



Research Report

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American Instructional Resources Surveys

2023 Technical Documentation and Survey Results

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Published by the RAND Corporation, Santa Monica, Calif.

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About This Report

This technical report provides detailed information about the sample, survey instruments, and resultant data for the 2023 American Instructional Resources Surveys (AIRS) that were administered to principals and teachers in spring 2023 via the RAND Corporation’s American Educator Panels (AEP).

The 2023 AIRS focused on the usage of, perceptions of, and supports for instructional materials used in English language arts, mathematics, and science in K–12 classrooms across the United States. The results are intended to inform policy and education practice related to the use of instructional resources. If you are interested in using AEP data for your own surveys or analysis or in reading other publications related to the AEP, please email aep@rand.org or visit www.rand.org/aep.

RAND Education and Labor

This study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking.

This report is based on research funded by the Bill & Melinda Gates Foundation, the Charles and Lynn Schusterman Family Philanthropies, and the Walton Family Foundation. The findings and conclusions we present are those of the authors and do not necessarily reflect positions or policies of the foundations funding this technical report. For more information and research on these and other related topics, please visit gatesfoundation.org.

More information about RAND can be found at www.rand.org. Questions about this technical report or about the AIRS project should be directed to jkaufman@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

This document contains substantial recycled text from the AIRS 2022 Technical Documentation and Survey Results, with the descriptions of the AIRS content, survey administration, and weighting largely identical to Doan et al., 2022.

Acknowledgments

We are extremely grateful to the educators who have agreed to participate in the panels. Their time and willingness to share their experiences are invaluable for this effort and for helping us understand how to better support their hard work in schools. We thank Daniel Ibarolla for serving as the survey manager, Casey Hunter for serving as the data manager for this survey, and Julie Newell and Tim Calvin for programming the survey. Thanks to Joshua Eagan for producing the sampling and weighting for these analyses. We greatly appreciate the administrative support provided by Tina

Petrossian. We also thank Elaine Wang, Christopher Doss and Jonathan Schweig for helpful feedback that greatly improved this report. We also thank Melissa Parmelee for her editorial expertise and Elise Ricotta for overseeing the publication process for this report.

Contents

About This Report.....	iii
Tables.....	vi
CHAPTER 1.....	1
American Instructional Resources Surveys: 2023 Technical Documentation.....	1
The 2023 American Instructional Resources Surveys	1
Survey Administration and Content.....	2
Survey Completion Results	3
Calibrated Weighting.....	6
CHAPTER 2.....	9
American Instructional Resources Surveys: Teacher Survey Results	9
CHAPTER 3.....	40
American Instructional Resources Surveys: Principal Survey Results	40
Abbreviations	58
Bibliography	59

Tables

Table 1.1. American Teacher Panel and American School Leader Panel Survey Content Areas.....	3
Table 1.2a. Descriptive Statistics for American Teacher Panel Survey Respondents ($n = 8,530$)	4
Table 1.2b. Descriptive Statistics for American School Leader Panel Survey Respondents ($n = 1,500$)	5
Table 2.1. This School Year (2022–23), What Grade(s) Do You Teach?.....	9
Table 2.2. This School Year (2022–23), in What Subject Is Your MAIN Teaching Assignment, That Is, the Subject Matter in Which You Teach the Most Classes?	9
Table 2.3. Please Indicate All Subjects You Teach as Part of Your Regular Teaching Assignment This School Year (2022–23).	10
Table 2.4a. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	11
Table 2.4b. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	12
Table 2.4c. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	14
Table 2.5a. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.....	15
Table 2.5b. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.....	16
Table 2.5c. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.....	17
Table 2.6a. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	18
Table 2.6b. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	19

Table 2.6c. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.	21
Table 2.7. Please Complete the Following Sentence: The ELA/Mathematics/Science Curriculum Materials Provided by My District or School as a Recommendation or Requirement Are . . .	22
Table 2.8. Which of the Following Does Your School Principal Most Encourage You to Use as the Basis for Your ELA/Mathematics/Science Lesson Plans?	22
Table 2.9. Think of the ELA Class You Teach This School Year (2022–23). Or, If You Teach More Than One ELA Class, Think of the First ELA Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?.....	22
Table 2.10. Think of the Mathematics Class You Teach This School Year (2022–23). Or, If You Teach More Than One Mathematics Class, Think of the First Mathematics Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?	24
Table 2.11. Think of the Science Class You Teach This School Year (2022–23). Or, If You Teach More Than One Science Class, Think of the First Science Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?.....	26
Table 2.12. Some States and School Systems Have Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender. Has Your State or School System Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender?	27
Table 2.13. To What Extent Have the Limitations Placed on What Topics Teachers Can Address Influenced Your Choice of Curriculum Materials or Instructional Practices, Regardless of Where You Teach?.....	27
Table 2.14. How Would You Characterize the Impact Such Limitations on Race- or Gender-Related Topics Have on Student Learning?.....	27
Table 2.15a. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your ELA Instruction?.....	28
Table 2.15b. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your Mathematics Instruction?	28
Table 2.15c. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your Science Instruction?	29
Table 2.16a. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your ELA Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	30
Table 2.16b. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your Math Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	30
Table 2.16c. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your Science Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	30
Table 2.17. For the Coaching in Which You Have Participated to Support Your [ELA/Math/Science] Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	31

Table 2.18a. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your ELA Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	31
Table 2.18b. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your Math Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	32
Table 2.18c. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your Science Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?	32
Table 2.19. Indicate Your Agreement or Disagreement with the Following Statement: The Professional Learning Activities in Which I've Participated This School Year (2022–23) Have Helped Me to Use My Instructional Materials More Effectively to Meet Student Needs.....	32
Table 2.20a. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in ELA?	33
Table 2.20b. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in Math?.....	33
Table 2.20c. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in Science?	34
Table 2.21. How Long Ago Did You Complete Your Formal Teacher Preparation Program? By “Formal Preparation Program,” We Mean a State-Approved Teacher Preparation Program That Provides an Initial Credential to Teach in a K–12 School.....	35
Table 2.22. Which of the Following Did Your Program Emphasize More?	35
Table 2.23. In What Area(s) Are You Certified to Teach in Your State?	35
Table 2.24. Approximately, What Percentage of the Students You Teach—including Those in Small Push-In or Pull-Out Groups—are English Learners?.....	35
Table 2.25. Approximately, What Percentage of the Students You Teach Have an Individualized Education Program (IEP) and/or 504 Plan?	36
Table 2.26. Approximately What Percentage of the Students You Teach Are Black or Latino?	36
Table 2.27. Approximately What Percentage of the Students You Teach Are Eligible to Receive Free or Reduced-Priced Meals?.....	37
Table 2.28. Including the Current School Year (2022–23), for How Many Years Have You Served as a Teacher Across Your Entire Career?	37
Table 2.29. With Which of the Following Do You Identify?	38
Table 2.30. Do You Identify as . . .?	38
Table 2.31. What Is the Highest Degree You Have Earned?	38
Table 2.32. Which of the Following Best Describes the Teaching Certificate You Currently Hold in the State in Which You Currently Teach?	39
Table 3.1. Are You Still a Leader of a Public School That Serves Any Grades K–12?.....	40
Table 3.2. This School Year (2022–23), What Grade(s) Are Included in the School You Lead?	40
Table 3.3. Have You Ever Heard of EdReports?	41
Table 3.4. To the Best of Your Knowledge, Has Your District Used EdReports to Select, Adapt, or Implement Curriculum?.....	41
Table 3.5. Have You Used EdReports to Select, Modify, or Implement Curriculum?	41
Table 3.6a. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23)...	41

Table 3.6b. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23)...	42
Table 3.6c. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23)...	44
Table 3.7a. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).....	44
Table 3.7b. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).....	45
Table 3.7c. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).....	47
Table 3.8a. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).	48
Table 3.8b. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).	49
Table 3.8c. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).	49
Table 3.9. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their ELA Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers’ Existing ELA Curriculum Materials.....	51
Table 3.10. Has Your School or District Brought in an External Vendor to Provide ELA Professional Learning Opportunities to Teachers in 2022–23?	51
Table 3.11. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their Mathematics Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers’ Existing Mathematics Curriculum Materials.	51
Table 3.12. Has Your School or District Brought in an External Vendor to Provide Mathematics Professional Learning Opportunities to Teachers in 2022–23?.....	52
Table 3.13. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their Science Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers’ Existing Science Curriculum Materials.	52
Table 3.14. Has Your School or District Brought in an External Vendor to Provide Science Professional Learning Opportunities to Teachers in 2022–23?.....	53
Table 3.15. Some States and School Systems Have Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender. Has Your State or School System Recently Placed Limitations on How K-12 Public School Teachers Address Topics Related to Race or Gender?	53
Table 3.16. To What Extent Have the Limitations Placed on What Topics Teachers Can Address Influenced Teachers’ Choice of Curriculum Materials or Instructional Practices in Your School, Regardless of Where Your School Is Located?.....	53
Table 3.17. How Would You Characterize the Impact Such Limitations on Race- or Gender-Related Topics Have on Student Learning?.....	53
Table 3.18. Which Benchmark Assessments Do Your Students Take over the Course of This School Year (2022–23) to Assess Their Progress in ELA and Mathematics?.....	54
Table 3.19. To What Extent Do the ELA/Mathematics Benchmark Assessments Your Students Take Align with Each of the Following.....	55
Table 3.20. In What Area(s) Are You Certified to Teach in Your State?	55
Table 3.21. Approximately What Percentage of the Students at Your School Have an Individualized Education Program (IEP) and/or 504 Plan?	55

Table 3.22. Approximately What Percentage of the Students at Your School Are English Learners?.....	56
Table 3.23. Including This School Year (2022–23), How Long Have You Worked as a Principal?	56
Table 3.24. With Which of the Following Do You Identify?	56
Table 3.25. Do You Identify as . . .?	57
Table 3.26. What Is the Highest Degree You Have Earned?	57
Table 3.27. Are You Certified and/or Licensed in “School Administration”?	57

American Instructional Resources Surveys: 2023 Technical Documentation

The RAND American Educator Panels (AEP) consist of the American Teacher Panel (ATP), the American School Leader Panel (ASLP), and the American School District Panel (ASDP). These panels are nationally representative samples of K–12 public school educators and leaders. The ATP includes more than 25,000 teachers, the ASLP includes more than 8,000 school principals, and the ASDP includes over 1,000 district leaders (i.e., superintendents). Panelists respond to numerous online survey requests each year. The AEP began in 2014 and expanded significantly during the 2016–2017 and 2017–2018 school years (Robbins and Grant, 2020).

Since 2014, the RAND Corporation has recruited AEP members using probabilistic sampling methods. The AEP samples are designed to be of sufficient size to facilitate national analyses and analyses of prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools). Similarly, depending on the demands of projects that use the panels, the AEP samples permit state-representative analyses of responses.

The 2023 American Instructional Resources Surveys

Since 2019, RAND researchers have annually administered the American Instructional Resources Survey (AIRS) to a sample of ATP and ASLP members. This survey is administered to fill a need for nationally representative data on how teachers use instructional materials and how this use is facilitated by professional learning, school leaders, and other supports.

In spring 2023, RAND researchers administered the AIRS to a sample of ATP and ASLP members to provide additional insight into these topics and explore several new topic areas. The updated surveys also included some minor revisions to AIRS survey items from prior years, using feedback from reviewers and users of AIRS data.

The AIRS ATP survey was fielded from April 13, 2023, to June 19, 2023. The ATP sample targeted two groups of teachers: one classified by geography and one classified by grade level taught. Geographically, the sampling was designed to produce state-representative samples for teachers in two groups of states: 13 U.S. states that participate in the High-Quality Instructional Materials and Professional Development (IMPD) Network—Arkansas, Delaware, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Nebraska, New Mexico, Ohio, Rhode Island, Tennessee, and Texas—and four U.S. states that were of interest to funders—California, Florida, New York, and Washington State. Altogether, the 2023 AIRS ATP includes oversamples of teachers in 17 states (with a goal of

400 completed surveys in each state) and 1,500 completed surveys across the balance of states for a national total of 8,300 surveys.¹ These sampling targets were selected to balance estimate precision, available sample, and ATP recruitment costs. The survey targeted K–12 teachers who reported teaching English language arts (ELA), mathematics, or natural sciences. Screen-ins (e.g., teachers initially classified as fine arts teachers who had switched to natural science during the time of survey administration) were not possible because teachers who would have been screened out were not invited to complete the survey on the basis of their initial classification. As a result, some level of undercoverage might exist; eligible teachers might have been misclassified as out of scope. The number of teachers who were screened out of the survey because they did not meet eligibility criteria is discussed in the “Survey Completion Results” section.

The AIRS ASLP survey was fielded from April 13, 2023, to May 9, 2023. The ASLP sample targeted principals of schools that serve all grade levels. Our goal was 1,500 completed surveys from a national sample of school leaders. As with the ATP survey, screen-ins (e.g., a respondent who was classified as a classroom teacher in the sampling frame but became a principal during the time of survey administration) were not possible. The number of school leaders who were screened out of the survey because they did not meet eligibility criteria is discussed in the “Survey Completion Results” section.

Survey Administration and Content

We developed and modified the AIRS surveys in consultation with funders and a variety of experts on state standards and curricula.² Experts and funders provided feedback on question wording, format, and sequencing; we maintained final editorial control of the survey items. The surveys were designed to generate representative data on teacher and principal perspectives on the topics listed in Table 1.1. Many survey items were developed by RAND researchers, but the surveys also used items from several other sources, with permission.

The data generated from the surveys are intended to be used by researchers and policymakers to generate nationally representative estimates of survey responses and state representative estimates in the 17 states oversampled in the 2023 AIRS. State education agencies in the 13 oversampled states that are part of the IMPD Network have used the AIRS and other AEP data to inform policies on curriculum and instruction and to support their curriculum reform efforts.

The AIRS ATP survey had an approximate administration time of 10 minutes. Respondents were assigned to sections based on their responses to questions at the beginning of the survey about their grade band (K–5th grade, 6th–8th grade, or 9th–12th grade) and subject(s) taught (ELA, mathematics, or natural science). To ensure an adequate number of 6th–8th grade teachers in the AIRS ATP sample, if a respondent indicated teaching any grade from 6th through 8th, they were assigned the 6th–8th grade path. If a respondent indicated teaching any grade from kindergarten through 5th and 9th through 12th but not 6th through 8th, they were randomly assigned to either the

¹ See the “Survey Completion Results” section for details about completion rates.

² See the “About This Report” section for a list of funders.

K–5th grade or 9th–12th grade path; these respondents constituted less than 0.5 percent of all AIRS ATP respondents.

The AIRS ASLP survey had an approximate administration time of ten minutes. Similar to the routing used for AIRS ATP, AIRS ASLP sample members were assigned to the 6th–8th grade path if they indicated that they lead a school serving any grade from 6th to 8th and were randomly assigned to the K–5th or 9th–12th grade path if they indicated leading a school serving any grade kindergarten–5th and 9th–12th, but not 6th–8th. Roughly 5 percent of AIRS ASLP respondents indicated that their schools served at least one grade in both K–5th and 9th–12th grade bands. As in the AIRS ATP, ASLP sample members were asked about instructional materials and supports for use of instructional materials for ELA, mathematics, and natural science.

Table 1.1 provides a summary of the content areas that were included in each survey. These items were not developed or validated with the intention to be used as scales.

Table 1.1. American Teacher Panel and American School Leader Panel Survey Content Areas

Content Area	Asked in ATP	Asked in ASLP
Your teaching or school assignment	X	X
ELA instructional materials	X	X
Mathematics instructional materials	X	X
Science instructional materials	X	X
Supports for and perceptions of instructional materials	X	X
Classroom practices	X	
Classroom limitations on addressing race and gender topics	X	X
Professional learning	X	X
Benchmark assessments		X
Teacher preparation programs	X	
Respondent and school demographics	X	X

NOTE: To facilitate longitudinal comparisons, items for each topic are similar to those asked in spring 2019 through spring 2023.

Survey Completion Results

ATP AIRS 2023 invitations were sent to a sample of 19,260 public school teachers. A total of 1,096 teachers were screened out as ineligible for a number of reasons: Some teachers were not teaching in target grades (K–12) or subjects (ELA, math, science), listed an invalid job title, or listed a private or alternative school. During the field period, 8,302 teachers fully completed the ATP AIRS, and 1,068 teachers partially completed it. Of the teachers who partially completed the survey, 228 filled out more than 10 percent of the survey and were weighted as part of the final data file (total sample $N = 8,530$). After removing screened cases from the 19,260 invitations for teachers, the final

completion rate, following conventions defined by the American Association for Public Opinion Research (AAPOR), was 49.2 percent (AAPOR response rate 6).³

ASLP AIRS 2023 invitations were sent to a sample of 5,000 public school principals; 307 school leaders were screened out during the field period. Among school leaders, 1,471 fully completed the survey and 276 partially completed it. Following review, 29 partially completed surveys were weighted and included in the final data file ($N = 1,500$). After removal of screened cases, the completion rate was 32.0 percent.

Tables 1.2a and 1.2b provide, for ATP and ASLP survey respondents, respectively, unweighted means, weighted means, and national population parameter estimates for characteristics used to weight the 2023 AIRS. The weights are intended to ensure that the sample reflects the national population of teachers and school leaders. As shown, survey weighted means for these characteristics are comparable to population parameters; 95 percent confidence intervals for each survey weighted mean bracket the national population parameter estimate for that characteristic.

Table 1.2a. Descriptive Statistics for American Teacher Panel Survey Respondents ($n = 8,530$)

Variable	Unweighted Percentage	Weighted Percentage	National Population Percentage
Years of experience			
Ten or more	71.84 [70.89, 72.80]	63.04 [62.01, 64.06]	62.89
Less than ten	28.16 [27.20, 29.11]	36.96 [35.94, 37.99]	37.11
School level			
Elementary	51.98 [50.92, 53.04]	54.36 [53.31, 55.42]	54.38
Middle	18.71 [17.88, 19.54]	17.81 [16.99, 18.62]	17.79
High	29.31 [28.34, 30.27]	27.83 [26.88, 28.78]	27.84
Percentage FRPL			
0–50 percent	54.89 [53.83, 55.94]	53.87 [52.81, 54.93]	53.83
50–100 percent	45.11 [44.06, 46.17]	46.13 [45.07, 47.19]	46.17
Percentage minority			
0–50 percent	51.01 [49.95, 52.07]	47.68 [46.62, 48.74]	47.60
50–100 percent	48.99 [47.93, 50.05]	52.32 [51.26, 53.38]	52.40
School size			
Small (450 or fewer students)	33.08 [32.08, 34.08]	31.25 [30.26, 32.23]	31.27

³ AAPOR response rate 6 is defined as (Complete + Partial) / (Complete + Partial + refusal and breakoff + non-contact + Other) (AAPOR, 2023).

Variable	Unweighted Percentage	Weighted Percentage	National Population Percentage
Large (more than 450 students)	66.92 [65.92, 67.92]	68.75 [67.77, 69.74]	68.73
School locale			
Suburban	36.68 [35.66, 37.71]	38.18 [37.14, 39.21]	38.17
Town/rural	36.12 [35.10, 37.14]	32.45 [31.45, 33.44]	32.40
Urban	27.20 [26.25, 28.14]	29.38 [28.41, 30.35]	29.43
Gender			
Female	83.13 [82.34, 83.92]	81.12 [80.29, 81.95]	81.06
Male	16.87 [16.08, 17.66]	18.88 [18.05, 19.71]	18.94
Race			
Black	6.94 [6.40, 7.48]	6.58 [6.05, 7.10]	6.66
Hispanic	7.37 [6.82, 7.93]	9.91 [9.28, 10.55]	9.99
Other	4.24 [3.82, 4.67]	4.74 [4.29, 5.19]	4.73
White	81.44 [80.62, 82.27]	78.77 [77.9, 79.64]	78.62

NOTE: FRPL = free or reduced-price lunch. This table contains unweighted and survey-weighted estimates on key descriptive characteristics for the 2023 AIRS ATP sample ($n = 8,530$), in addition to national population estimates for those same characteristics. Ninety-five percent confidence intervals are presented in the brackets. National population estimates were drawn from the 2017–2018 National Teacher and Principal Survey and the 2021–22 National Center for Education Statistics (NCES) Common Core of Data (CCD). *Small schools* were defined as having 450 students or less and large schools had more than 450 students. School levels are defined according to NCES CCD definitions and account for the total grade span served by a respondent's school.

Table 1.2b. Descriptive Statistics for American School Leader Panel Survey Respondents ($n = 1,500$)

Variable	Unweighted	Weighted	National Population
Degree			
Master's or less	55.27 [52.75, 57.79]	63.61 [61.18, 66.05]	63.75
More than master's	44.73 [42.21, 47.25]	36.39 [33.95, 38.82]	36.25
School level			
Elementary	55 [52.48, 57.52]	58.71 [56.21, 61.2]	58.81
Middle	20.87 [18.81, 22.93]	18.29 [16.34, 20.25]	18.22
High	24.13 [21.97, 26.3]	23 [20.87, 25.13]	22.96
School FRPL			
Majority FRPL	43.87 [41.35, 46.38]	46.94 [44.41, 49.47]	47.14
School student ethnicity			

Variable	Unweighted	Weighted	National Population
Majority white	53.73 [51.21, 56.26]	52.75 [50.22, 55.28]	52.59
School size			
Small (450 or fewer students)	49.8 [47.27, 52.33]	51.07 [48.54, 53.61]	51.16
Large (more than 450 students)	50.2 [47.67, 52.73]	48.93 [46.39, 51.46]	48.84
School locale			
Suburban	32.47 [30.09, 34.84]	31.83 [29.47, 34.19]	31.75
Town/rural	40.33 [37.85, 42.82]	41.43 [38.93, 43.92]	41.44
Urban	27.2 [24.95, 29.45]	26.75 [24.5, 28.99]	26.82
Gender			
Female	48.4 [45.87, 50.93]	53.09 [50.56, 55.62]	53.25
Male	51.6 [49.07, 54.13]	46.91 [44.38, 49.44]	46.75
Race			
Other	22.93 [20.8, 25.06]	21.74 [19.65, 23.83]	21.71
White	77.07 [74.94, 79.2]	78.26 [76.17, 80.35]	78.29

NOTE: This table contains unweighted and survey weighted estimates on key descriptive characteristics for the 2023 AIRS ASLP sample ($n = 1,500$), in addition to national population estimates for those same characteristics. Ninety-five percent confidence intervals are presented in brackets. National population estimates were drawn from the 2017–2018 National Teacher and Principal Survey and the 2021–22 NCES CCD. *Small schools* were defined as having 450 students or less and large schools had more than 450 students. School levels are defined according to NCES CCD definitions and account for the total grade span served by a respondent’s school.

Calibrated Weighting

The 2023 AIRS includes weights to produce estimates that reflect the national population of public school teachers and principals in the United States and state-specific populations in 17 oversampled states during the 2022–2023 school year. The weighting process accounts for the probability of selection into the survey from the panel and the likelihood that an invited teacher or principal will complete the survey. These likelihoods are calibrated to reproduce the population distribution of K–12 teachers and principals; state-specific calibrations were performed in oversampled states. This weighting approach is widely used for probability sample surveys and to adjust for nonresponse, including for such U.S. Department of Education surveys as the Teacher Follow-Up Survey (Burns, Wang, and Henning, 2011). The final analysis weights are the product of the following three interim weights:

1. **The calibrated weight of the ATP and SLP sampling frame.** This weight is a calibration weight that assigns a weight for each ATP and ASLP member based on individual- and school-level characteristics. In doing so, the sum of the weights along the calibration factors closely matches the characteristics of the national population of teachers and principals—

which is based on the National Teacher and Principal Survey and the CCD from the NCES—and the state-specific population of teachers in oversampled states. (See Robbins and Grant, 2020, for more information.)

2. **The sample selection weight.** This weight is the inverse probability of selection into the 2023 AIRS sample using the ATP and ASLP as the frame. These weights are used to account for the differential probability that respondents are invited and enrolled in the ATP or ASLP.
3. **The survey response weight.** This weight is the inverse of the modeled probability of a teacher or principal completing the survey and is used to account for the differential probability that respondents complete the 2023 AIRS.

We subsequently recalibrated and trimmed the products of these weights as necessary. Recalibration ensures that the weights recover the population estimates after selection and nonresponse adjustments are applied. The sampling and weighting approach was designed to ensure a representative sample and limit the size of the design effect. We calculated the sampling frame weights to make the panel match the national population of teachers and principals based on several school-level (e.g., school size, level, urbanicity, sociodemographics) and individual-level (e.g., gender, experience) characteristics. The inverse of the selection probabilities (psi) was used as the sample selection weight. We estimated the response weights by modeling the likelihood (pri) that a selected participant would respond to the survey, conditional on the school-level and individual-level characteristics of teachers and principals (including the states in which they are working). For parsimony, we used a variable-selection method to choose the model that best fit the data. We estimated the main weight as the product of the sampling frame calibration weight ($1/pfi$), the sample selection weight ($1/psi$), and the response weight ($1/pri$), as follows:

$$\text{Main Weight} = 1/p_{fi} \times 1/p_{si} \times 1/p_{ri}.$$

Because there is no guarantee that this main weight sums up to the total of all the population characteristics, it was calibrated again using individual- and school-level characteristics to obtain the final weight. If some of these final weights were extreme within sampling states, a trimming process (at the 95th percentile) was used to reduce the outliers, and the trimmed weights were reallocated for the population totals to remain the same after trimming.⁴

Teachers were weighted according to their known state at the time of their sampling. The nonresponse adjustment is important to eliminate known sources of bias and ensure that the weighted sample matches the national characteristics of educators at the individual and school levels. As part of the survey administration, we regularly ask respondents to update this information. Until they respond to a survey, it is unknown whether a teachers' last-known teaching location and subject(s) taught remain the same. Approximately 3 percent of the teachers in the sample reported teaching in a different state than the state listed when the sample was drawn. For researchers using these data to produce state-based estimates in oversample states, we recommend restricting to subpopulations in

⁴ Replicate weights were not produced for the AIRS data files; variance estimation using the provided single weight should suffice. We made this decision after calculating variance with and without replication, and we determined that differences in the standard errors were negligible. If analysts of these data need to estimate variance using replication, syntax for an alternative variance estimation method (jackknife) is available on request.

which teachers' sampling states and self-reported teaching states match. For national estimates, no restrictions are necessary.

The survey weights included in the 2023 AIRS, as with survey weights produced for each of the previous AIRS surveys, are intended to facilitate cross-sectional (e.g., current-year) analysis of teacher and school leader responses to the surveys. Cross-sectional comparisons of estimates across the 2019, 2020, 2021, 2022, and 2023 AIRS are useful for observing shifts in national, descriptive trends, but these weights were not designed to conduct longitudinal analyses among the same teachers over time (i.e., they do not account for panel members who do and do not complete the AIRS in multiple years).

American Instructional Resources Surveys: Teacher Survey Results

Table 2.1. This School Year (2022–23), What Grade(s) Do You Teach?

Response Option	Weighted Percentage
Pre-K	1
Kindergarten	14
1st	15
2nd	15
3rd	16
4th	15
5th	15
6th	12
7th	12
8th	12
9th	16
10th	19
11th	20
12th	19
Ungraded	0
Other (please specify):	1

NOTE: Respondents were instructed to select all that apply. Percentages will not sum to 100 percent. $n = 8,530$.

Table 2.2. This School Year (2022–23), in What Subject Is Your MAIN Teaching Assignment, That Is, the Subject Matter in Which You Teach the Most Classes?

Response Option	Weighted Percentage
Elementary Education	43
Special Education	7
Arts and Music	0

Response Option	Weighted Percentage
English and Language Arts (including English, language arts, reading, literature, writing, speech, etc.)	21
English as a Second Language (ESL)	1
Foreign Languages	0
Health Education	0
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)	15
Natural Sciences (including general science, biology, chemistry, physics, etc.)	10
Social Sciences (including social studies, geography, history, government/civics, etc.)	1
Career or Technical Education	0
Computer Science	0
Other (please specify):	1

NOTE: Respondents were instructed to select all that apply. Percentages will not sum to 100 percent. $n = 8,530$.

Table 2.3. Please Indicate All Subjects You Teach as Part of Your Regular Teaching Assignment This School Year (2022–23).

Response Option	Weighted Percentage	
	No	Yes
N/A—I do not teach other subjects.	55	45
Special Education	93	7
Arts and Music	97	3
English and Language Arts (including English, language arts, reading, literature, writing, speech, etc.)	70	30
English as a Second Language (ESL)	93	7
Foreign Languages	99	1
Health Education	97	3
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)	72	28
Computer Science	97	3
Natural Sciences (including general science, biology, chemistry, physics, etc.)	80	20
Social Sciences (including social studies, geography, history, government/civics, etc.)	80	20
Career or Technical Education	98	2
Other (please specify):	96	4

NOTE: N/A = not applicable. $n = 8530$.

Table 2.4a. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

Elementary School ELA Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curriculum materials I create myself	37	6
Other curriculum materials not listed	22	15
Curriculum materials my school or district created	19	15
The Fountas & Pinnell Classroom (Heinemann)	16	16
Bridge to Reading (Heggerty)	14	17
Benchmark Advance or Literacy (Benchmark Education)	11	17
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project—2018 (Heinemann or Columbia)	11	13
Foundations (Wilson Language Training)	9	11
Into Reading—2020 (Houghton Mifflin Harcourt)	9	12
Reading Wonders—2020 (McGraw-Hill Education)	7	10
Core Knowledge Language Arts (CKLA) (Amplify)	7	10
Journeys (Houghton Mifflin Harcourt)	6	7
MyView Literacy (Savvas Learning Company, formerly Pearson)	5	7
Reading Wonders—2017 (McGraw-Hill Education)	5	7
Revised Lucy Calkins Units of Study or Teacher's College Reading and Writing Project—2022 (Heinemann or Columbia)	4	7
N/A—I do not use a particular curriculum materials regularly or my district and/or school do not provide any curriculum materials to me	4	3
CommonLit (CommonLit)	4	4
Ready Reading (Curriculum Associates)	4	5
Engage NY (New York State Education Department [NYSED])	4	6
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	4	7
Collaborative Literacy (Center for Collaborative Classroom)	3	5
Core Knowledge Language Arts (CKLA) (Core Knowledge)—Open Access Version	3	4
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	2	5
ReadyGEN (Savvas Learning Company, formerly Pearson)	2	5
Really Great Reading [Launchpad, Countdown, Blast, or HD Word] (Really Great Reading)	2	4
ARC Core (American Reading Company)	2	4
Wit & Wisdom (Great Minds)	2	5
From Phonics to Reading (William H. Sadlier, Inc)	2	4
Reading Street Common Core (Savvas Learning Company, formerly Pearson)	2	4
Saxon Phonics & Spelling (Houghton Mifflin Harcourt)	2	4
Reach for Reading (National Geographic Learning, Cengage)	1	3

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Elementary School ELA Curriculum Materials		
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	1	3
Treasures (Macmillan/McGraw-Hill)	1	3
Fishtank Plus or Fishtank ELA (Fishtank Learning)	1	3
Calvert Learning (Edmentum, formerly Calvert)	1	3
Bookworms (Comprehensive Reading Solutions or Open Up Resources)	1	3

NOTE: Only those respondents assigned to the ELA and elementary school paths of the survey were instructed to respond to these items. $n = 1,635$.

Table 2.4b. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Middle School ELA Curriculum Materials		
Curriculum materials I create myself	56	13
Curriculum materials my school or district created	28	19
CommonLit (CommonLit)	27	13
Other curriculum materials not listed	21	12
N/A—I do not use a particular curriculum materials regularly or my district and/or school do not provide any curriculum materials to me	10	10
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)	9	9
StudySync (McGraw-Hill Education)	8	15
Holt McDougal Literature (Houghton Mifflin Harcourt)	7	7
Collections—2017 (Houghton Mifflin Harcourt)	6	8
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	5	8
Into Literature (Houghton Mifflin Harcourt)	4	6
Engage NY (NYSED)	4	5
Amplify ELA (Amplify)	4	7
Benchmark Advance or Literacy (Benchmark Education)	3	8
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	3	5
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	3	6
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)	3	4
Journeys (Houghton Mifflin Harcourt)	3	4

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Middle School ELA Curriculum Materials		
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	2	3
Edgenuity (Imagine Learning, formerly Edgenuity)	2	5
Wit & Wisdom (Great Minds)	2	3
Reading Wonders—2017 (McGraw-Hill Education)	2	4
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	2	4
SpringBoard—2021 (College Board)	2	4
Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)	1	3
SpringBoard ELA Common Core Edition—2018 (College Board)	1	4
Into Reading—2020 (Houghton Mifflin Harcourt)	1	3
ARC Core (American Reading Company)	1	4
Developing Core Literacy Proficiencies (Odell Education)	1	2
Reading Wonders—2020 (McGraw-Hill Education)	1	3
Paths to College and Career (John Wiley and Sons)	1	3
Fishtank Plus or Fishtank ELA (Fishtank Learning)	0	3
ReadyGEN (Savvas Learning Company, formerly Pearson)	0	3

NOTE: Only those respondents assigned to the ELA and middle school paths of the survey were instructed to respond to these items. $n = 871$.

Table 2.4c. Among the ELA Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your ELA Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
High School ELA Curriculum Materials		
Curriculum materials I create myself	72	13
Curriculum materials my school or district created	34	23
CommonLit (CommonLit)	23	11
Other curriculum materials not listed	17	9
Holt McDougal Literature (Houghton Mifflin Harcourt)	9	8
MyPerspectives (Savvas Learning Company, formerly Pearson)	8	15
N/A—I do not use a particular curriculum materials regularly or my district and/or school do not provide any curriculum materials to me	6	15
StudySync (McGraw-Hill Education)	6	10
Edgenuity (Imagine Learning, formerly Edgenuity)	5	12
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	5	6
Into Literature (Houghton Mifflin Harcourt)	4	6
Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)	3	4
Collections—2017 (Houghton Mifflin Harcourt)	3	5
Engage NY (NYSED)	3	2
SpringBoard—2021 (College Board)	3	4
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	3	4
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)	2	2
Fishtank Plus or Fishtank ELA (Fishtank Learning)	2	1
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	1	1
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	1	2
Odell Education High School Literacy Program (Odell Education or Open Up Resources)	1	2
Paths to College and Career (John Wiley and Sons)	0	1
Developing Core Literacy Proficiencies (Odell Education)	0	1
ARC Core (American Reading Company)	0	1

NOTE: Only those respondents assigned to the ELA and high school paths of the survey were instructed to respond to these items. $n = 1,157$.

Table 2.5a. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

Elementary School Mathematics Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curricula I create myself	22	3
Ready or iReady Classroom Mathematics (Curriculum Associates)	19	19
Other curriculum materials not listed	14	9
Curricula my school or district created	13	11
Eureka Math (Great Minds)	12	13
enVision Math—2020 (Savvas Learning Company, formerly Pearson)	11	13
Zearn (Zearn, Inc)	10	7
Go Math (Houghton Mifflin Harcourt)	10	12
EngageNY (NYSED)	9	7
enVision Math 2.0—2016 (Savvas Learning Company, formerly Pearson)	7	7
Bridges In Mathematics (Math Learning Center)	7	9
Math Expressions—2018 (Houghton Mifflin Harcourt)	4	6
N/A—I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	4	5
Illustrative Math K-5 (Imagine Learning, formerly LearnZillion) (McGraw Hill)	4	5
Big Ideas Math: Modeling Real Life—2019 (Big Ideas Learning, LLC)	4	6
Everyday Math—2016 (McGraw Hill Education)	4	4
enVision Math—2012 (Pearson)	3	4
Investigations in Number, Data and Space 3rd Edition—2017 (Savvas Learning Company, formerly Pearson)	3	4
Connecting Math Concepts (McGraw-Hill Education)	3	4
HMH Into Math (Houghton Mifflin Harcourt)	3	4
My Math—2014 or 2018 (McGraw-Hill Education)	2	4
My Math—2020 (McGraw-Hill Education)	2	3
Everyday Math 4—2020 (McGraw Hill Education)	2	4
Math in Focus (Houghton Mifflin Harcourt)	2	3
Reveal Math, Common Core Edition (McGraw-Hill Education)	2	4
Saxon Math (Houghton Mifflin Harcourt)	2	3
Common Core Coach (Triumph Learning or School Specialty, Inc)	1	3
Math Expressions—2013 (Houghton Mifflin Harcourt)	1	4
ORIGO Stepping Stones 2.0—2022 (ORIGO Education)	1	3
Fishtank Plus or Fishtank Math (Fishtank Learning)	1	2
Core Curriculum by MidSchoolMath (MidSchoolMath)	1	2
ORIGO Stepping Stones 2.0—2017 (ORIGO Education)	1	3
Achievement First Mathematics (Achievement First)	1	2
Open Up Resources K–5 Math or Illustrative Math (Open Up Resources)	1	2

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Elementary School Mathematics Curriculum Materials		
Singapore Math (Marshall Cavendish Education Pte Ltd)	1	2

NOTE: Only those respondents assigned to the mathematics and elementary school paths of the survey were instructed to respond to these items. $n = 1,435$.

Table 2.5b. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Middle School Mathematics Curriculum Materials		
Curriculum materials I create myself	50	9
Other curriculum materials not listed	24	11
Curriculum materials my school or district created	22	14
Desmos Math 6–8 (Illustrative Math or Amplify)	22	9
Ready or iReady Classroom Mathematics (Curriculum Associates)	17	22
Open Up Resources 6–8 Math or Illustrative Math (Open Up Resources)	8	6
Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw Hill)	8	9
Eureka Math (Great Minds)	7	10
enVision Math—2020 ((Savvas Learning Company, formerly Pearson)	7	10
Go Math (Houghton Mifflin Harcourt)	6	11
enVision Math 2.0—2016 (Savvas Learning Company, formerly Pearson)	6	10
Big Ideas Math (Big Ideas Learning, LLC)	5	8
Engage NY (NYSED)	5	6
N/A—I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	5	7
Glencoe Math (McGraw-Hill Education)	5	8
Reveal Math, Common Core Edition (McGraw-Hill Education)	4	8
Edgenuity (Imagine Learning, formerly Edgenuity)	3	6
HMH Into Math (Houghton Mifflin Harcourt)	3	6
Carnegie Learning Middle School Math Solution- 2018 (Carnegie Learning)	3	6
Holt McDougal Mathematics (Houghton Mifflin Harcourt)	3	6
Big Ideas Math—Modeling Real Life—2019 (Big Ideas Learning, LLC)	3	6
Math Techbook (Discovery Education, Inc.)	2	5
Connected Mathematics Project 3 (Savvas Learning Company, formerly Pearson)	2	5
Core Connections (CPM Educational Programs)	2	4
Carnegie Learning Math Series—2011 (Carnegie Learning)	2	4

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Middle School Mathematics Curriculum Materials		
EdGems (EdGems, LLC)	1	3
Fishtank Plus or Fishtank Math (Fishtank Learning)	1	3
Agile Mind Middle School Mathematics (Agile Mind)	1	4
Common Core Coach (Triumph Learning or School Specialty, Inc)	1	3
Prentice Hall Mathematics (Pearson)	1	3
CK–12 Interactive Middle School Math (CK–12)	1	2
The Utah Middle School Math Project (University of Utah Middle School Math Project)	0	3
Core Curriculum by MidSchoolMath—2021 (MidSchoolMath)	0	3
Achievement First Mathematics (Achievement First)	0	3
ORIGO Stepping Stones 2.0—2022 (ORIGO Education)	0	3

NOTE: Only those respondents assigned to the mathematics and middle school paths of the survey were instructed to respond to these items. $n = 718$.

Table 2.5c. Among the Mathematics Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) For Your Mathematics Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
High School Mathematics Curriculum Materials		
Curriculum materials I create myself	54	9
Curriculum materials my school or district created	30	17
Other curriculum materials not listed	25	10
Pearson Traditional (Savvas Learning Company, formerly Pearson)	8	6
Big Ideas Traditional (Big Ideas Learning, LLC or Larson Texts)	8	8
I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	7	12
Big Ideas Integrated (Big Ideas Learning, LLC or Larson Texts)	7	6
Edgenuity (Imagine Learning, formerly Edgenuity)	6	11
Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw-Hill Education)	6	6
Pearson Integrated (Savvas Learning Company, formerly Pearson)	6	6
Glencoe Traditional (McGraw-Hill Education)	6	4
enVision A/G/A [Algebra I/Geometry/Algebra II] (Savvas Learning Company, formerly Pearson)	6	7
enMathInstruction Common Core for High School Mathematics (eMath Instruction, Inc.)	4	3
Engage NY (NYSED)	4	4

High School Mathematics Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Carnegie Learning Math Solution Traditional (Carnegie Learning)	3	4
HMH Traditional (Houghton Mifflin Harcourt)	3	4
CPM Traditional Math (CPM Education Program)	3	4
Reveal Math Integrated (McGraw-Hill Education)	3	3
CPM Integrated Math (CPM Education Program)	3	5
Discovering Mathematics: Algebra, Geometry, Advanced Algebra (Kendall Hunt)	3	2
Carnegie Integrated (Carnegie Learning)	3	4
enVision Integrated (Savvas Learning Company, formerly Pearson)	3	5
HMH Integrated (Houghton Mifflin Harcourt)	2	4
Holt McDougal Larson Traditional Series (Houghton Mifflin Harcourt)	2	2
SpringBoard Traditional (College Board)	2	3
Open Up High School Mathematics Integrated (Open Up Resources, formerly Mathematics Vision Project)	2	2
Core-Plus Mathematics (McGraw-Hill Education)	2	2
HMH Into A/G/A [Algebra I/Geometry/Algebra II] (Houghton Mifflin Harcourt)	1	1
Reveal Math Traditional (McGraw-Hill Education)	1	2
Eureka Math (Great Minds)	1	2
Open Up High School Mathematics Traditional (Open Up Resources, formerly Mathematics Vision Project)	1	1
SpringBoard Integrated (College Board)	1	2
Interactive Mathematics Program (IMP)—Integrated (Activate Learning)	0	1
Agile Mind Traditional A/G/A [Algebra I, Geometry, Algebra II] (Agile Mind)	0	2
Math Techbook Integrated Math I, II, or III or Traditional Series (Discovery Education)	0	1
Agile Mind Integrated Mathematics (Agile Mind)	0	1
Fishtank Math A/G/A [Algebra I/Geometry/Algebra II] (Fishtank Learning)	0	1
NOTE: Only those respondents assigned to the mathematics and high school paths of the survey were instructed to respond to these items. $n = 722$.		

Table 2.6a. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

Elementary School Science Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curriculum materials I create myself	34	4
Mystery Science (Mystery Science)	26	15

Elementary School Science Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curriculum materials my school or district created	18	16
N/A—I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	15	16
Other Curriculum materials not listed	12	8
Generation Genius (Generation Genius)	11	5
STEMscopes (Accelerate Learning, Inc)	9	10
Amplify Science (Amplify)	7	10
FOSS Next Generation K–8 (Delta Education)	5	10
Elevate Science (Savvas Learning Company, formerly Pearson)	4	9
McGraw-Hill Science (McGraw-Hill Education)	4	7
Science Studies Weekly (American Legacy Publishing)	3	4
ScienceFusion (Houghton Mifflin Harcourt)	3	5
Exploring Science (National Geographic Learning)	2	4
Interactive Science (Savvas Learning Company, formerly Pearson)	2	5
HMH Science Dimensions (Houghton Mifflin Harcourt)	2	4
PLTW Launch (Project Lead the Way)	2	5
HMH Into Science K–5 (Houghton Mifflin Harcourt)	2	4
Pearson Science (Pearson)	2	3
Twig Science Next Gen (Twig Education)	2	4
Harcourt Science (Houghton Mifflin Harcourt)	2	4
Smithsonian Science for the Classroom (Smithsonian Science Education)	2	3
Science Techbook (Discovery Education)	1	3
Next Generation Science Storylines units (Next Generation Science Storylines)	1	4
Science and Technology Concepts (STC) Program (Carolina Biological Supply Company)	1	2

NOTE: Only those respondents assigned to the science and elementary school paths of the survey were instructed to respond to these items. $n = 1,034$.

Table 2.6b. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

Middle School Science Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curriculum materials I create myself	57	7
Curriculum materials my school or district created	28	16
Other curriculum materials not listed	21	9

	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Middle School Science Curriculum Materials		
Generation Genius (Generation Genius)	10	6
McGraw-Hill Science (McGraw-Hill Education)	9	10
STEMscopes (Accelerate Learning, Inc)	9	12
N/A—I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	9	11
Amplify Science (Amplify)	8	14
ScienceFusion (Houghton Mifflin Harcourt)	6	6
Elevate Science (Savvas Learning Company, formerly Pearson)	6	9
Glencoe Life Science (McGraw-Hill Education)	5	7
HMH Science Dimensions (Houghton Mifflin Harcourt)	5	10
OpenSciEd units (OpenSciEd)	5	8
Pearson Science (Pearson)	5	8
Harcourt Science (Houghton Mifflin Harcourt)	4	6
Next Generation Science Storylines units (Next Generation Science Storylines)	4	5
FOSS Next Generation Middle School (Delta Education)	4	6
Interactive Science (Savvas Learning Company, formerly Pearson)	4	5
Inspire Science (McGraw-Hill Education)	4	6
Project-Based Inquiry Science (Activate Learning)	4	5
Science and Technology Concepts (STC) Program (Carolina Biological Supply Company)	3	5
iScience (McGraw-Hill Education)	3	6
Science Techbook (Discovery Education)	2	6
Prentice Hall Science Explorer (Pearson)	2	4
Holt Science and Technology (Houghton Mifflin Harcourt)	2	6
Bring Science Alive! (TCI)	1	4
Issues and Science (Lab-Aids)	1	4
IQWST (Activate Learning)	1	5

NOTE: Only those respondents assigned to the science and middle school paths of the survey were instructed to respond to these items. $n = 409$.

Table 2.6c. Among the Science Curriculum Materials in This List, Select Any Materials You Use Regularly (Once a Week or More, on Average) for Your Science Instruction This School Year (2022–23) and Any Materials Provided by Your School or School District This School Year (2022–23), Either as a Requirement or Recommendation, Whether You Use Them or Not.

High School Science Curriculum Materials	Percentage Using Once a Week or More	Percentage Noting That Material Is Required or Recommended
Curriculum materials I create myself	65	14
Curriculum materials my school or district created	27	19
Other curriculum materials not listed (please specify):	22	13
N/A—I do not use a particular curriculum material regularly or my district and/or school do not provide any curriculum materials to me	13	27
CK-12 Biology, CK-12 Chemistry for High School, or CK-12 Interactive Physics for High School (CK-12)	11	7
OpenStax (Rice University)	7	4
Miller & Levine Biology (Savvas Learning Company, formerly Pearson)	7	8
Biology for NGSS (BIOZONE)	5	4
Savvas Chemistry (Savvas Learning Company, formerly Pearson)	5	6
STEMscopes (Accelerate Learning, Inc)	5	8
Environmental Science (Savvas Learning Company, formerly Pearson)	4	6
Inspire Science (McGraw-Hill Education)	4	6
Next Generation Science Storylines units (Next Generation Science Storylines)	4	6
inquiryHub Biology or Chemistry (University of Colorado—Boulder)	3	3
Science Techbook (Discovery Education)	3	7
Essential Chemistry or Essential Physics (PASCO)	3	2
PLTW Engineering or Biomedical Science (Project Lead the Way)	3	5
Experience Chemistry or Experience Physics (Savvas Learning Company, formerly Pearson)	2	4
Active Chemistry, Active Physical Science or Active Physics (Activate Learning)	2	5
HMH Science Dimensions Chemistry (Houghton Mifflin Harcourt)	2	4
Earth Science (Savvas Learning Company, formerly Pearson)	2	1
Earth & Space Sciences (BIOZONE)	2	3
Issues and Science (Lab-Aids)	2	3
Foundations of Physics or Physics: A First Course (Frey Scientific/CPO Science)	1	2
Science and Global Issues: Biology/EDC Earth Science/A Natural Approach to Chemistry (Lab-Aids)	1	1
Model-based Biology (University of California—Davis)	1	2
BSCS Biology: A Human Approach (Kendall Hunt)	1	3

NOTE: Only those respondents assigned to the science and high school paths of the survey were instructed to respond to these items. $n = 459$.

Table 2.7. Please Complete the Following Sentence: The ELA/Mathematics/Science Curriculum Materials Provided by My District or School as a Recommendation or Requirement Are . . .

Response Option	Weighted Percentage		
	Math	ELA	Science
. . .too challenging for the majority of my students	30	28	22
. . .at the right level for the majority of my students	60	57	60
. . .not challenging enough for the majority of my students	8	10	13
I don't know	2	5	5

NOTE: Respondents who indicated that they had any curriculum recommended or required by their school or district were instructed to respond to this item. $n = 7,126$.

Table 2.8. Which of the Following Does Your School Principal Most Encourage You to Use as the Basis for Your ELA/Mathematics/Science Lesson Plans?

Response Option	Weighted Percentage		
	Math	ELA	Science
My recommended or required ELA/mathematics/science materials	44	44	36
Materials I have developed on my own	2	3	4
Materials I have developed in collaboration with other ELA/mathematics/science teachers	10	13	9
Whatever materials I think will best meet my students needs	42	38	49
Other	1	2	2

NOTE: $n = 8,383$.

Table 2.9. Think of the ELA Class You Teach This School Year (2022–23). Or, If You Teach More Than One ELA Class, Think of the First ELA Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?

Response Option	Weighted Percentage				
	Never	1–2 Lessons	3–4 Lessons	Every Lesson	Not Relevant or Not Appropriate for the Grade or Class I Teach
Focused on the same, grade-level, fictional text as a whole class	10	36	29	21	4
Focused on the same, grade-level, non-fiction text as a whole class	15	43	22	15	5
Focused on different texts depending on their reading levels	24	31	22	19	4

Response Option	Weighted Percentage				
	Never	1–2 Lessons	3–4 Lessons	Every Lesson	Not Relevant or Not Appropriate for the Grade or Class I Teach
Focused on a text that includes perspectives of individuals of diverse ethnicities	11	44	23	18	5
Used evidence from a text to support their ideas during class discussion	2	16	30	48	3
Used evidence from a text to support their ideas in a writing task	3	30	30	33	3
Built on the ideas of other students during classroom discussion	6	31	29	31	3
Applied academic or domain-specific vocabulary (i.e., words and phrases) they have learned in writing or speaking	3	26	33	36	2
Practiced the organization or basic features of print	14	34	24	22	6
Identified units of oral language such as words, syllables, onset/rime, or phonemes	24	27	17	21	11
Manipulated units of oral language such as words, syllables, onset/rime, or phonemes	28	24	16	20	12
Applied phonics skills in recognizing or decoding words	25	22	15	26	12
Practiced reading with fluency (i.e., accuracy, rate appropriate to text and task, or with expression)	16	27	23	26	8

NOTE: Teachers assigned to ELA path of the survey were instructed to respond to these items. $n = 3,586$.

Table 2.10. Think of the Mathematics Class You Teach This School Year (2022–23). Or, If You Teach More Than One Mathematics Class, Think of the First Mathematics Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?

Response Option	Weighted Percentage				
	Never	1–2 Lessons	3–4 Lessons	Every Lesson	Not Relevant or Not Appropriate for the Grade or Class I Teach
Address mathematics topics within state mathematics standards at their grade level	1	6	14	77	2
Address mathematics topics within state mathematics standards below their grade level	17	43	15	21	3
Address mathematics topics within state mathematics standards above their grade level	27	42	14	14	4
Respond to questions or problems meant to build their conceptual understanding of mathematical ideas	0	14	28	56	1
Respond to questions or problems meant to build their fluency with using mathematics procedures	1	16	29	53	0
Choose appropriate digital or physical tools to solve problems	6	30	25	36	2
Apply mathematics learning to real-world contexts	2	26	36	35	1
Complete problems or exercises in preparation for tests	6	26	27	38	2
Take a test or quiz	12	66	9	10	3
Explain their mathematical thinking orally or in written form	4	25	29	40	2
Justify their proposed solution to a mathematical problem in oral or written form	7	28	29	34	2
Build on the mathematical thinking of other students	6	29	31	32	2
Take turns providing correct answers to problems	7	21	28	44	1
Respond to the same kinds of problems in oral or written form repeatedly to build fluency	7	28	32	32	1

Response Option	Weighted Percentage				
	Never	1–2 Lessons	3–4 Lessons	Every Lesson	Not Relevant or Not Appropriate for the Grade or Class I Teach
Make sense of problems that do not have clear procedures for solving them	9	37	29	23	2
Work on unfamiliar mathematical problems (i.e., problems that are not similar to other mathematical problems they have learned how to solve)	15	45	22	15	2
Choose which methods to use to solve a problem	3	22	37	37	1

NOTE: Teachers assigned to mathematics path of the survey were instructed to respond to these items. $n = 2,804$.

Table 2.11. Think of the Science Class You Teach This School Year (2022–23). Or, If You Teach More Than One Science Class, Think of the First Science Class You Teach Each Week. In the Last Five Lessons You Taught This Class (i.e., the Past Week, If You Teach Every Day), How Often Did Students Engage in Each of the Following Tasks, With or Without Your Prompting?

Response Option	Weighted Percentage				Not Relevant or Not Appropriate for the Grade/Class I Teach
	Never	1–2 Lessons	3–4 Lessons	Every Lesson	
Discuss different ways to approach a problem	10	45	22	21	3
Justify their scientific thinking verbally or through a model	6	39	25	26	3
Justify their scientific reasoning in writing	11	48	22	12	7
Construct a scientific argument supported by evidence	20	44	17	10	8
Develop their own questions about a scientific topic	22	45	17	13	5
Develop or use scientific models	16	43	23	12	5
Plan and carry out a scientific investigation	15	53	20	9	3
Analyze or interpret data	8	43	29	18	3
Use mathematics or computational thinking in science	18	44	19	12	6
Construct their own explanations and arguments	12	43	26	14	5
Obtain, evaluate or communicate information about a phenomenon	20	38	23	12	7
Use engineering design processes to develop solutions to problems	34	38	12	7	10
Participate in a hands-on scientific experience	9	46	28	15	2
Write in a science journal (e.g., taken notes/recorded questions or observations)	21	36	21	18	4
Hear from or engage with scientists to learn about science	58	22	8	6	5
Revise or change one's thinking based on new learning	18	45	22	11	4

NOTE: Teachers assigned to science path of the survey were instructed to respond to these items $n = 1,847$.

Table 2.12. Some States and School Systems Have Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender. Has Your State or School System Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender?

Response Option	Weighted Percentage
Yes—my state has	15
Yes—my school system has	6
No	53
I don't know	28

NOTE: $n = 8,234$.

Table 2.13. To What Extent Have the Limitations Placed on What Topics Teachers Can Address Influenced Your Choice of Curriculum Materials or Instructional Practices, Regardless of Where You Teach?

Response Option	Weighted Percentage
Not at all	36
To a slight extent	15
To a moderate extent	8
To a large extent	3
N/A: I am not aware of limitations placed on race- or gender-related topics by states or school systems	38

NOTE: $n = 8,230$.

Table 2.14. How Would You Characterize the Impact Such Limitations on Race- or Gender-Related Topics Have on Student Learning?

Response Option	Weighted Percentage
Very negative impact	20
Somewhat negative impact	15
Neither negative nor positive impact	13
Somewhat positive impact	2
Very positive impact	1
N/A: I am not aware of limitations placed on race- or gender-related topics by states or school systems	50

NOTE: $n = 8,227$.

Table 2.15a. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your ELA Instruction?

Response Option	Weighted Percentage				
	Never	1–3 Times per Year	4–6 Times per Year	1–3 Times per Month	Weekly or More Often
Any professional development workshops or trainings	6	41	33	15	5
Professional development workshops or trainings focused on use of my main ELA curriculum materials	18	51	19	9	2
Any coaching	40	30	12	11	8
Coaching focused on use of my main ELA curriculum materials	45	30	11	8	5
Any collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time)	5	19	15	21	39
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main ELA curriculum materials	11	22	16	22	30
Other	75	7	4	6	8

NOTE: This table contains responses only from teachers assigned to the ELA path of the survey. $n = 3,566$.

Table 2.15b. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your Mathematics Instruction?

Response Option	Weighted Percentage				
	Never	1–3 Times per Year	4–6 Times per Year	1–3 Times per Month	Weekly or More Often
Any professional development workshops or trainings	11	47	27	12	3
Professional development workshops or trainings focused on use of my main math curriculum materials	24	52	16	6	1
Any coaching	41	31	12	11	6
Coaching focused on use of my main math curriculum materials	47	32	9	8	4
Any collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time)	8	24	15	19	35

Response Option	Weighted Percentage				
	Never	1–3 Times per Year	4–6 Times per Year	1–3 Times per Month	Weekly or More Often
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main math curriculum materials	13	28	14	19	26
Other	79	6	5	5	5

NOTE: This table contains responses only from teachers assigned to the mathematics path of the survey. $n = 2,790$.

Table 2.15c. This School Year (2022–23), How Often Have You Participated in the Following Types of Activities Intended to Support Your Science Instruction?

Response Option	Weighted Percentage				
	Never	1–3 Times per Year	4–6 Times per Year	1–3 Times per Month	Weekly or More Often
Any professional development workshops or trainings	27	39	23	8	3
Professional development workshops or trainings focused on use of my main science curriculum materials	43	43	10	3	1
Any coaching	58	25	8	6	4
Coaching focused on use of my main science curriculum materials	67	23	6	3	2
Any collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time)	18	27	13	16	26
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main science curriculum materials	26	28	11	16	19
Other	89	3	4	3	1

NOTE: This table contains responses only from teachers assigned to the science path of the survey. $n = 1,838$.

Table 2.16a. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your ELA Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of ELA curriculum materials	29	39	22	10
Use or adaption of existing ELA curriculum materials	8	30	29	34

NOTE: Respondents assigned to the ELA path who indicated participating in professional development workshops or trainings at least one to three times per year were instructed to respond to this item. $n = 2,927$.

Table 2.16b. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your Math Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of math curriculum materials	29	42	20	8
Use or adaption of existing math curriculum materials	7	30	31	32

NOTE: Respondents assigned to the mathematics path who indicated participating in professional development workshops or trainings at least one to three times per year were instructed to respond to this item. $n = 2,114$.

Table 2.16c. For the Professional Development Workshops or Trainings in Which You Have Participated to Support Your Science Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of science curriculum materials	27	40	23	10
Use or adaption of existing science curriculum materials	11	31	31	27

NOTE: Respondents assigned to the science path who indicated participating in professional development workshops or trainings at least one to three times per year were instructed to respond to this item. $n = 1,007$.

Table 2.17. For the Coaching in Which You Have Participated to Support Your [ELA/Math/Science] Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	<i>n</i>	Weighted Percentage			
		No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Feedback on my use of my ELA curriculum materials	2,160	18	49	22	10
Feedback on my use of my math curriculum materials	1,659	21	50	21	8
Feedback on my use of my science curriculum materials	736	29	49	15	7

Table 2.18a. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your ELA Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of ELA curriculum materials	20	40	27	14
Use or adaption of existing ELA curriculum materials	8	32	32	28

NOTE: Respondents assigned to the ELA path who indicated participating in collaborative learning at least one times per year were instructed to respond to this item. *n* = 3,370.

Table 2.18b. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your Math Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of math curriculum materials	20	42	25	13
Use or adaption of existing math curriculum materials	6	32	33	30

NOTE: Respondents assigned to the mathematics path who indicated participating in collaborative learning at least one times per year were instructed to respond to this item. $n = 2,595$.

Table 2.18c. For the Collaborative Learning with Other Teachers (Including Instructional Planning Time) in Which You Have Participated to Support Your Science Instruction This School Year (2022–23), What Approximate Proportion of That Time Has Been Spent on Each of the Following Activities?

Response Option	Weighted Percentage			
	No Time	1–25% of the Time	26–50% of the Time	More Than 50% of the Time
Creation of science curriculum materials	23	38	26	13
Use or adaption of existing science curriculum materials	10	37	31	22

NOTE: Respondents assigned to the science path who indicated participating in collaborative learning at least one times per year were instructed to respond to this item. $n = 1,526$.

Table 2.19. Indicate Your Agreement or Disagreement with the Following Statement: The Professional Learning Activities in Which I've Participated This School Year (2022–23) Have Helped Me to Use My Instructional Materials More Effectively to Meet Student Needs.

Response Option	Weighted Percentage
Strongly disagree	13
Somewhat disagree	19
Somewhat agree	55
Strongly agree	13

NOTE: $n = 7,878$.

Table 2.20a. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in ELA?

Response Option	Weighted Percentage			
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent
Any professional development workshops or trainings	9	47	35	10
Professional development workshops or trainings focused on use of my main ELA curriculum materials	11	43	35	10
Any coaching	13	41	33	14
Coaching focused on use of my main ELA curriculum materials	13	40	33	14
Any collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time)	4	25	44	27
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main ELA curriculum materials	4	27	41	28
Other	12	15	31	42

NOTE: Respondents assigned to the ELA path who indicated participating in at least one type of professional learning activity were instructed to respond to this item. $n = 3,511$.

Table 2.20b. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in Math?

Response Option	Weighted Percentage			
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent
Any professional development workshops or trainings	11	47	34	7
Professional development workshops or trainings focused on use of my main math curriculum materials	10	46	35	9
Any coaching	11	45	33	11
Coaching focused on use of my main math curriculum materials	10	43	36	11
Any collaborative learning with other teachers (e.g., Professional Learning	4	29	41	26

Response Option	Weighted Percentage			
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent
Communities or instructional planning time)				
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main math curriculum materials	4	29	42	25
Other	19	23	34	23

NOTE: Respondents assigned to the mathematics path who indicated participating in at least one type of professional learning activity were instructed to respond to this item. $n = 2,727$.

Table 2.20c. To What Extent Has Each Activity in Which You Have Participated to Support Your Instruction Improved Your Teaching or Student Learning in Science?

Response Option	Weighted Percentage			
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent
Any professional development workshops or trainings	13	45	34	7
Professional development workshops or trainings focused on use of my main science curriculum materials	14	43	31	13
Any coaching	18	41	32	9
Coaching focused on use of my main science curriculum materials	12	44	34	10
Any collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time)	7	32	39	22
Collaborative learning with other teachers (e.g., Professional Learning Communities or instructional planning time) focused on use of my main science curriculum materials	6	32	38	24
Other	3	29	20	48

NOTE: Respondents assigned to the science path who indicated participating in at least one type of professional learning activity were instructed to respond to this item. $n = 1,631$.

Table 2.21. How Long Ago Did You Complete Your Formal Teacher Preparation Program? By “Formal Preparation Program,” We Mean a State-Approved Teacher Preparation Program That Provides an Initial Credential to Teach in a K–12 School.

Response Option	Weighted Percentage
In the last five years (2018 or later)	6
6–10 years ago (between 2013 and 2018)	22
More than 10 years ago (before 2013)	70
N/A—I did not complete a formal teacher preparation program	2

NOTE: $n = 8,167$.

Table 2.22. Which of the Following Did Your Program Emphasize More?

Response Option	Weighted Percentage
My program emphasized how to develop my own lessons and unit plans.	44
My program emphasized how to skillfully use and modify curricula provided to me.	10
My program emphasized both of these approaches equally.	27
My program emphasized neither of these approaches.	10
I do not recall what my program emphasized more.	10

NOTE: Respondents who indicated that they completed their teacher preparation program “in the last five years” or “6–10 years ago” were instructed to respond to this item. $n = 1,979$.

Table 2.23. In What Area(s) Are You Certified to Teach in Your State?

Response Option	Weighted Percentage
Specific subject areas (K–12)	46
Elementary education	60
English learners (K–12)	17
Special education	17
Other	13

NOTE: $n = 8,164$.

Table 2.24. Approximately, What Percentage of the Students You Teach—including Those in Small Push-In or Pull-Out Groups—are English Learners?

Response Option	Weighted Percentage
0%	15
1%–10%	39

Response Option	Weighted Percentage
11%–24%	18
25%–49%	11
50%–74%	7
75%–100%	10

NOTE: *English learners* were defined in the survey as students who come from non–English-speaking homes and who are learning English. $n = 8,162$.

Table 2.25. Approximately, What Percentage of the Students You Teach Have an Individualized Education Program (IEP) and/or 504 Plan?

Response Option	Weighted Percentage
0%	3
1%–10%	34
11%–24%	36
25%–49%	16
50%–74%	5
75%–100%	6

NOTE: *Individualized Education Program* was defined in the survey as a program or plan developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services. *504 Plan* was defined in the survey as a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment. $n = 8,160$.

Table 2.26. Approximately What Percentage of the Students You Teach Are Black or Latino?

Response Option	Weighted Percentage
0%	4
1%–10%	29
11%–24%	19
25%–49%	15
50%–74%	14
75%–100%	19

NOTE: $n = 8,161$.

Table 2.27. Approximately What Percentage of the Students You Teach Are Eligible to Receive Free or Reduced-Priced Meals?

Response Option	Weighted Percentage
0%	1
1%–10%	8
11%–24%	11
25%–49%	15
50%–74%	17
75%–100%	36
0%	11

NOTE: In the survey *eligibility* was defined as follows: “Students in K–12 public schools are eligible for free or reduced-price school meals if they are in households that meet a particular low-income threshold and/or are in households that participate in certain assistance programs (e.g., Supplemental Nutrition Assistance Program). If your school offers free meals for all students through a Community Eligibility Provision (CEP), please estimate the percentage of students you teach who would be individually eligible for free or reduced-price school meals.” $n = 8,159$.

Table 2.28. Including the Current School Year (2022–23), for How Many Years Have You Served as a Teacher Across Your Entire Career?

Response Option	Weighted Percentage
0–5 Years	6
6–10 Years	26
11–15 Years	20
16–20 Years	19
21+ Years	29

NOTE: $n = 8,530$.

Table 2.29. With Which of the Following Do You Identify?

Response Option	Weighted Percentage
American Indian/Alaska Native	1
Asian	3
Black/African American	7
Hispanic/Latino/Spanish Origin	8
Native Hawaiian/Pacific Islander	2
White	76
Prefer not to state	5
Prefer to self-describe	3

NOTE: $n = 8,526$.

Table 2.30. Do You Identify as . . . ?

Response Option	Weighted Percentage
A man	18
A woman	80
Non-binary	0
Prefer to self-describe	0
Prefer not to say	2

NOTE: $n = 8,530$.

Table 2.31. What Is the Highest Degree You Have Earned?

Response Option	Weighted Percentage
Do not have a degree	0
Associate's degree	0
Bachelor's degree (B.A., B.S., etc.)	30
Master's degree (M.A., M.A.T., M.B.A., M.S., etc.)	59
Educational specialist or professional diploma (at least one year beyond master's level)	9
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	2

NOTE: $n = 8,530$.

Table 2.32. Which of the Following Best Describes the Teaching Certificate You Currently Hold in the State in Which You Currently Teach?

Response Option	Weighted Percentage
Regular or standard state certificate	98
Other type of certificate (e.g., probationary, provisional, temporary, emergency/waiver)	1
I do not hold any of the above certifications in this state	0

NOTE: $n = 8,461$.

American Instructional Resources Surveys: Principal Survey Results

Table 3.1. Are You Still a Leader of a Public School That Serves Any Grades K–12?

Response Option	Weighted Percentage
No, I do not work at a public or charter school serving any grades K-12.	0
No, I am no longer a school leader.	0
Yes, I am a school leader of a public or charter school serving any grades K-12.	100

NOTE: $n = 1,500$.

Table 3.2. This School Year (2022–23), What Grade(s) Are Included in the School You Lead?

Response Option	Weighted Percentage
Pre-K	38
Kindergarten	57
1st	57
2nd	57
3rd	57
4th	56
5th	54
6th	37
7th	32
8th	32
9th	28
10th	27
11th	28
12th	27
Ungraded	1
Other	1

NOTE: Respondents were instructed to select all that apply. Percentages will not sum to 100 percent. $n = 1,500$.

Table 3.3. Have You Ever Heard of EdReports?

Response Option	Weighted Percentage
No	48
Yes	52

NOTE: $n = 1,500$.

Table 3.4. To the Best of Your Knowledge, Has Your District Used EdReports to Select, Adapt, or Implement Curriculum?

Response Option	Weighted Percentage
No	29
Yes	42
I don't know	29

NOTE: Respondents who indicated that they had heard of EdReports were instructed to respond to this item. $n = 767$.

Table 3.5. Have You Used EdReports to Select, Modify, or Implement Curriculum?

Response Option	Weighted Percentage
No	60
Yes	40
I don't know	0

NOTE: Respondents who indicated that they had heard of EdReports were instructed to respond to this item. $n = 767$.

Table 3.6a. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Elementary School ELA Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Other curriculum materials not listed (please specify):	18
Foundations (Wilson Language Training)	17
Bridge to Reading (Heggerty)	16
Benchmark Advance or Literacy (Benchmark Education)	14
The Fountas & Pinnell Classroom (Heinemann)	14
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project—2018 (Heinemann or Columbia)	14
English language arts curriculum materials my school or district created	13
English language arts curriculum materials teachers create themselves	11
Core Knowledge Language Arts (CKLA) (Amplify)	10
Reading Wonders—2020 (McGraw-Hill Education)	10

Elementary School ELA Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Into Reading—2020 (Houghton Mifflin Harcourt)	9
Journeys (Houghton Mifflin Harcourt)	9
MyView Literacy (Savvas Learning Company, formerly Pearson)	7
Wit & Wisdom (Great Minds)	6
Reading Wonders—2017 (McGraw-Hill Education)	6
Revised Lucy Calkins Units of Study or Teacher's College Reading and Writing Project—2022 (Heinemann or Columbia)	6
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	4
Ready Reading (Curriculum Associates)	4
Really Great Reading [Launchpad, Countdown, Blast or HD Word] (Really Great Reading)	4
ReadyGEN (Savvas Learning Company, formerly Pearson)	3
Core Knowledge Language Arts (CKLA) (Core Knowledge)—Open Access Version	3
Saxon Phonics & Spelling (Houghton Mifflin Harcourt)	3
Engage NY (NYSED)	3
CommonLit (CommonLit)	3
ARC Core (American Reading Company)	2
Reading Street Common Core (Pearson)	2
Collaborative Literacy (Center for Collaborative Classroom)	2
Treasures (Macmillan/McGraw-Hill)	2
Reach for Reading (National Geographic Learning, Cengage)	2
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	1
N/A—No particular curriculum is provided as a requirement or recommendation.	1
From Phonics to Reading (William H. Sadlier, Inc)	1
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	1
Bookworms (Comprehensive Reading Solutions or Open Up Resources)	0
Calvert Learning (Edmentum, formerly Calvert)	0
Fishtank Plus or Fishtank ELA (Fishtank Learning)	0

NOTE: Respondents assigned to the elementary school path were instructed to respond to these items. $n = 551$.

Table 3.6b. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Middle School ELA Curriculum Materials	Percentage Noting That Material Is Required or Recommended
English language arts curriculum materials teachers create themselves	21
Edgenuity (Imagine Learning, formerly Edgenuity)	16

Middle School ELA Curriculum Materials	Percentage Noting That Material Is Required or Recommended
English language arts curriculum materials my school or district created	15
StudySync (McGraw-Hill Education)	12
Amplify ELA (Amplify)	11
Journeys (Houghton Mifflin Harcourt)	10
Other curriculum materials not listed (please specify):	9
CommonLit (CommonLit)	9
MyPerspectives (Savvas Learning Company, formerly Pearson)	8
Benchmark Advance or Literacy (Benchmark Education)	7
Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)	7
Collections—2017 (Houghton Mifflin Harcourt)	6
Holt McDougal Literature (Houghton Mifflin Harcourt)	6
Engage NY (NYSED)	6
Into Literature (Houghton Mifflin Harcourt)	6
Into Reading—2020 (Houghton Mifflin Harcourt)	5
N/A—No particular curriculum is provided as a requirement or recommendation	5
Reading Wonders—2017 (McGraw-Hill Education)	4
Reading Wonders—2020 (McGraw-Hill Education)	4
Ready Reading (Curriculum Associates)	4
EL Education or Expeditionary Learning (Open Up Resources, EL Education, or Imagine Learning, formerly LearnZillion)	4
Collections—2015 (Houghton Mifflin Harcourt)	3
Springboard—2021 (College Board)	3
ReadyGEN (Savvas Learning Company, formerly Pearson)	3
SpringBoard ELA Common Core Edition—2018 (College Board)	3
Wit & Wisdom (Great Minds)	2
Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)	2
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	1
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	1
ARC Core (American Reading Company)	1
Paths to College and Career (John Wiley and Sons)	0
Developing Core Literacy Proficiencies (Odell Education)	0
Fishtank Plus or Fishtank ELA (Fishtank Learning)	0

NOTE: Respondents assigned to the middle school path were instructed to respond to these items. $n = 654$.

Table 3.6c. Select the Following English Language Arts (ELA) Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

High School ELA Curriculum Materials	Percentage Noting That Material is Required or Recommended
English language arts curriculum materials teachers create themselves	42
English language arts curriculum materials my school or district created	35
Edgenuity (Imagine Learning, formerly Edgenuity)	29
Holt McDougal Literature (Houghton Mifflin Harcourt)	19
Pearson Literature (Savvas Learning Company, formerly Pearson)	13
N/A—No particular curriculum is provided as a requirement or recommendation	12
MyPerspectives (Savvas Learning Company, formerly Pearson)	11
CommonLit (CommonLit)	9
Other curriculum materials not listed (please specify):	8
Springboard—2021 (College Board)	7
Into Literature (Houghton Mifflin Harcourt)	7
Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)	7
Engage NY (NYSED)	6
StudySync (McGraw-Hill Education)	6
Collections—2017 (Houghton Mifflin Harcourt)	5
SpringBoard ELA Common Core Edition—2018 (College Board)	4
Collections—2015 (Houghton Mifflin Harcourt)	2
English Language Arts Guidebook Units (Imagine Learning, formerly LearnZillion)	2
English Language Arts Guidebook Units—Louisiana Version (Imagine Learning, formerly LearnZillion)	1
ARC Core (American Reading Company)	1
Odell Education High School Literacy Program—2020 (Odell Education)	1
Paths to College and Career (John Wiley and Sons)	1
Developing Core Literacy Proficiencies (Odell Education)	0
Fishtank Plus or Fishtank ELA (Fishtank Learning)	0

NOTE: Respondents assigned to the high school path were instructed to respond to these items. $n = 283$.

Table 3.7a. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Elementary School Math Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Ready or iReady Classroom Mathematics (Curriculum Associates)	19
Eureka Math (Great Minds)	18
enVision Math—2020 (Savvas Learning Company, formerly Pearson)	15

Elementary School Math Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Go Math (Houghton Mifflin Harcourt)	13
Bridges In Mathematics (Math Learning Center)	11
Mathematics curriculum materials teachers create themselves	11
Mathematics curriculum materials my school or district created	11
Zearn (Zearn, Inc)	10
enVision Math 2.0—2016 (Savvas Learning Company, formerly Pearson)	9
Other curriculum materials not listed (please specify):	9
EngageNY (NYSED)	7
Illustrative Math K-5 (Kendall Hunt)	5
enVision Math—2012 (Pearson)	5
Math Expressions—2018 (Houghton Mifflin Harcourt)	4
HMH Into Math (Houghton Mifflin Harcourt)	4
Investigations in Number, Data and Space 3rd Edition—2017 (Savvas Learning Company, formerly Pearson)	3
Reveal Math, Common Core Edition (McGraw-Hill Education)	3
My Math—2014 or 2018 (McGraw-Hill Education)	2
Everyday Math 4—2020 (McGraw Hill Education)	2
Big Ideas Math: Modeling Real Life—2019 (Big Ideas Learning, LLC)	2
Everyday Math—2016 (McGraw Hill Education)	2
My Math—2020 (McGraw-Hill Education)	2
Math in Focus (Houghton Mifflin Harcourt)	2
Saxon Math (Houghton Mifflin Harcourt)	2
Connecting Math Concepts (McGraw-Hill Education)	1
Common Core Coach (Triumph Learning or School Specialty, Inc)	1
Singapore Math (Marshall Cavendish Education Pte Ltd)	1
ORIGO Stepping Stones 2.0—2022 (ORIGO Education)	1
N/A—No particular curriculum is provided as a requirement or recommendation.	1
Math Expressions—2013 (Houghton Mifflin Harcourt)	1
ORIGO Stepping Stones 2.0—2017 (ORIGO Education)	1
Achievement First Mathematics (Achievement First)	0
Open Up Resources K-5 Math or Illustrative Math (Open Up Resources)	0
Core Curriculum by MidSchoolMath (MidSchoolMath)	0
Fishtank Plus or Fishtank Math (Fishtank Learning)	0
NOTE: Respondents assigned to the elementary school path were instructed to respond to these items. $n = 550$.	

Table 3.7b. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Middle School Math Curriculum Materials	Percentage Noting That Material is Required or Recommended
Ready or iReady Classroom Mathematics (Curriculum Associates)	16

Middle School Math Curriculum Materials	Percentage Noting That Material is Required or Recommended
Mathematics curriculum materials teachers create themselves	16
Go Math (Houghton Mifflin Harcourt)	15
Edgenuity (Imagine Learning, formerly Edgenuity)	14
enVision Math—2020 (Savvas Learning Company, formerly Pearson)	13
Eureka Math (Great Minds)	13
Other curriculum materials not listed (please specify):	12
Mathematics curriculum materials my school or district created	12
Glencoe Math (McGraw-Hill Education)	9
Desmos Math 6-8 (Illustrative Math or Amplify)	9
enVision Math 2.0—2016 (Savvas Learning Company, formerly Pearson)	8
Big Ideas Math—Modeling Real Life—2019 (Big Ideas Learning, LLC)	8
Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw Hill)	7
Engage NY (NYSED)	7
Big Ideas Math—2013 (Big Ideas Learning, LLC)	6
HMH Into Math (Houghton Mifflin Harcourt)	5
Carnegie Learning Middle School Math Solution—2018 (Carnegie Learning)	4
Connected Mathematics Project 3 (Savvas Learning Company, formerly Pearson)	4
Reveal Math, Common Core Edition (McGraw-Hill Education)	4
Holt McDougal Mathematics (Houghton Mifflin Harcourt)	3
Prentice Hall Mathematics (Pearson)	3
Core Connections (CPM Educational Programs)	3
Open Up Resources 6-8 Math or Illustrative Math (Open Up Resources)	3
Common Core Coach (Triumph Learning or School Specialty, Inc)	2
N/A—No particular curriculum is provided as a requirement or recommendation	2
Carnegie Learning Math Series—2011 (Carnegie Learning)	2
Agile Mind Middle School Mathematics (Agile Mind)	1
CK-12 Interactive Middle School Math (CK-12)	1
Core Curriculum by MidSchoolMath—2021 (MidSchoolMath)	0
EdGems (EdGems, LLC)	0
The Utah Middle School Math Project (University of Utah Middle School Math Project)	0
Achievement First Mathematics (Achievement First)	0
ORIGO Stepping Stones 2.0—2022 (ORIGO Education)	0
Fishtank Plus or Fishtank Math (Fishtank Learning)	0
Math Techbook (Discovery Education, Inc)	0

NOTE: Respondents assigned to the middle school path were instructed to respond to these items. n = 654.

Table 3.7c. Select the Following Mathematics Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

High School Math Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Mathematics curriculum materials teachers create themselves	36
Mathematics curriculum materials my school or district created	31
Edgenuity (Imagine Learning, formerly Edgenuity)	28
Pearson Traditional (Savvas Learning Company, formerly Pearson)	10
Pearson Integrated (Savvas Learning Company, formerly Pearson)	10
Other curriculum materials not listed (please specify):	9
Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw-Hill Education)	9
HMH Traditional (Houghton Mifflin Harcourt)	9
Glencoe Traditional (McGraw-Hill Education)	8
N/A—No particular curriculum is provided as a requirement or recommendation	7
Engage NY (NYSED)	6
Holt McDougal Larson Traditional Series (Houghton Mifflin Harcourt)	5
CPM Integrated Math (CPM Education Program)	5
HMH Integrated (Houghton Mifflin Harcourt)	5
Eureka Math (Great Minds)	5
Big Ideas Traditional (Big Ideas Learning, LLC, or Larson Texts)	5
Carnegie Learning Math Solution Traditional (Carnegie Learning)	4
CPM Traditional Math (CPM Education Program)	4
enVision A/G/A [Algebra I/Geometry/Algebra II] Savvas Learning Company, formerly Pearson)	4
Carnegie Integrated (Carnegie Learning)	4
HMH Into A/G/A [Algebra I/Geometry/Algebra II] (Houghton Mifflin Harcourt)	4
Agile Mind Traditional A/G/A [Algebra I, Geometry, Algebra II] (Agile Mind)	4
enVision Integrated (Savvas Learning Company, formerly Pearson)	4
Core-Plus Mathematics (McGraw-Hill Education)	4
SpringBoard Traditional (College Board)	3
Discovering Mathematics: Algebra, Geometry, Advanced Algebra (Kendall Hunt)	3
Reveal Math Integrated (McGraw-Hill Education)	2
Big Ideas Integrated (Big Ideas Learning, LLC, or Larson Texts)	2
SpringBoard Integrated (College Board)	2
Agile Mind Integrated Mathematics (Agile Mind)	2
Reveal Math Traditional (McGraw-Hill Education)	2
Open Up High School Mathematics Traditional (Open Up Resources, formerly Mathematics Vision Project)	1
Math Techbook Integrated Math I, II, or III or Traditional Series (Discovery Education)	1
enMathInstruction Common Core for High School Mathematics (eMath Instruction, Inc.)	1

High School Math Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Interactive Mathematics Program (IMP)—Integrated (Activate Learning)	0
Fishtank Math A/G/A [Algebra I/Geometry/Algebra II] (Fishtank Learning)	0
Open Up High School Mathematics Traditional (Open Up Resources, formerly Mathematics Vision Project)	0

NOTE: Respondents assigned to the high school path were instructed to respond to these items. $n = 282$.

Table 3.8a. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Elementary School Science Curriculum Materials	Percent Noting That Material Is Required or Recommended
Mystery Science (Mystery Science)	21
FOSS Next Generation K-8 (Delta Education)	18
Science curriculum materials my school or district created	16
STEMscopes (Accelerate Learning, Inc)	15
Amplify Science (Amplify)	13
Science curriculum materials teachers create themselves	12
Other curriculum materials not listed (please specify):	11
N/A—No particular curriculum is provided as a requirement or recommendation	8
McGraw-Hill Science (McGraw-Hill Education)	7
Generation Genius (Generation Genius)	5
PLTW Launch (Project Lead the Way)	5
Harcourt Science (Houghton Mifflin Harcourt)	4
Elevate Science (Pearson)	4
ScienceFusion (Houghton Mifflin Harcourt)	3
Pearson Science (Pearson)	3
Twig Science Next Gen (Twig Education)	2
Science Studies Weekly (American Legacy Publishing)	2
HMH Into Science K-5 (Houghton Mifflin Harcourt)	2
HMH Science Dimensions (Houghton Mifflin Harcourt)	2
Interactive Science (Pearson)	1
Exploring Science (National Geographic Learning)	1
Science and Technology Concepts (STC) Program (Carolina Biological Supply Company)	1
Next Generation Science Storylines units (Next Generation Science Storylines)	1
PhD Science (Great Minds)	1
Smithsonian Science for the Classroom (Smithsonian Science Education)	1
Science Techbook (Discovery Education)	1

NOTE: Respondents assigned to the elementary school path were instructed to respond to these items. $n = 550$.

Table 3.8b. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

Middle School Science Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Science curriculum materials teachers create themselves	19
Amplify Science (Amplify)	16
Science curriculum materials my school or district created	16
Other curriculum materials not listed (please specify):	11
STEMscopes (Accelerate Learning, Inc)	11
FOSS Next Generation Middle School (Delta Education)	9
N/A—No particular curriculum is provided as a requirement or recommendation	9
Pearson Science (Pearson)	8
McGraw-Hill Science (McGraw-Hill Education)	8
Glencoe Life Science (McGraw-Hill Education)	8
Harcourt Science (Houghton Mifflin Harcourt)	6
HMH Science Dimensions (Houghton Mifflin Harcourt)	6
ScienceFusion (Houghton Mifflin Harcourt)	4
Elevate Science (Pearson)	4
Inspire Science (McGraw-Hill Education)	3
Interactive Science (Pearson)	3
Holt Science and Technology (Houghton Mifflin Harcourt)	3
Science Techbook (Discovery Education)	3
Generation Genius (Generation Genius)	3
OpenSciEd units (OpenSciEd)	3
Next Generation Science Storylines units (Next Generation Science Storylines)	2
iScience (McGraw-Hill Education)	2
Project-Based Inquiry Science (Activate Learning)	1
Prentice Hall Science Explorer (Pearson)	1
Science and Technology Concepts (STC) Program (Carolina Biological Supply Company)	1
Bring Science Alive! (TCI)	1
IQWST (Activate Learning)	1
Issues and Science (Lab-Aids)	0

NOTE: Respondents assigned to the middle school path were instructed to respond to these items. $n = 654$.

Table 3.8c. Select the Following Science Curriculum Materials That Are Provided by Your School or District, Either as a Requirement or Recommendation, This School Year (2022–23).

High School Science Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Science curriculum materials teachers create themselves	45
Science curriculum materials my school or district created	37
PLTW Engineering or Biomedical Science (Project Lead the Way)	15

High School Science Curriculum Materials	Percentage Noting That Material Is Required or Recommended
Earth Science (Savvas Learning Company, formerly Pearson)	14
N/A—No particular curriculum is provided as a requirement or recommendation	13
STEMscopes (Accelerate Learning, Inc)	13
HMH Science Dimensions (Houghton Mifflin Harcourt)	13
Environmental Science (Savvas Learning Company, formerly Pearson)	12
Other curriculum materials not listed (please specify):	11
Savvas Chemistry (Savvas Learning Company, formerly Pearson)	11
Inspire Science (McGraw-Hill Education)	7
Science Techbook (Discovery Education)	7
Miller & Levine Biology (Savvas Learning Company, formerly Pearson)	7
Experience Chemistry or Experience Physics Savvas Learning Company, formerly Pe	7
Biology for NGSS (BIOZONE)	6
Active Chemistry, Active Physical Science or Active Physics (Activate Learning)	5
Next Generation Science Storylines units (Next Generation Science Storylines)	4
Essential Chemistry or Essential Physics (PASCO)	3
CK-12 Biology, CK-12 Chemistry for High School, or CK-12 Interactive Physics for High School (CK-12)	3
inquiryHub Biology or Chemistry (University of Colorado—Boulder)	3
BSCS Biology: A Human Approach (Kendall Hunt)	3
Earth & Space Sciences (BIOZONE)	2
Foundations of Physics or Physics: A First Course (Frey Scientific/CPO Science)	2
Model-based Biology (University of California—Davis)	1
OpenStax (Rice University)	1
Science and Global Issues: Biology/EDC Earth Science/A Natural Approach to Chemistry (Lab-Aids)	1
Issues and Science (Lab-Aids)	0

NOTE: Respondents assigned to the middle school path were instructed to respond to these items. $n = 283$.

Table 3.9. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their ELA Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers’ Existing ELA Curriculum Materials.

Response Option	Weighted Percentage				
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent	N/A: This Type of Professional Learning Has Not Been Provided to Teachers
Professional development workshops or trainings	5	16	36	41	2
Coaching	9	20	33	36	2
Collaborative learning with other teachers e.g., Professional Learning Communities	2	10	30	56	2
Other	41	2	5	6	46

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,465$.

Table 3.10. Has Your School or District Brought in an External Vendor to Provide ELA Professional Learning Opportunities to Teachers in 2022–23?

Response Option	Weighted Percentage
No	60
Yes	35
I don’t know	4

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,465$.

Table 3.11. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their Mathematics Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers’ Existing Mathematics Curriculum Materials.

Response Option	Weighted Percentage				
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent	N/A: This Type of Professional Learning Has Not Been Provided to Teachers
Professional development workshops or trainings	6	21	37	34	3
Coaching	10	24	31	31	3

Response Option	Weighted Percentage				
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent	N/A: This Type of Professional Learning Has Not Been Provided to Teachers
Collaborative learning with other teachers e.g., Professional Learning Communities	2	14	32	51	1
Other	41	0	8	6	45

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,463$.

Table 3.12. Has Your School or District Brought in an External Vendor to Provide Mathematics Professional Learning Opportunities to Teachers in 2022–23?

Response Option	Weighted Percentage
No	65
Yes	31
I don't know	4

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,463$.

Table 3.13. For Each Type of Professional Learning Teachers Have Received in the 2022–2023 School Year to Support Their Science Instruction, Indicate the Extent to Which That Professional Learning Focuses on Use or Adaption of Teachers' Existing Science Curriculum Materials.

Response Option	Weighted Percentage				
	Not at All	To a Slight Extent	To a Moderate Extent	To a Large Extent	N/A: This Type of Professional Learning Has Not Been Provided to Teachers
Professional development workshops or trainings	18	27	30	19	6
Coaching	26	29	23	15	7
Collaborative learning with other teachers e.g., Professional Learning Communities	9	23	29	36	3
Other	43	1	6	7	43

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,462$.

Table 3.14. Has Your School or District Brought in an External Vendor to Provide Science Professional Learning Opportunities to Teachers in 2022–23?

Response Option	Weighted Percentage
No	82
Yes	13
I don't know	6

NOTE: Respondents only responded to this item for the types of professional learning that they indicated their school provided. $n = 1,462$.

Table 3.15. Some States and School Systems Have Recently Placed Limitations on How K–12 Public School Teachers Address Topics Related to Race or Gender. Has Your State or School System Recently Placed Limitations on How K-12 Public School Teachers Address Topics Related to Race or Gender?

Response Option	Weighted Percentage
Yes—my state has	22
Yes—my school system has	6
No	65
I don't know	10

NOTE: $n = 1,471$.

Table 3.16. To What Extent Have the Limitations Placed on What Topics Teachers Can Address Influenced Teachers' Choice of Curriculum Materials or Instructional Practices in Your School, Regardless of Where Your School Is Located?

Response Option	Weighted Percentage
Not at all	34
To a slight extent	22
To a moderate extent	12
To a large extent	4
N/A: I am not aware of limitations placed on race- or gender-related topics by states or school systems	29

NOTE: $n = 1,468$.

Table 3.17. How Would You Characterize the Impact Such Limitations on Race- or Gender-Related Topics Have on Student Learning?

Response Option	Weighted Percentage
Very negative impact	21

Response Option	Weighted Percentage
Somewhat negative impact	19
Neither negative or positive impact	28
Somewhat positive impact	3
Very positive impact	2
I don't know	28

NOTE: $n = 1,465$.

Table 3.18. Which Benchmark Assessments Do Your Students Take over the Course of This School Year (2022–23) to Assess Their Progress in ELA and Mathematics?

Assessment	Weighted Percentage Used for ELA	Weighted Percentage Used for Math
State-created benchmark assessments	52	52
District-created benchmark assessments	46	47
School-created benchmark assessments	34	33
MAP or Measures of Academic Progress (NWEA [Northwest Evaluation Association])	24	24
iReady Diagnostic (Curriculum Associates)	23	25
iReady Assessments (Curriculum Associates)	18	19
Star Reading / Star Math (Renaissance Learning)	17	14
Star Assessments (Renaissance)	13	10
FAST (FastBridge Learning)	9	8
iReady Standards Mastery (Curriculum Associates)	8	9
Other (Please specify):	8	7
Fountas & Pinnell Benchmark Assessments (Heinemann Houghton Mifflin Harcourt)	12	2
aimswebPlus (Pearson)	7	6
Smarter Balanced (SBAC) interim assessment bundles	6	6
mCLASS (Amplify)	9	3
ACT Aspire (ACT, Inc)	5	5
Smarter Balanced (SBAC) interim comprehensive assessments	5	5
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Voyager Sopris Learning)	8	1
Study Island (Edmentum)	4	4
Exact Path (Edmentum)	3	4
Pre-made interim assessment from an item bank such as Illuminate or Mastery Connect (please specify):	3	3
Developmental Reading Assessments (DRA) (Pearson)	4	1
Compass Learning (EdGenuity)	2	2
Adaptive Assessments (Edmentum)	1	1
Collaborative Assessment Solutions for Educators (CASE) Benchmark Assessments (Training and Education in the 21st Century)	1	1

Assessment	Weighted Percentage Used for ELA	Weighted Percentage Used for Math
Free online assessments such as Read Works and Common Lit (please specify)	2	0
N/A—My students do not take a benchmark assessment for this subject	1	1

NOTE: $n = 1,500$.

Table 3.19. To What Extent Do the ELA/Mathematics Benchmark Assessments Your Students Take Align with Each of the Following.

Response Option	Weighted Percentage				
	Not at All Aligned	A Little Aligned	Partially Aligned	Mostly Aligned	Totally Aligned
Content of state ELA standards	0	2	9	60	28
Content of state-mandated ELA summative assessment	1	2	12	59	26
Content of state mathematics standards	0	2	9	60	29
Content of state-mandated mathematics summative assessment	0	3	11	60	27

NOTE: $n = 1,453$.

Table 3.20. In What Area(s) Are You Certified to Teach in Your State?

Response Option	Weighted Percentage
Specific subject areas (K–12) (please specify):	49
Elementary education	53
English learners (K–12)	15
Special education	14
Other (please specify):	13
N/A—I do not have a teacher certification	1

NOTE: $n = 1,459$.

Table 3.21. Approximately What Percentage of the Students at Your School Have an Individualized Education Program (IEP) and/or 504 Plan?

Response Option	Weighted Percentage
0%	0
1%–10%	21
11%–24%	65
25%–49%	13

Response Option	Weighted Percentage
50%–74%	0
75%–100%	0

NOTE: *Individualized Education Program* was defined in the survey as a program or plan developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services. *504 Plan* was defined in the survey as a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment. $n = 1,459$.

Table 3.22. Approximately What Percentage of the Students at Your School Are English Learners?

Response Option	Weighted Percentage
0%	9
1%–10%	52
11%–24%	20
25%–49%	12
50%–74%	6
75%–100%	1

NOTE: *English learners* were defined in the survey as students who come from non–English-speaking homes and who are learning English. $n = 1,459$.

Table 3.23. Including This School Year (2022–23), How Long Have You Worked as a Principal?

Response Option	Weighted Percentage
0–5 Years	22
6–10 Years	33
11–15 Years	22
16–20 Years	14
21+ Years	8

NOTE: $n = 1,500$.

Table 3.24. With Which of the Following Do You Identify?

Response Option	Weighted Percentage
American Indian/Alaska Native	1
Asian	2
Black/African American	10
Hispanic/Latino/Spanish Origin	8
Native Hawaiian/Pacific Islander	0

Response Option	Weighted Percentage
White	80
Prefer not to state	2
Prefer to self-describe	1

NOTE: $n = 1,491$.

Table 3.25. Do You Identify as . . . ?

Response Option	Weighted Percentage
A man	46
A woman	52
Non-Binary	0
Prefer to self-describe:	0
Prefer not to say	1

NOTE: $n = 1,491$.

Table 3.26. What Is the Highest Degree You Have Earned?

Response Option	Weighted Percentage
Do not have a degree	0
Associate's degree	0
Bachelor's degree (B.A., B.S., etc.)	1
Master's degree (M.A., M.A.T., M.B.A., M.S., etc.)	56
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	26
Educational specialist or professional diploma (at least one year beyond master's level)	17

NOTE: $n = 1,491$.

Table 3.27. Are You Certified and/or Licensed in “School Administration”?

Response Option	Weighted Percentage
No	1
Yes	99

NOTE: $n = 1,123$.

Abbreviations

AAPOR	American Association for Public Opinion Research
AEP	American Educator Panels
AIRS	American Instructional Resources Surveys
ASLP	American School Leader Panel
ATP	American Teacher Panel
CCD	Common Core of Data
ELA	English language arts
ESL	English as a second language
FRPL	free or reduced-price lunch
IEP	individualized education program
IMPD	High-Quality Instructional Materials and Professional Development
NCES	National Center for Education Statistics

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