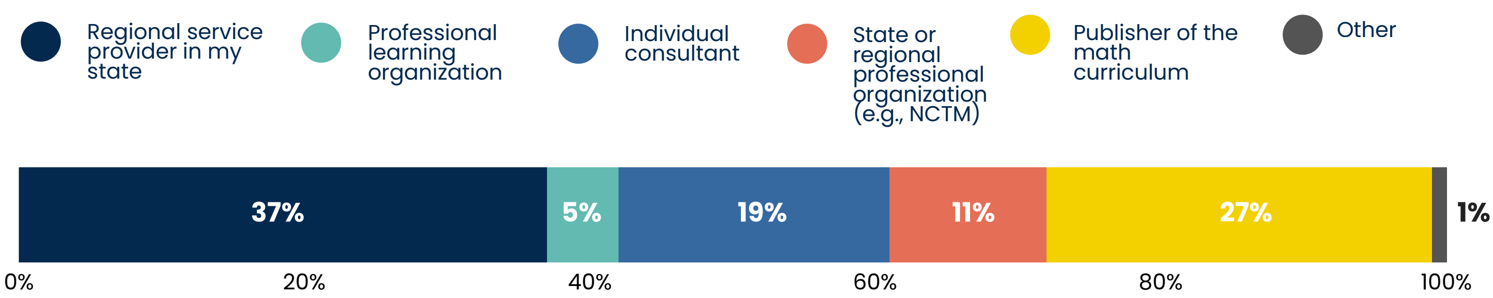
Think about when you first adopted your HQIM. Who provided the initial onboarding and training?



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

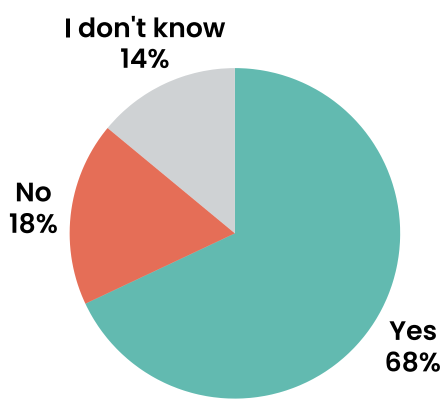
Spotlight: Middle and High School **Math**

If you were to use an external provider for your middle or high school math curriculum professional learning, which would you be most likely to use?



Data Source: RAND American School District Panel Survey Fall 2025

When your district last purchased math curriculum, did you **bundle it** and also purchase CBPL?



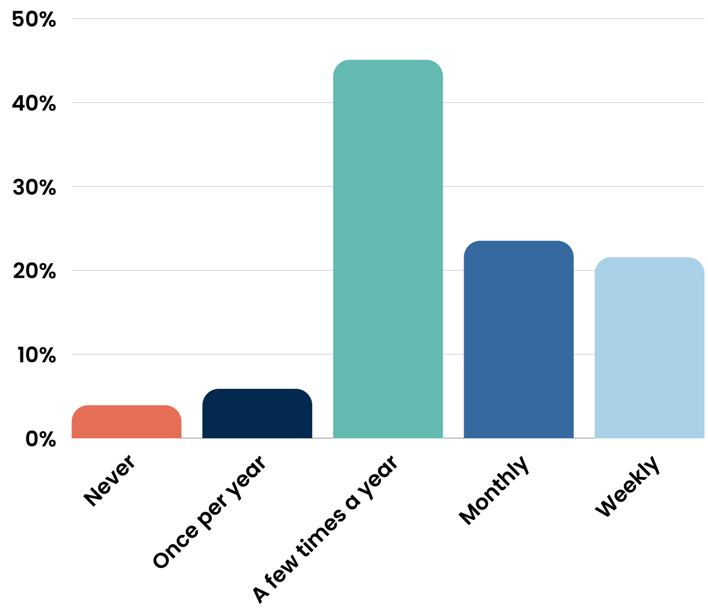
Data Source: RAND American School District Panel Survey Fall 2025

Why **hasn't** your district used an external provider for your middle or high school math curricula professional learning? (Top three responses)

1. **We do not have the budget for an external provider** **35%**
2. **We prefer in-house professional learning** **24%**
3. **Our teachers already know how to use our instructional materials** **23%**

Data Source: RAND American School District Panel Survey Fall 2025

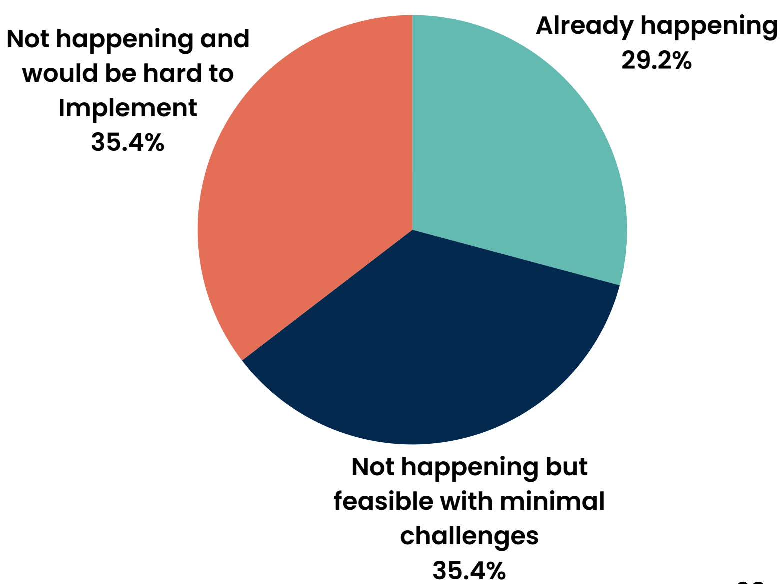
HOW OFTEN ARE TEACHERS OBSERVED SPECIFICALLY FOR HQIM-ALIGNED INSTRUCTION?



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

Do monthly observations and coaching sessions occur?

"Rivet recommends that teachers receive at least one informal observation and one coaching session per month to reflect on their practice using the curriculum. How feasible is this for you to achieve?"



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

IN WHICH STRUCTURES ARE TEACHERS MOST LIKELY TO RECEIVE CBPL?

Teachers say they participate most frequently in collaborative learning focused on their main curricular materials—42% say they participate 1-3 times per month or more. This was significantly higher than CBPL coaching (10%) or workshops (6%).

PLPG providers report being contracted most frequently for coaching. Only 11% reported being contracted for collaborative learning support.

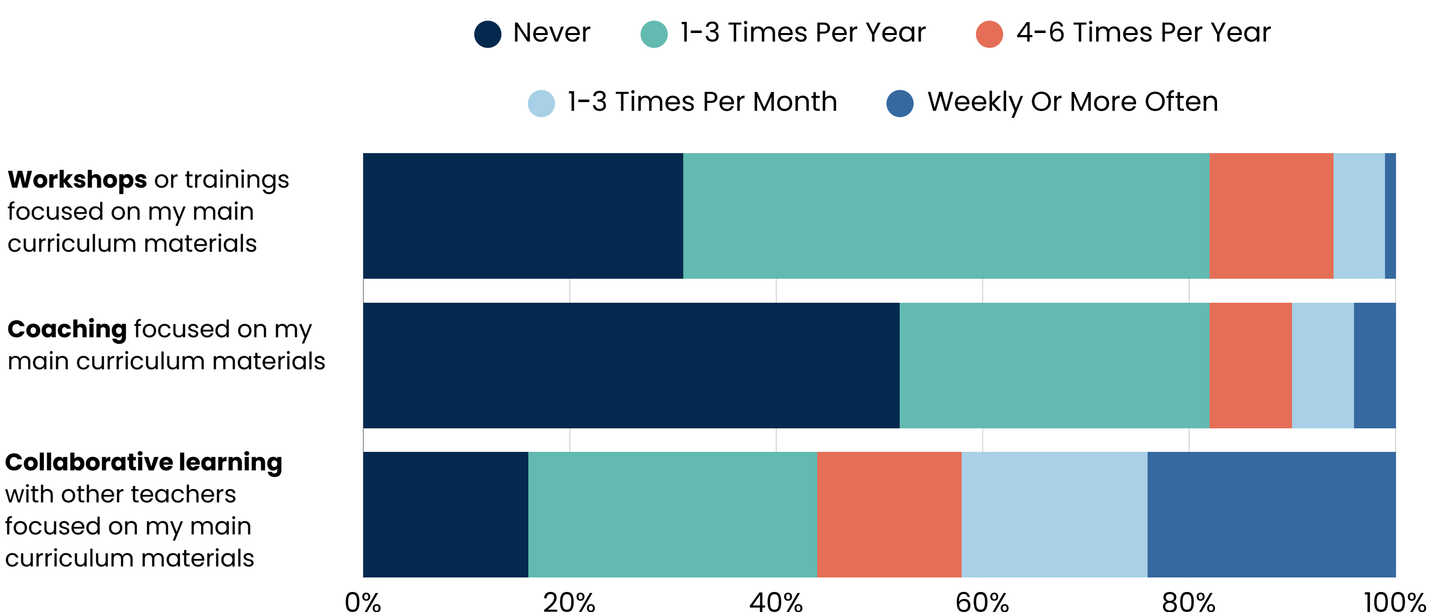
Teachers say... Collaborative Learning

Providers say... Coaching

Data Source: RAND AIRS Teacher Survey 2025 | Data Source: Professional Learning Partner Guide Provider Survey 2026

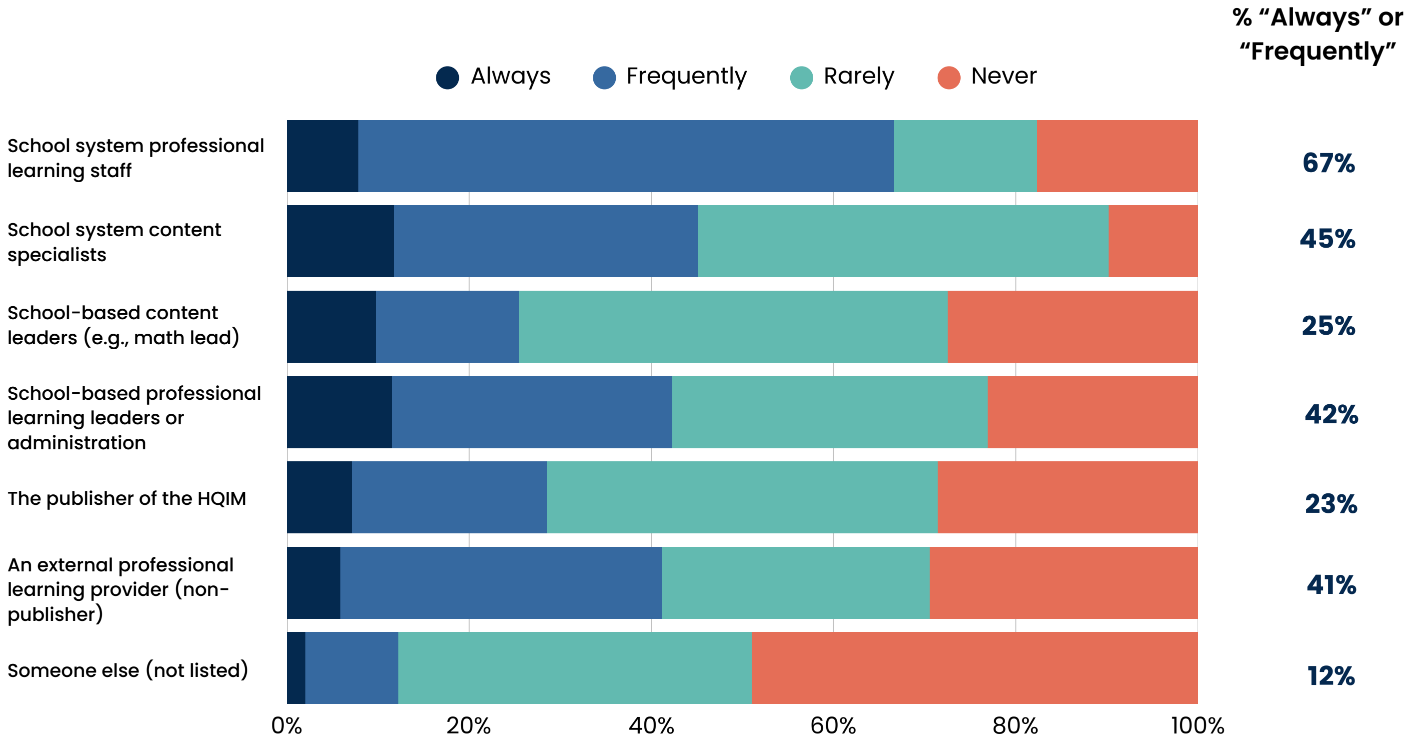
A closer look...

How often do teachers experience professional learning specifically focused on curriculum use, in each structure?



Data Source: RAND AIRS Teacher Survey 2025

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



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

CBPL SUPPORTS FOR LEADERS

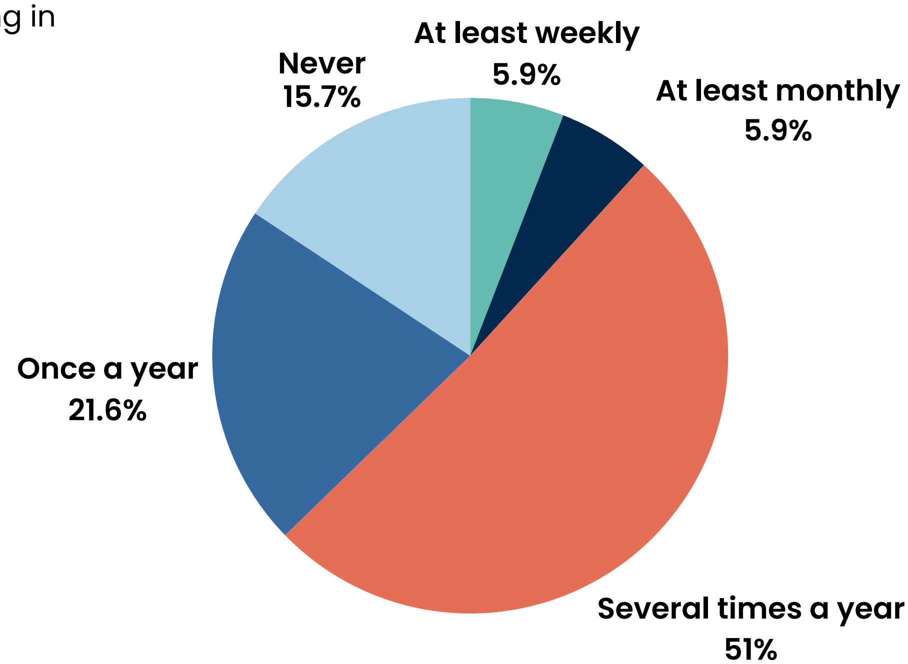
When providing support to school system leaders, what are the top three topics you support them with?

1. Conducting observations
2. Understanding the components of the curriculum
3. Implementation data monitoring
4. Support for altering systems and structures (e.g., adjusting schedules)
5. Implementation data collection

Data Source: Professional Learning Partner Guide Provider Survey 2026

CBPL FREQUENCY FOR LEADERS

Most leaders reported participating in CBPL several times a year.



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

TIER II AND TIER III ALIGNMENT WITH HQIM

Does your organization support districts in aligning Tier II and Tier III instruction or intervention to the same HQIM used in Tier I core instruction?

Yes, we explicitly support alignment across tiers using the district's adopted HQIM	**36%**
We sometimes support this, depending on district context	**53%**
Not appliable to our services	**6%**
No, we support Tiers II and III using separate intervention materials	**4%**

Data Source: Professional Learning Partner Guide Provider Survey 2026

I support districts in creating coherence across tiers so that Tier I, Tier II, and intervention work together as one aligned instructional system rather than as separate initiatives. This includes helping teams align small group and intervention routines to the HQIM's scope and sequence, instructional language, and core practices so that students experience consistency across settings.

I work with districts to ensure Tier II instruction reinforces grade-level priorities through explicit modeling, guided practice, cumulative review, and targeted feedback, while remaining connected to what students are learning in the core.

— PLPG Provider

We support HQIM coherence across tiers by anchoring all work in strong Tier I instruction and ensuring Tier II supports are directly aligned in routines, language, and instructional practices. We build leader and coaching structures—including shared look-fors, common planning, and aligned observation tools—to maintain consistency across settings. Additionally, we support districts in using screening and progress monitoring data to make instructional decisions while keeping grade-level HQIM at the center, ensuring intervention reinforces rather than replaces core instruction.

— PLPG Provider

HOW IS CBPL MOST FREQUENTLY DELIVERED?

According to education leaders

44%
Hybrid (Mix of Live In-Person and Live Virtual)

42%
Fully In Person

8%
Even Mix of All Delivery Methods

6%
Fully Virtual (Live)

*No respondents selected “Mostly Asynchronous”

Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

According to PLPG providers

49%
Hybrid (Mix of Live In-Person and Live Virtual)

47%
Fully In Person

4%
Even Mix of All Delivery Methods

*No respondents selected “Fully Virtual (Live)” or “Mostly Asynchronous”

Data Source: Professional Learning Partner Guide Provider Survey 2026

IS AI BEING LEVERAGED IN CBPL?

PLPG Providers

Have you incorporated AI tools into your CBPL offerings?

43%	30%	23%	4%
Yes, in limited ways	**No**	**No,** but planning to	**Yes,** significantly

Data Source: Professional Learning Partner Guide Provider Survey 2026

Education Leaders

How many education leaders reported using AI "sometimes" or "consistently" for CBPL activities?

46%

Instructional Support for Teachers
(e.g., how to adapt or differentiate)

23%

CBPL Workshops

25%

Curriculum Implementation Strategy
(e.g., troubleshooting challenges, developing strategic plans)

42%

Communications Efforts

17%

CBPL Coaching

Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

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

Data Source: Certified vendors in Rivet Education's Professional Learning Partner Guide

A Plus Educational Consulting
Achievement Network
American Reading Company
Amplify Education, Inc.
Arkansas Public School Resource Center
Attuned Education Partners
Bailey Education Group
Benchmark Education Company
BetterLesson
Big Rock Educational Services
Blue Engine
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
engage2learn
EPIC
Glean Education
Great Minds
Greenfield Learning Inc.
Hill for Literacy
Houghton Mifflin Harcourt
Illustrative Mathematics
Instruction Partners
Keys to Literacy by K12 Coalition
Kids First Education, LLC
L. Hickman Education Consulting
Lavinia Group
Lawrence Hall of Science
LE Education Services
Leading Educators
Lit
Mathematics Institute of Wisconsin
Mathematics Vision Project
MGT
Michigan Mathematics and Science Leadership Network
Modern Classrooms Project
MQI Coaching
National Institute for Excellence in Teaching
New Teacher Center
New Visions for Public Schools
NextGenScience at WestEd
Open Up Resources
OpenSciEd
Phenomenon Science Education
Public Consulting Group
Really Great Reading Company
Relay Graduate School of Education
Savvas Learning Company
SchoolKit
SpringBoard
STEAM Power Education
Sterling Literacy Consulting
Teaching and Learning Alliance
Teaching Lab
Teaching Matters
The Kirkland Group
The Literacy Architects LLC
The Reading League
TNTP
UnboundEd
VisionLED LLC
Wade Institute for Science Education
William H. Sadler Inc.

GATEWAY 1: CONTENT + HQIM EXPERTISE

Evaluates providers' expertise in high-quality instructional materials and content area expertise. Providers are evaluated on the extent to which they have expertise in any HQIM or content area.

GATEWAY 2: QUALITY OF PROFESSIONAL LEARNING DESIGN

Evaluates the quality of providers' services by the type of CPPL they provide: adoption, initial implementation, ongoing support for teachers, and ongoing support for leaders.

GATEWAY 3: USING DATA TO PLAN AND IMPROVE

Evaluates how providers collect and use data to plan for, evaluate, and improve their services.

FINDINGS	QUESTIONS
1 Most initial **CBPL after an adoption is performed by the publisher**, while the vast majority of subsequent CBPL is performed by school system or school-based staff.	What support is required for internal staff to maintain the momentum and level of support initially provided by external providers, once the weight of CBPL shifts solely to them?
2 Education leaders supporting middle and high school math reported that they'd be **most likely to leverage a regional service center for CBPL** if they were to use an external provider.	Should all regional service centers be prepared to support school systems with a comprehensive offering of CBPL services, including leadership support? What additional training or certification would be required for regional service centers to play this role?
3 Most teachers are **observed for HQIM implementation only a few times a year**, and monthly coaching/observation cycles are taking place in fewer than ⅓ of school systems.	With limited coaching and administrative capacity, how can school systems increase the frequency of observations paired with coaching conversations?
4 Both education leaders and CBPL providers said that a **hybrid (mix of virtual and in-person)** was the most frequent delivery method for CBPL.	How can providers continue to enhance the richness and interactive nature of virtual learning to strengthen a hybrid delivery model? Would more hybrid offerings reduce costs and expand access to external CBPL?
5 Both CBPL providers and education leaders report **leveraging AI**, at least in limited ways, to support CBPL activities.	How can AI enhance CBPL capacity? What are the risks? What are the most reliable use cases?

CBPL IMPACT

MEASURING IMPACT OF CBPL

Leaders report use of a variety of mechanisms to measure CBPL impact.

Ten percent report having no monitoring in place.

71% Classroom Observation Data	**65%** Teacher Feedback Surveys	**57%** Student Assessment Data
45% Implementation or Fidelity Measurement Tools	**39%** Teacher Attendance or Completion	**10%** We don't measure imapct

Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

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

Adoption	Initial Implementation	Ongoing Support for Teachers	Ongoing Support for Leaders
CONSULTATIONS	WORKSHOPS	COACHING	COACHING

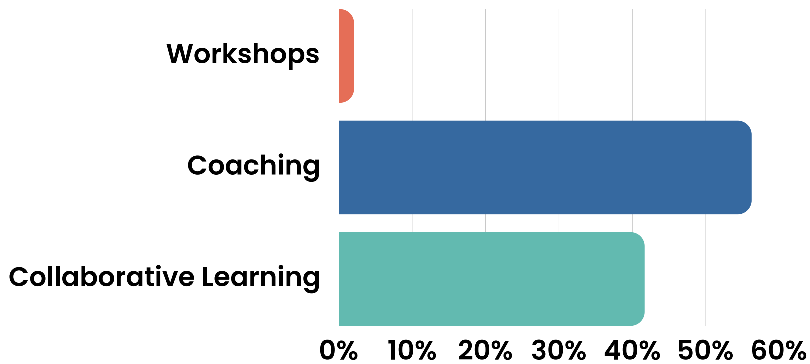
Data Source: Rivet Education, 2026 PLPG Provider Survey

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

Adoption	Initial Implementation	Ongoing Support for Teachers	Ongoing Support for Leaders
COLLABORATIVE PLANNING AND WORKSHOPS (TIE)	WORKSHOPS	COACHING	COACHING

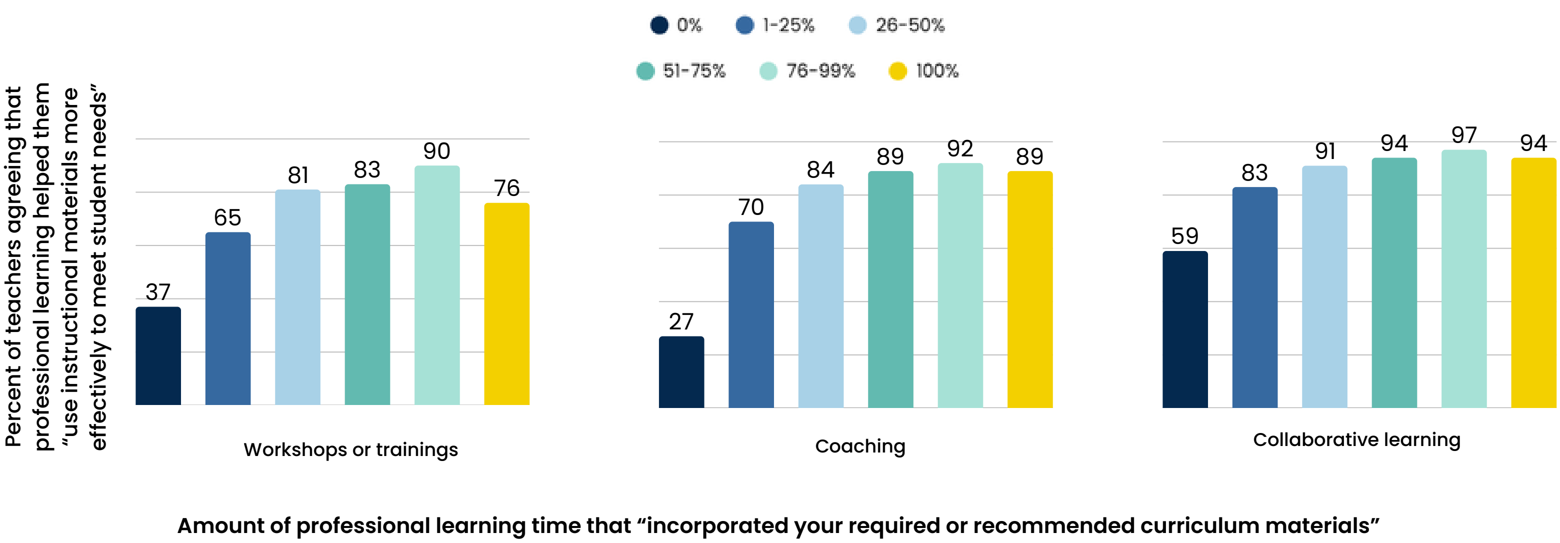
Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

ACCORDING TO LEADERS, WHICH PL STRUCTURES ARE MOST EFFECTIVE FOR IMPROVING CLASSROOM INSTRUCTION?



Data Source: Rivet Education High-Quality Instructional Materials Panel Survey 2026

ACCORDING TO TEACHERS, HOW DOES THE AMOUNT OF TIME SPENT ON MATERIALS DURING PROFESSIONAL LEARNING RELATE TO EFFECTIVENESS?



Data Source: RAND AIRS Teacher Survey, 2025

FINDINGS

QUESTIONS

1

Education leaders report using a **variety of mechanisms to monitor the impact of CBPL**. Some focus on student outcomes, while others focus on changes to practice, implementation fidelity, or teacher satisfaction. Ten percent of leaders reported having no impact monitoring in place.

What data is most valuable for understanding whether CBPL is effective? Does data from a range of sources provide valuable insights or just noise?

2

Education leaders are in agreement on the most effective structures for each type of CBPL, agreeing that **workshops are the most effective for initial implementation, while coaching is the most effective structure for ongoing support for teachers and leaders**.

With coaches spread thin in most districts, how can teachers receive consistent (at least monthly) coaching specific to their curriculum? What is the impact of not being able to offer this coaching frequency?

3

Across structures (workshops, coaching, and collaborative learning), teachers report that **spending the majority of their time (76%-99%) focused on their primary curriculum helped them use their materials more effectively to meet the needs of their students.**

However, when teachers reported spending 100% of their time focused on their curriculum, their report of its effectiveness dipped slightly down across structures.

Why might teachers who spend 100% of their CBPL time focused on their curriculum find it less effective than those with a slightly less tight focus (76%-99%)?

APPENDIX

Our 2026 Sources

Rivet Education would like to thank its partners for their 2026 data contributions to this research brief and continued commitment to collecting in-depth data about the field of CBPL over time.

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.

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 2025 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. RAND's American School District Panel is a survey of district leaders. This survey was administered to all traditional public school districts with kindergarten through grade 12 students. The authors describe the survey administration and weighting processes that they used to produce nationally representative estimates. The results of both sources are intended to inform policy and education practice related to the use of instructional resources.

rivet education's
PROFESSIONAL LEARNING
PARTNER GUIDE

Each year, Rivet Education surveys the growing list of CBPL providers certified in the Professional Learning Partner Guide. Providers answer a range of questions about the services they provide to the field and how those services are evolving.

HQIM
INSTRUCTIONAL LEADERSHIP PANEL

Beginning in February 2026, Rivet Education began monthly surveying of a cohort of education leaders. Participants will participate for 18 months, answering questions about HQIM implementation and CBPL.

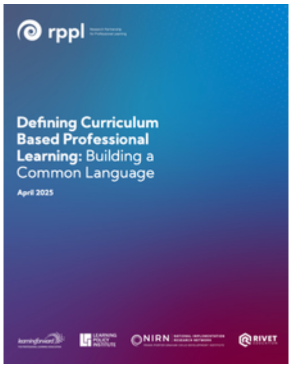
The cohort includes system and school leaders from 30 states and a range of school district sizes (from fewer than 10 schools to 301+ schools). All grade bands Pre-K-12 are represented, with most leaders supporting more than one grade band.

While the panel includes some novice educators (less than 10 years of experience), more than 50% have 20+ years in education.

Most leaders are approximately three years into implementation of their specific HQIM, although a significant portion are in the first year of implementation.

READ MORE

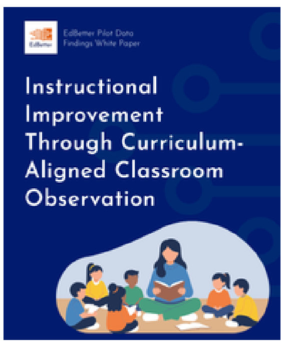
Interested in reading more about CBPL research and trends? Start here.



Defining Curriculum-Based Professional Learning: Building a Common Language

Resarch Partnership for Professional Learning

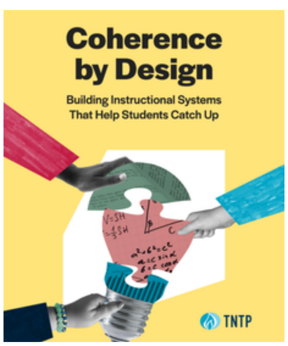
This resource synthesizes the work of Learning Forward, the Learning Policy Institute, the National Implementation Research Network, and Rivet Education to provide a common definition and set of characteristics that define high-quality curriculum-based professional learning.



Instructional Improvement Through Curriculum-Aligned Classroom Observation

EdBetter

This white paper shares findings from a five-district pilot project focused on collecting observation data. A key finding is the association of curriculum-specific lesson preparation with teaching performance and use of materials.



Coherence by Design: Building Instructional Systems That Help Students Catch Up

TNTP

Drawing on national data and real district practice, this publication shows what coherence looks like in classrooms and across systems, why it matters for learning acceleration, and how coherent systems of academic support help educators make better decisions that lead to improved student outcomes.

All Systems Go Case Studies

Center for Public Research and Leadership

New research spotlights school districts that embrace shared curriculums, aligned teacher training, and coherent tools.

CEMD METHODOLOGY

***Methodology:** Dataset represents districts sampled by CEMD with selection data in English Language Arts (ELA), Math, or Science curriculum. Product prevalence, the percent of districts in the dataset that selected a given curriculum product, is calculated as the number of districts that reported having that curriculum currently in place divided by the total number of districts in the dataset that selected any curriculum for the same grade band and subject. Denominators differ by subject as curriculum selection information is not uniformly reported across all subjects and districts. For this analysis, dataset sizes are:

- CEMD Dataset:
  - 2025-2026: CEMD Dataset Total (N districts =4,157); Average per Subject (N districts =3,856).
  - Math (N districts =3,935); ELA (N districts =3,961); Science (N districts =3,673).
- CEMD Impact Core:
  - 2024-2025: Impact Core Total (N districts = 897); Average per Subject (N districts =868).
  - Math (N districts = 879); ELA (N districts = 882); Science (N districts = 844).

District student enrollment in the National School Lunch Program as reported by NCES is used as a proxy measure for students experiencing poverty. For more information, see NCES.

Unspecified represents curriculum selected by districts for which sufficient information to identify product quality was not publicly available (e.g., a district reported the product title but not the copyright year).

State Editions EdReports does not publish reviews of state editions of products. For the purposes of this report, if a state-specific curriculum is based on a green rated product, we assume the state specific curriculum is also green.

Terminology: CEMD uses the term “multilingual learner” or “MLL” in reference to the NCES indicator “English Learner” to encompass students developing proficiency in multiple languages including English. For more information on this indicator, see NCES (2023), English Learners in Public Schools. CEMD uses the term MLL to support linguistic inclusivity and highlight students’ language-based strengths within the learning environment.