

Coming Back Together:

Educational Resources in U.S. K-12 Education, 2022

Julia E. Seaman and Jeff Seaman



Bay View Analytics®

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Educational Resources in U.S. K-12 Education, 2022

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2022



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ACKNOWLEDGMENTS	2
EXECUTIVE SUMMARY	3
OVERVIEW	4
BACKGROUND	5
DEFINITIONS	6
STUDY RESULTS	8
Pandemic-induced Changes to Curricula Adoption Processes	8
Returning to the Classroom	13
Curricula Sources	15
Textbook Formats	18
Textbook Usage and Modifications	23
Curriculum Materials Format Trends	26
Perception of Digital versus Print	29
Curricula Quality	32
Professional Development	35
OER and Licensing Awareness	41
OER Initiatives	47
SUMMARY	48
Next Steps	48
METHODOLOGY	49
Questionnaire	50
APPENDIX TABLES	51

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Report available at <http://www.bayviewanalytics.com/oer.html>

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We also want to thank the Online Learning Consortium. They play a pivotal role in our project, administering the Hewlett Foundation grant and coordinating outreach. They have helped showcase our OER results through multiple webinars and offer additional presentation opportunities through their conferences.

This report is possible thanks to the hundreds of teachers and administrators who took the time to respond to our survey. We especially want to thank the respondents who provided comments and detailed responses. Their words are presented here, as close to the original as possible, with only minor editing to remove personally identifying information, or correct obvious typos.

We could not continue this project without the support and feedback of the open education and K-12 educational communities, including commercial and non-commercial publishers.

We are lucky to work with an excellent team. We thank Nate Ralph for his excellent copy editing, I. Elaine Allen for her review and feedback, Betsy Berkey for the design of the accompanying infographic, and Mark Favazza, whose graphics skills are evident on our report covers.

Finally, we want to thank our readers. Your comments and feedback have helped guide us, and this report is better for your input. Please continue to let us know how we can improve.

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2022

EXECUTIVE SUMMARY

This year's survey was conducted in April 2022 and provides insights into the beginning of the post-pandemic K-12 curricula in U.S. schools. While most K-12 schools had returned to in-person classes, teachers and administrators were still dealing with the effects of the COVID-19 pandemic. Changing federal, state, and local health guidelines for in-person instruction throughout the year meant that teaching styles were still in flux. We know from earlier reports that many curricula decisions were paused for the pandemic; these, and decisions made during the pandemic, were starting to be reviewed, revised, and implemented.

One of the lasting impacts of the COVID-19 pandemic on K-12 education may be the increased adoption of digital tools in the classroom. While many aspects of education are reverting to pre-pandemic methods, this year's survey found that there has been an increased acceptance and expected use of digital curricula materials in the K-12 classroom. However, it is not yet clear what impact this may have on future OER awareness and adoption.

Some key findings from the survey include:

- The 2021-22 school year represented a year in flux: students returned to the classroom, but pandemic restrictions created delays, impacting curricula adoption.
- The majority of administrators still report that the pandemic has changed or impacted their course adoption process for the 2021-22 school year.
- Teaching is almost completely back to in-person (91% of teachers). A small portion of respondents are offering a blend of in-person and remote instruction, but fully remote teaching was very rare, at 1% for both teachers and districts.
- Looking forward to 2025, K-12 educators and administrators believe that digital materials are here to stay, albeit mixed with some physical materials.
- Two-thirds of all teachers are unaware of OER at any level, and OER awareness has declined amongst K-12 teachers, when compared to previous school years.
- OER Awareness is higher for users of OER, but the majority of respondents using OER report being unaware of OER.

OVERVIEW

The 2021-22 K-12 survey examines curricula resource preferences and adoption processes at public K-12 schools and districts in the U.S. The survey asked teachers and administrators about their current teaching situation, use of digital curricula materials, opinions on digital materials, and opinions on curricula training and professional development.

This year's survey has expanded to include more questions on digital curricula options. For example, we ask about specific options for both physical and digital variants of required classroom textbooks. The awareness and adoption of digital tools was given a large boost by the involuntary switch to remote learning as a result of the COVID-19 pandemic. However, this trend had already been emerging in the market from publishers over the last decade, especially following the success of digital courseware in higher education.

This study continues the research into OER awareness and adoption rates. But curricula adoption – OER or commercial – is not done in a vacuum. To that end, this year's survey also continues our examination of professional development for curricula as a measure of support for curricula adoption. The survey asks teachers to rate their curricula for both use during the pandemic and generally, with the understanding that many teachers still do not feel they have entered a “post-pandemic” classroom yet.

The results for this year's study come from a national survey of K-12 administrators and teachers. The respondents answered during April of 2022, for the 2021-22 school year. There were 1,015 teachers and 454 administrators, representing 49 states plus the District of Columbia, and grades Pre-K through 12.

BACKGROUND

This report is the fourth in a series investigating K-12 curricula discovery, selection, and adoption processes in the U.S. The research has evolved from an assessment of the curricula materials landscape and trends to a measurement of the pandemic-induced changes on how classes are taught, and curricula materials sourced. The questionnaire for this report reflects the reality for a lot of teachers and administrators: they've transitioned away from the restrictions of full pandemic status but have yet to reach post-pandemic status. Some questions from our earliest surveys return to mix with our pandemic-specific questions and are joined by entirely new ones.

Last year's report covered the 2020-21 school year and showed a drastic increase in the use of remote teaching and associated digital tools as a response to the pandemic. While few schools were ready for the switch to digital learning, virtually all school districts surveyed were already implementing internet access across the whole campus, and many provided laptops or tablets for their students. The shift during the pandemic introduced many teachers to full remote learning, with administrators offering multiple professional development and training opportunities to help acclimate faculty to these new methods. While whole classroom remote teaching may not stick around, the newly adopted digital methods and digital infrastructure remain available for teachers post-pandemic.

Pre-pandemic surveys in 2016-17 and 2018-19 showed that the curricula adoption process was often structured and time-intensive. Decision-making power was historically spread across administrators and teachers at school and district levels, and curricula were often provided from a single (often commercial) source.

Administrators reported that the pandemic postponed, paused, or changed their planned curricula adoption processes. They also stated that their pandemic curricula were assembled from a range of sources, including commercial, OER, materials developed by their school district, and materials developed by teachers. The COVID-19 pandemic induced many changes and new experiences, leaving administrators to decide how best to incorporate them into their delayed and future adoption processes.

DEFINITIONS

In addition to examining the curriculum adoption process, this study explores materials classified as open educational resources (OER). Creative Commons defines OER as:

Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.

- *Retain – make, own, and control a copy of the resource*
- *Reuse – use your original, revised, or remixed copy of the resource publicly*
- *Revise – edit, adapt, and modify your copy of the resource*
- *Remix – combine your original or revised copy of the resource with other existing material to create something new*
- *Redistribute – share copies of your original, revised, or remixed copy of the resource with others¹*

An important aspect of the examination of the use of educational resources is the licensing status of said materials: who owns the rights to use and distribute the material, and whether faculty members have the right to modify, reuse, or redistribute said content. The legal mechanism that faculty are most familiar with is that of copyright. The U.S. Copyright office defines copyright as:

A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. ... Copyright covers both published and unpublished works.²

Of particular interest for this study is the copyright status of the primary textual material (including textbooks) that teachers select as core materials for their courses.

Copyright owners have the right to control the reproduction of their work, including the right to receive payment for that reproduction. An author may

¹ <https://creativecommons.org/about/program-areas/education-oer/>

² <http://www.copyright.gov/help/faq/definitions.html>

*grant or sell those rights to others, including publishers or recording companies.*³

Not all materials are copyrighted. Some content may be ineligible for copyright, copyrights may have expired, or authors may have dedicated their content to the public domain (e.g., using Creative Commons public domain dedication⁴).

*Public domain is a designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered, and republished by anyone. The designation means, essentially, that the content belongs to the community at large.*⁵

An intermediate stage between traditional copyright, with all rights reserved, and public domain, where no rights are reserved, is provided by Creative Commons licenses. A Creative Commons license is not an alternative to copyright, but rather a modification of the traditional copyright license that grants some rights to the public.

*The Creative Commons (CC) open licenses give everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work. CC licenses allow creators to retain copyright while allowing others to copy, distribute, and make some uses of their work per the terms of the license. CC licenses ensure authors get credit (attribution) for their work, work globally, and last as long as applicable copyright lasts. CC licenses do not affect freedoms (e.g., fair use rights) that the law grants to users of creative works otherwise protected by copyright.*⁶

The most common way to openly license copyrighted education materials — making them OER — is to add a Creative Commons license to the educational resource. CC licenses are standardized, free-to-use, open copyright licenses.⁷

This study also examines an emerging, subscription-based distribution model typically called "inclusive access," though often going by various names with no single clear definition. The common elements across all the variants of subscription-based models are digital distribution, multiple textbooks and/or classrooms included under one contract, and students included unless they opt-out.

³ <http://legal-dictionary.thefreedictionary.com/copyright>

⁴ <https://creativecommons.org/publicdomain/zero/1.0/>

⁵ <http://whatis.techtarget.com/definition/public-domain>

⁶ Personal communication from Cable Green, PhD, Director of Open Education, Creative Commons

⁷ State of the Commons report: <https://stateof.creativecommons.org>

STUDY RESULTS

Pandemic-induced Changes to Curricula Adoption Processes

I don't know that the process will change, however I think we will be looking for curriculum that allows us to grow both in person and remotely to be better prepared for the future.

— Principal

Technology adaptation was the biggest change to the curriculum adoption process. We need to make sure the curriculum will stand in the classroom as well as digitally online.

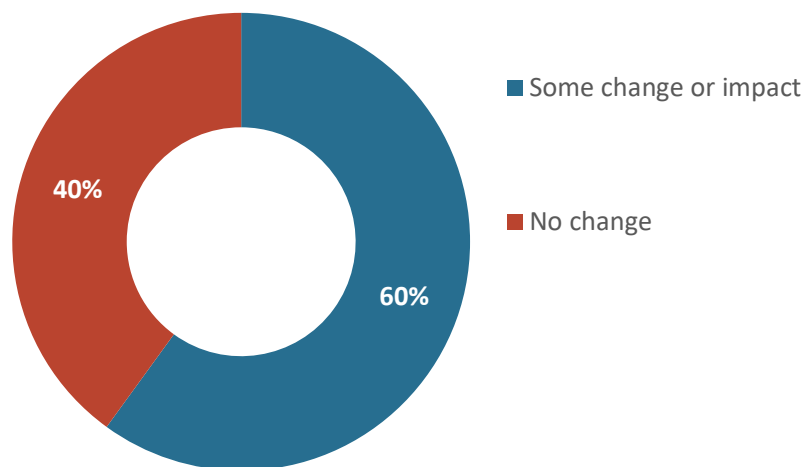
— Assistant Principal

We are always thinking about how a curriculum could move flexibly between in-person and online learning. We also have a higher priority on individualized learning since the pandemic.

— Director

The COVID-19 pandemic continues to affect the curricula adoption process for the 2021-22 school year, though to a somewhat lesser extent. When asked about the current state of the curriculum adoption process, 40% of administrators responded that there was no change or impact during this school year. This is 10% higher than the 30% of administrators who reported no change or impact in 2020-21.

Administrator: Status for Curriculum Adoption Process 2021-22

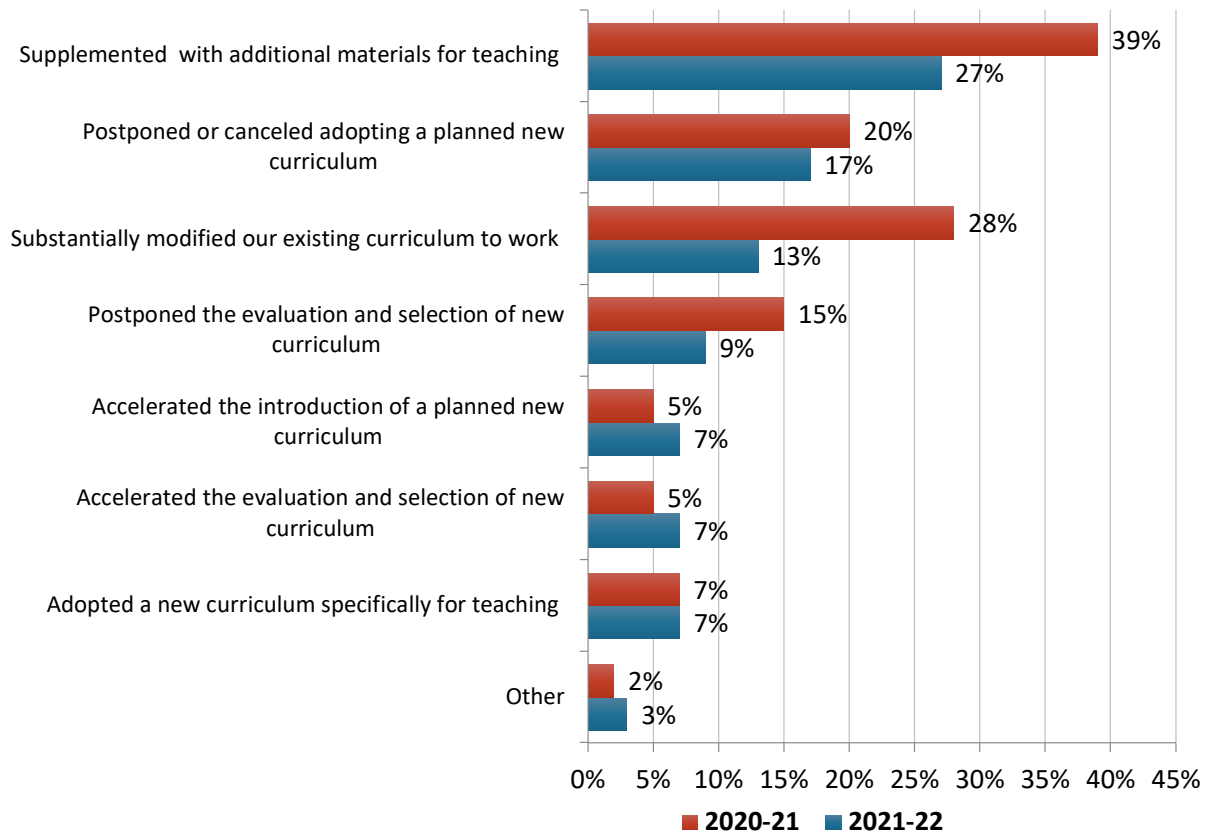


For the 60% of administrators that felt a change or impact, the largest adaptation (27%) was the supplementation of existing curricula with additional materials. This adaptation was also the largest option in 2020-21. However, the number reporting this adaptation has declined from 39% to 27%.

There were more administrators stating that they have postponed or canceled new curricula (17%) or the evaluation and selection of new curricula (9%) than those stating they accelerated the introduction of new curricula (7%) or the evaluation of new curricula (7%).

For the 2021-22 school year, fewer administrators reported needing to substantially modify their curricula (13%, versus 28% in 2020-21). There were also fewer administrators postponing the evaluation and selection of new curricula (9% in 2021-22, versus 15% in 2020-21), but there was no decline in the delay of adoption. This may indicate that school districts have restarted the course curriculum process, but remain early in the process, or haven't had the opportunity to implement decisions yet.

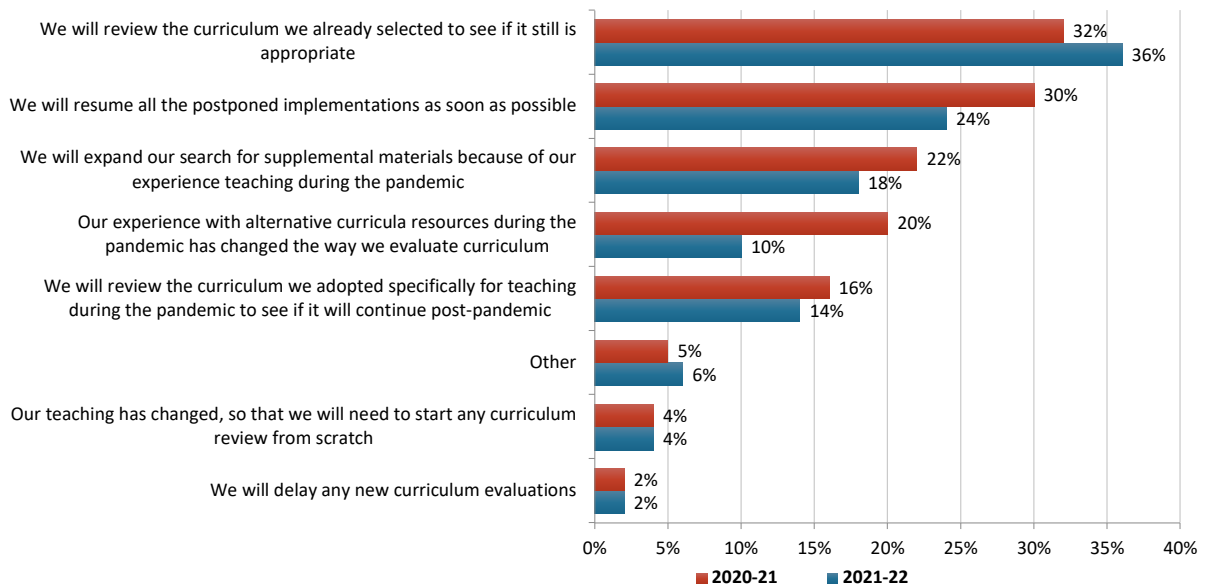
Administrator: Impact or Change to the Status of the Curriculum Adoption Process



Administrators reported a range of expected changes to their post-pandemic curricula adoption processes. Some administrators plan to continue with or evaluate pre-pandemic choices. Just over a third (36%) of administrators plan to review the previously selected curricula to see if it is still appropriate. Almost a quarter (24%) plan to resume the postponed implementations as soon as possible.

Administrators also report that there has been some influence from pandemic teaching styles and choices on upcoming curricula decisions. The impact may be greatest on supplemental materials (18%) and alternative resources (10%), with many administrators stating they will expand their search because of their experiences during the pandemic. A small number (just 4%) believe that the pandemic has changed teaching styles enough that their curricula adoption processes will start from scratch.

Administrator: Expectation for Post-Pandemic Curriculum Adoption Process



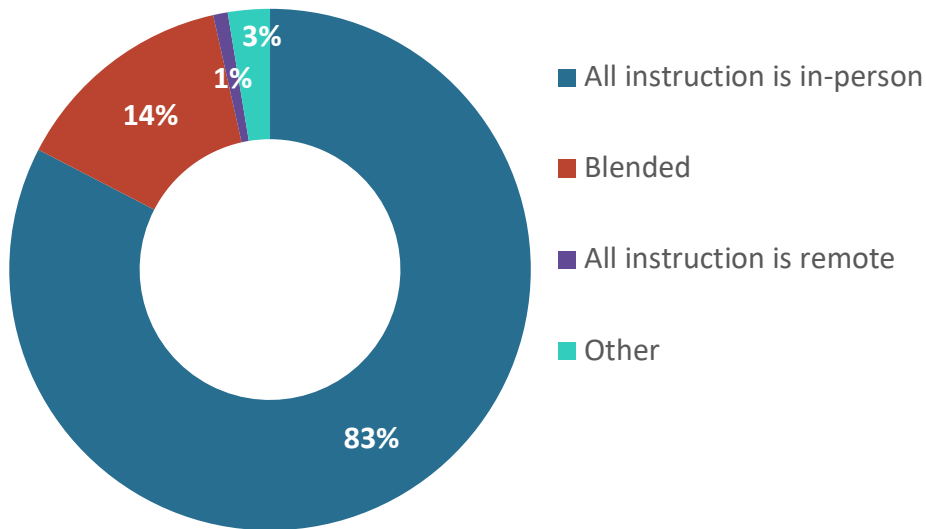
The expectations for the post-pandemic curriculum adoption process remain very similar to expectations reported for the 2020-21 school year. The largest change came from administrators who reported that their experiences with alternative curricula resources during the pandemic will have an impact on their post-pandemic process; these responses fell from 20% to 10%.

Anecdotally, administrators are aware (for better or worse) that the COVID-19 pandemic drove an increased reliance on technology and remote learning. Their comments suggest that they expect to be using the tools and strategies they developed during the pandemic even after returning to in-person instruction, adapting the things they learned to improve traditional teaching methodologies. The submitted comments also reveal concerns about adaptability and flexibility; respondents note that curricula should be designed with both in-person and remote learning models in mind. That being said, administrators are also aware of equity issues inherent in a reliance on technology.

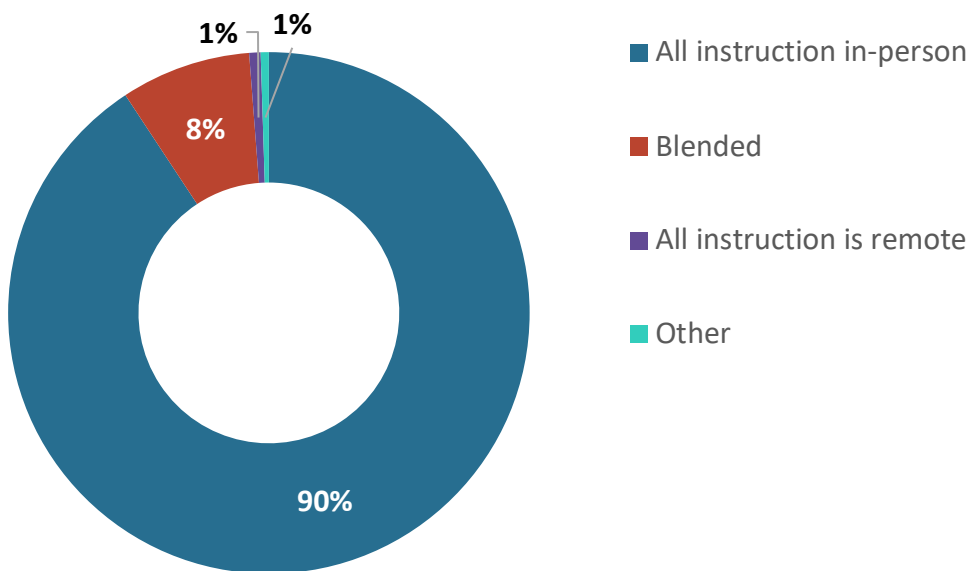
Returning to the Classroom

Administrators and teachers report that they are overwhelmingly back to fully in-person teaching for spring of the 2021-22 school year. Ninety-one percent of teachers report that they provide all instruction in-person, and 82% of districts report that all instruction is in-person.

Administrator: Current Modality of Instruction in School or District



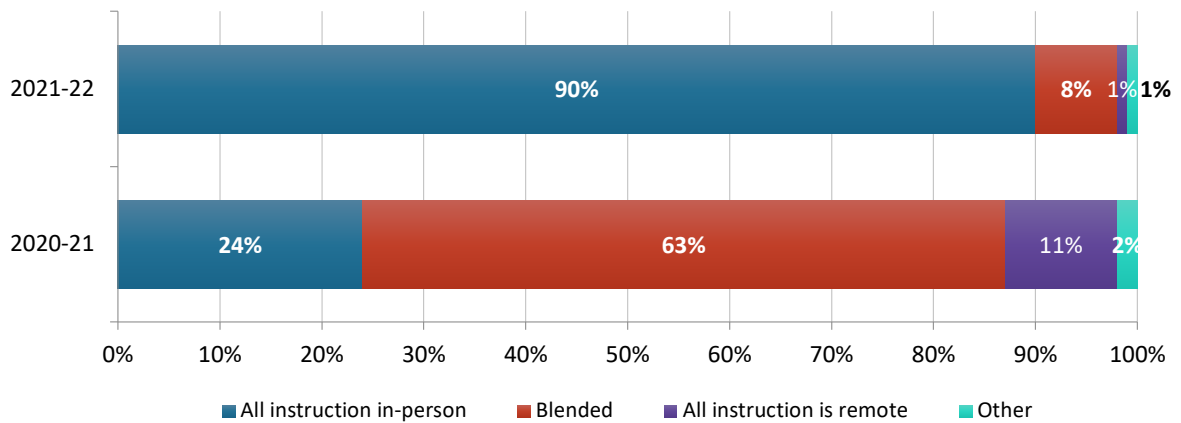
Teacher: Current Modality of Instruction



A small proportion of teachers (8%) and districts (14%) are offering a combination of in-person and remote or blended instruction. For the 2021-22 school year, fully remote teaching was very rare, at 1% for both teachers and districts.

In 2021-22, there were significantly fewer teachers using fully remote, or a blend of in-person and remote classrooms, as compared to 2020-21. For 2020-21, 63% of teachers reported that they were teaching a blend of in-person and remote classrooms, and 11% were fully remote. The proportion of fully remote classrooms shrunk by 91%, and the proportion of blended classrooms shrunk by 87%. This corresponds to the almost 300% growth of in-person classrooms. There was no difference in the change of instruction mode by grade level.

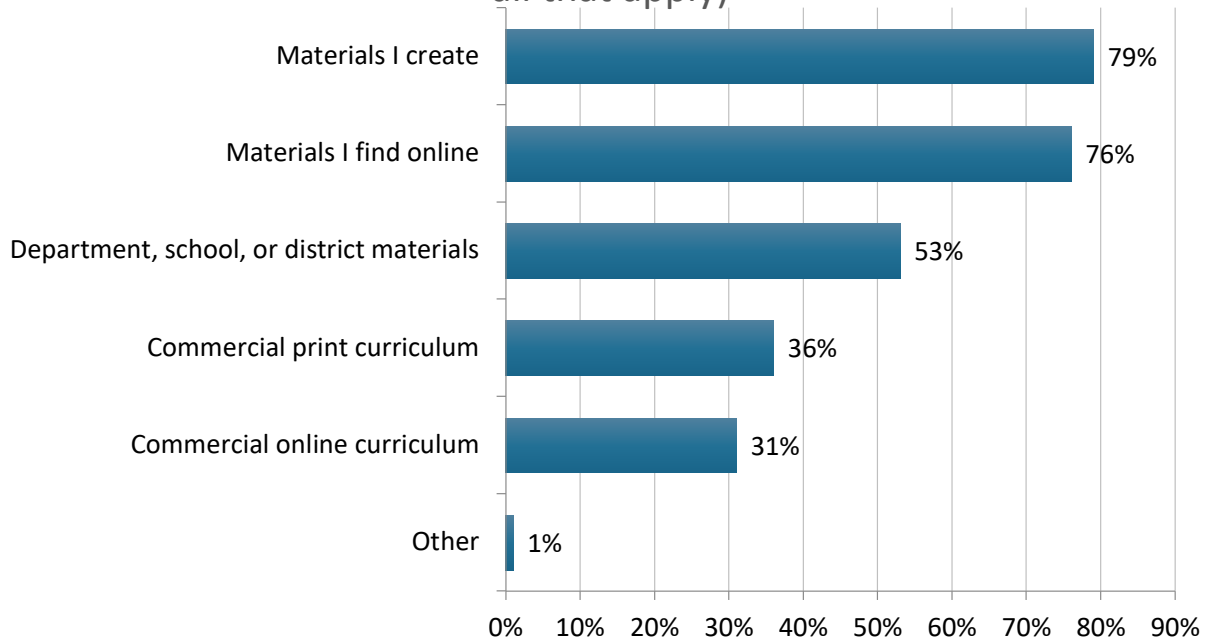
Teacher: Current Modality of Instruction by Year



Curricula Sources

The curricula used in K-12 classrooms comes from a variety of sources. Some are provided by publishers, in print and/or digital formats. Additional common sources include district- or school-made, materials created by teachers, or those found by teachers. While a lot of curricula may be shared between classrooms in a school or district, those created or sourced by teachers may be unique to their specific classrooms.

Teacher: Main Source of Instructional Materials (Select all that apply)

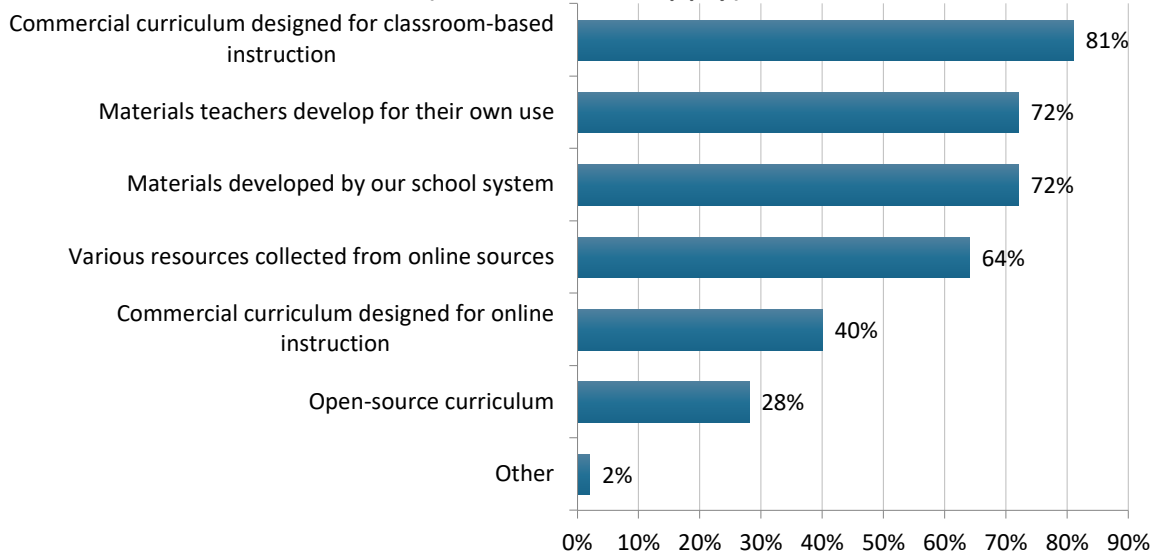


When asked about their main sources of materials, 79% of teachers report that they use materials they create, while 76% use materials they find online. Just over half of teachers (53%) say department-, school-, or district-created materials are one of their main sources. A smaller group say commercial curricula are their main source; 36% of teachers selected commercial print curricula, and 31% selected commercial online curricula. Many teachers report multiple main sources, though it is not known how the different sources are used, as their usage in the classroom could vary widely.

Administrators reported a wide range of materials as sources of curricula for teachers in their schools and districts. Four sources – commercial curricula for classroom instruction, teacher-developed materials, materials developed by the school district, and online resources – are selected by over half of all

administrators. Additional materials include commercial curricula designed for online instruction (40%), and open-source curricula (28%).

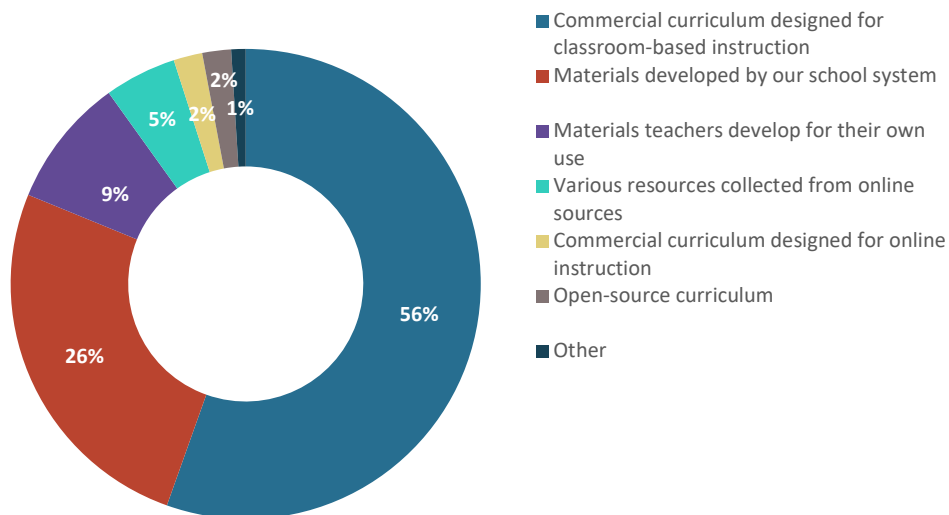
Administrator: Main Source of Instructional Materials (Select all that apply)



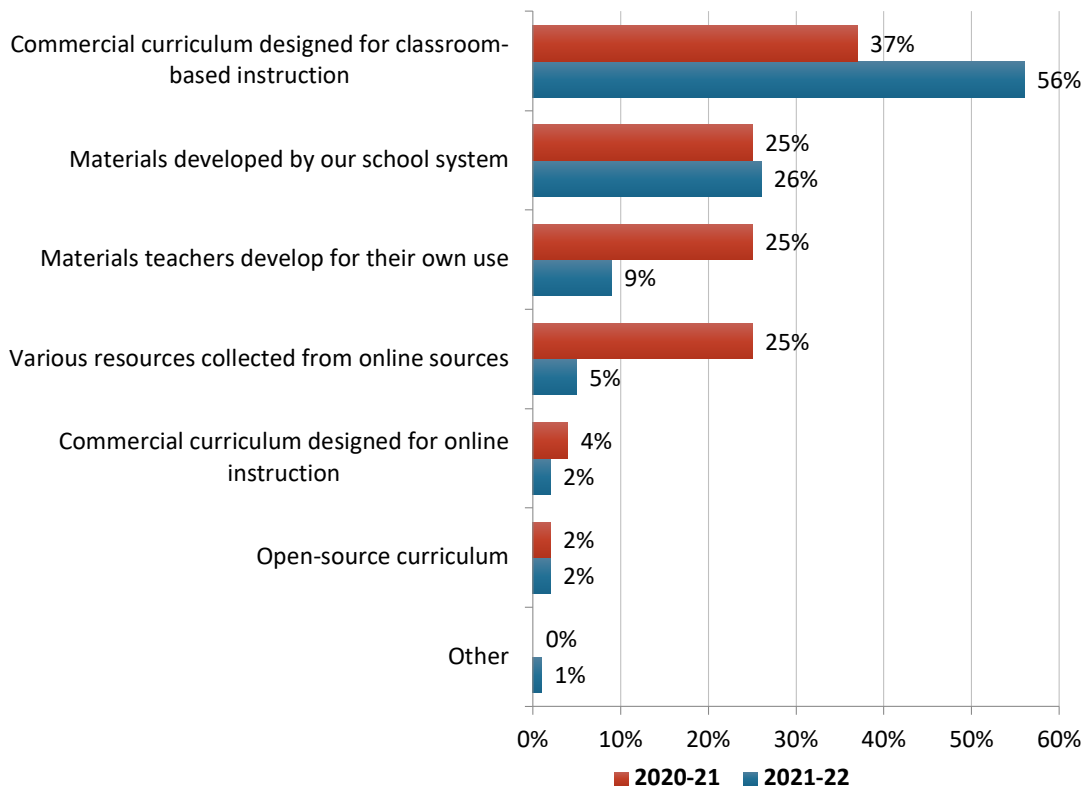
When considering which source is the single primary source, administrators report that commercial curricula for classroom instruction is the most common single primary source (56%). While teacher-created materials were the second largest source of any materials used, they are just the third most common primary source of materials (9%), behind school created materials (26%).

Commercial classroom curricula grew from 37% in 2020-21 to 56% in 2021-22. In contrast, the use of both teacher-developed materials and online sources as the primary source fell considerably.

Administrator: Primary Source of Materials



Administrator: Primary Source of Materials by Year



Textbook Formats

I would love to have access to more materials without signing up and paying. We're trying to improve instruction to our students, and it's just another obstacle to have to commit to another venue to obtain use of one worksheet that covers part of a standard.

— Elementary School Teacher

We are no longer adopting textbook only as our sole curriculum. We are looking at comprehensive online programs with supplements to create our own curriculum from.

— Director

Resources really need to enable any teacher to teach their particular students in a manner that enables me to reach the students in front of me this year and help them meet the standards. It might be one set of resources this year and a different set next year. I'd rather have resources that I can pick and choose from rather than be locked into some textbook that won't be applicable if I get a class that is behind or ahead. I need a "menu of options."

— Elementary School Teacher

Non-copyrighted material that is readily accessible makes planning easier. Prior to the onset of the pandemic, my department made a conscious effort to ditch the textbook in favor of using primary sources, with a limited number of secondary sources. The availability of these sources made it easy to rewrite the entire curriculum for World History.

— Elementary School Teacher

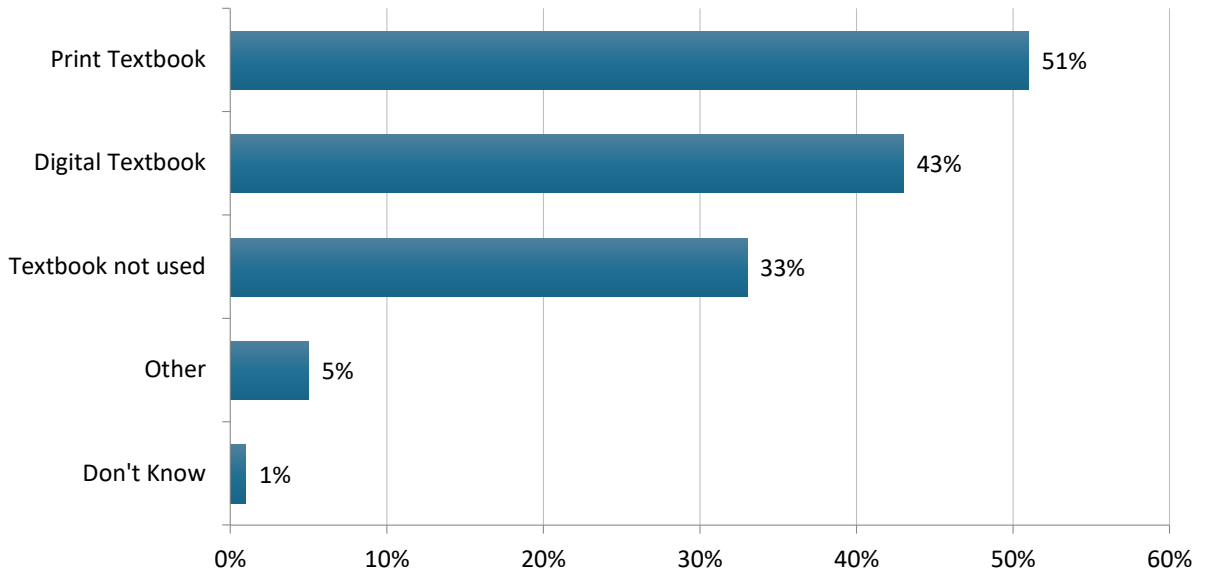
Textbooks are a core component of classroom curricula materials. K-12 textbooks are generally provided by the school to students at the beginning of the year.

The textbook has traditionally been provided in a physical, print format, though there has been an increase in the number of textbooks available in digital formats over the last decade. Additionally, improvements at schools have increased access to digital textbooks; almost all districts in past surveys responded that they now provide campus wide internet access, have improved the technology resources available in classrooms, and provide all students with access to laptops or tablets.

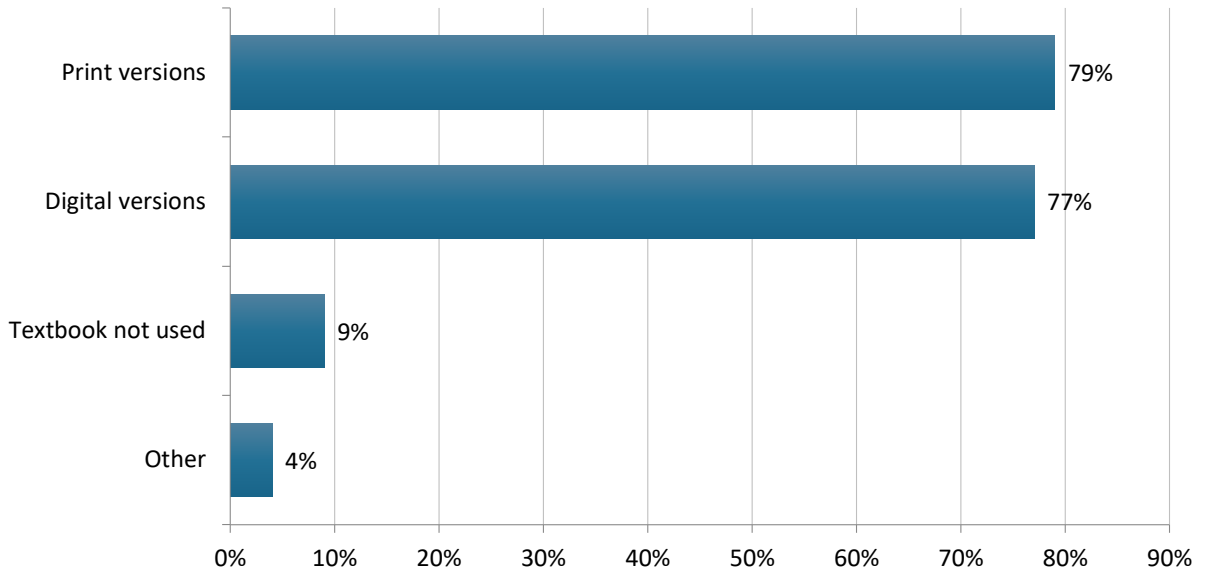
During the 2021-22 school year, the primary or required textbooks were most commonly available in print, with just over half of all teachers (51%) reporting offering printed versions of a textbook in their classrooms. Seventy-nine percent of administrators, responding for the whole school or district, offer

textbooks as print. Digital versions of textbooks are available at similar but slightly lower rates.

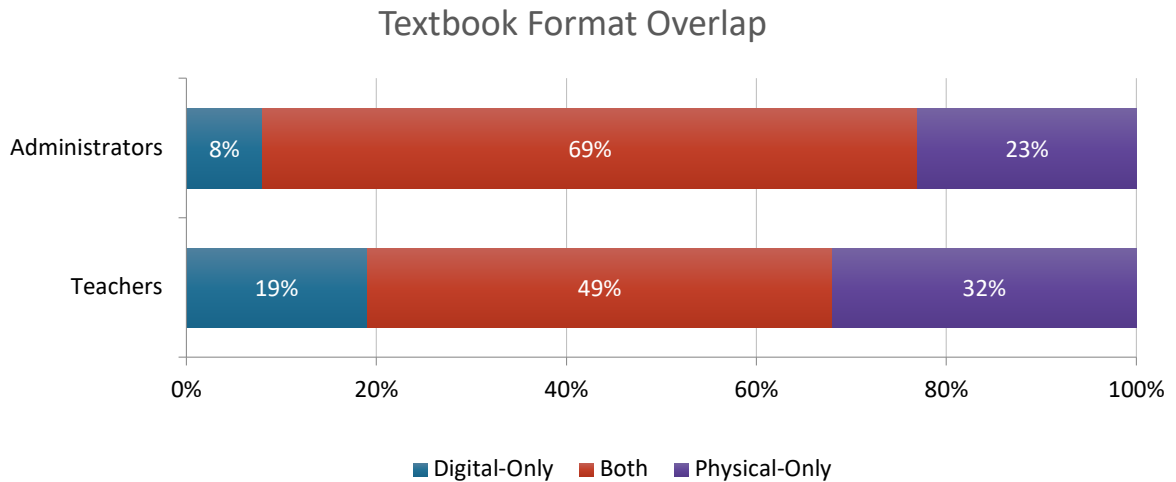
Teacher: Format Primary or Required textbook(s) is Available to Students (Select all that apply)



Administrator: Format Primary or Required textbook(s) is Available to Students (Select all that apply)



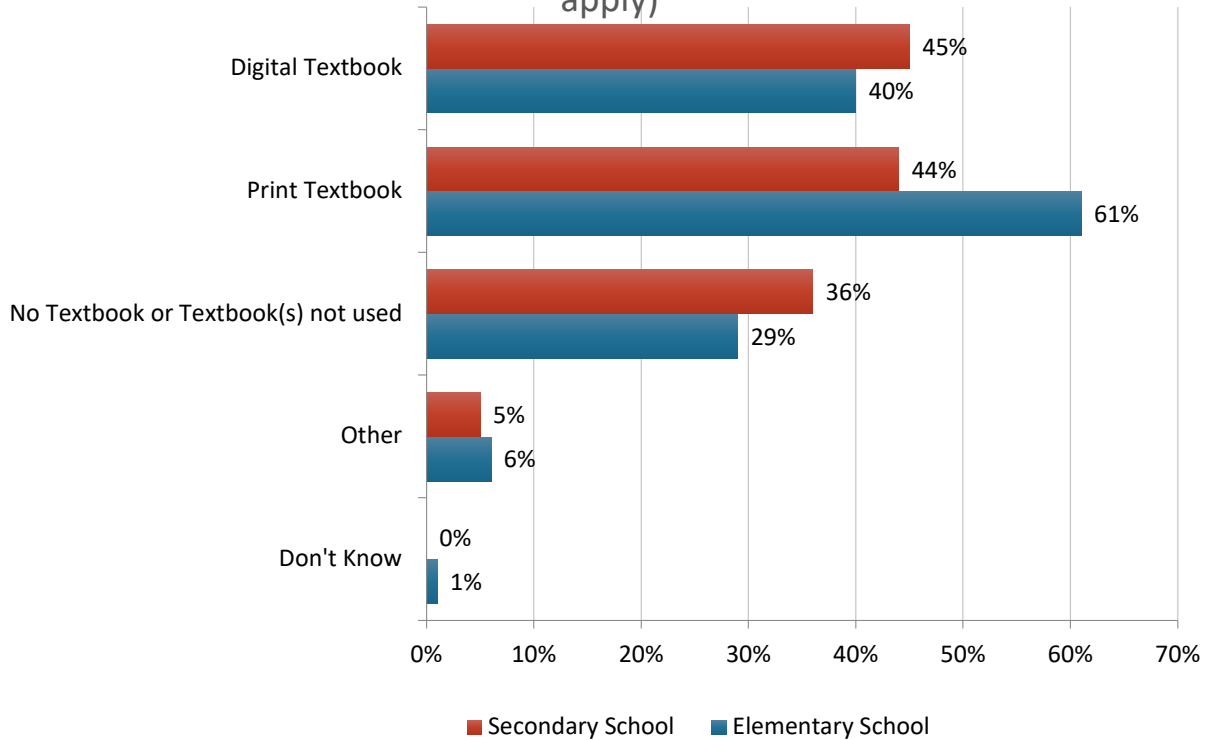
For many classrooms, textbooks are available in both print and digital formats; 49% of teachers report that they offer both formats in their classrooms. A greater number of administrators (69%) report that their schools use both digital and physical textbooks, though they may not be used together in the same classroom.



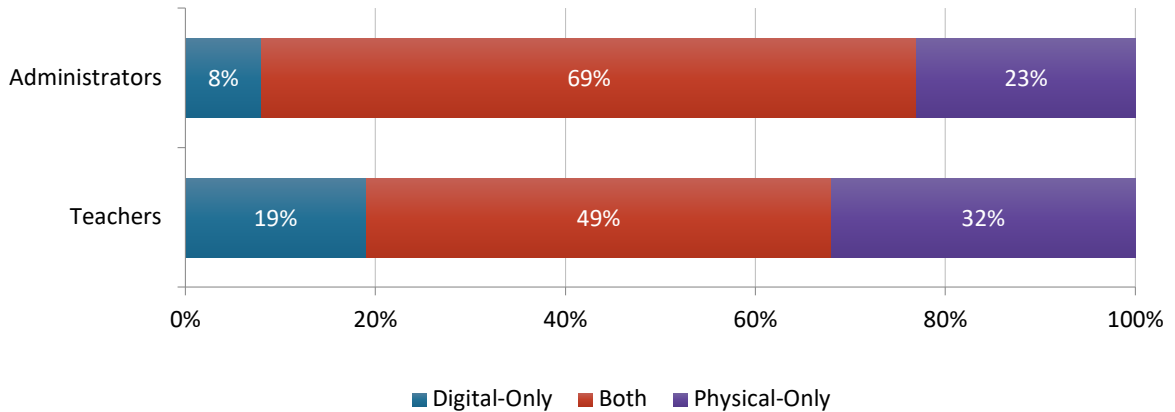
The use of textbook format varies slightly by grade level between elementary school (PreK to 8th grade) and secondary school (9th to 12th grade). Print textbooks are more likely to be used in elementary school, though many of the textbooks are available in both print and digital formats. Only 8% of elementary textbooks are available in digital-only formats.

Secondary grades are more likely to offer digital versions of textbooks. This is true for both a combination of digital and print (46%) and digital only versions (28%).

Teacher: Textbook Format by Grade Level (Select all that apply)



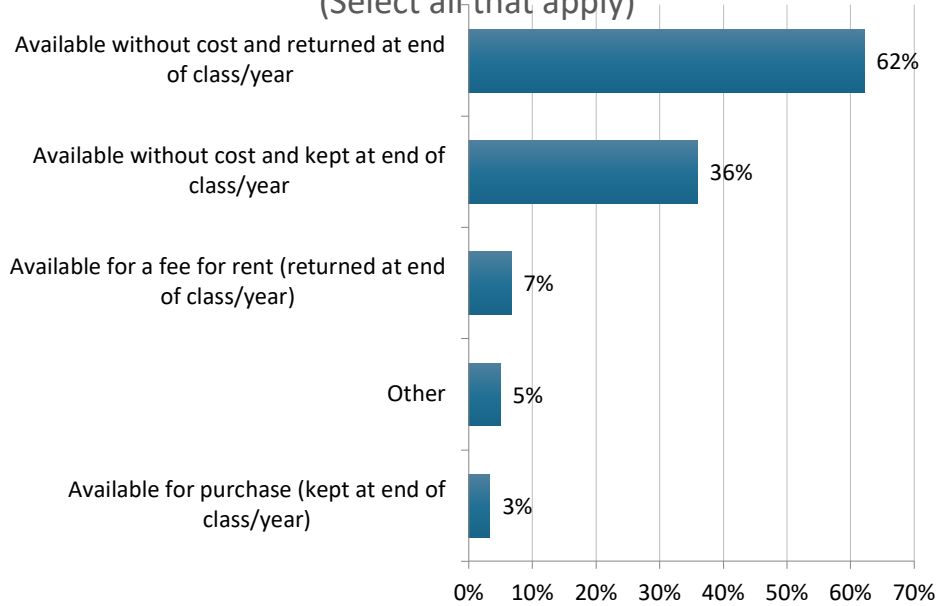
Textbook Format Overlap



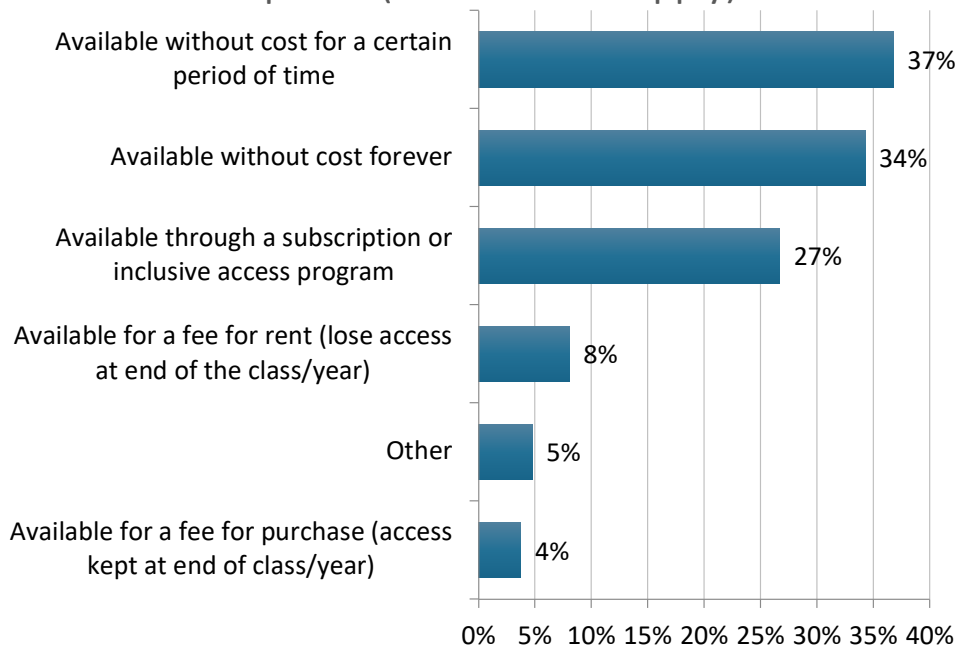
There are several methods for providing textbooks to students. The most common method is to provide the textbook for the school year, with the student returning the physical book or losing access to a digital source at the end of the year. However, for digital textbooks, it is slightly more common for students to retain access.

Regardless of the format, the primary textbooks are largely available to students without cost. Only a small proportion teachers report that there is a fee to the student.

Teacher: Physical Textbook Availability Options (Select all that apply)



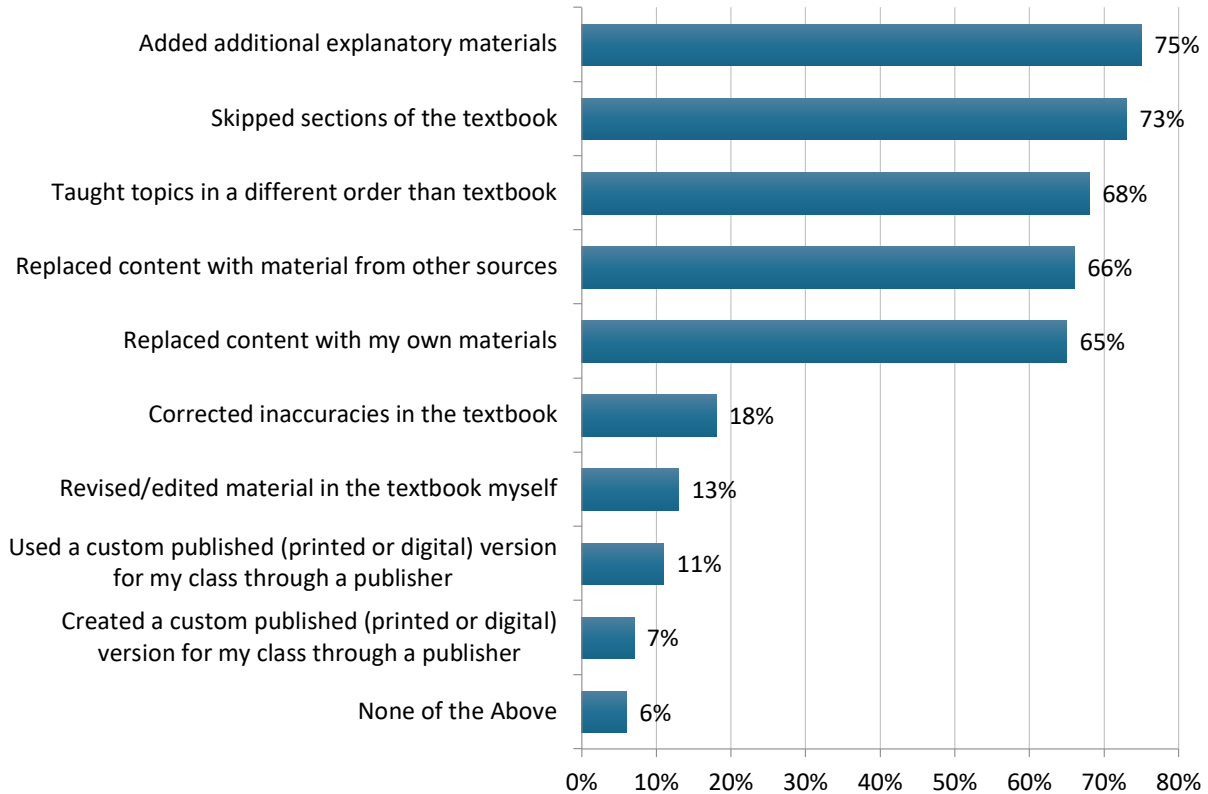
Teacher: Digital Textbook Availability Options (Select all that apply)



Textbook Usage and Modifications

Teachers do not often follow a textbook from cover to cover. They report actively modifying and changing the textbook for their classroom use.

Teachers: Textbook Usage (Select all that apply)



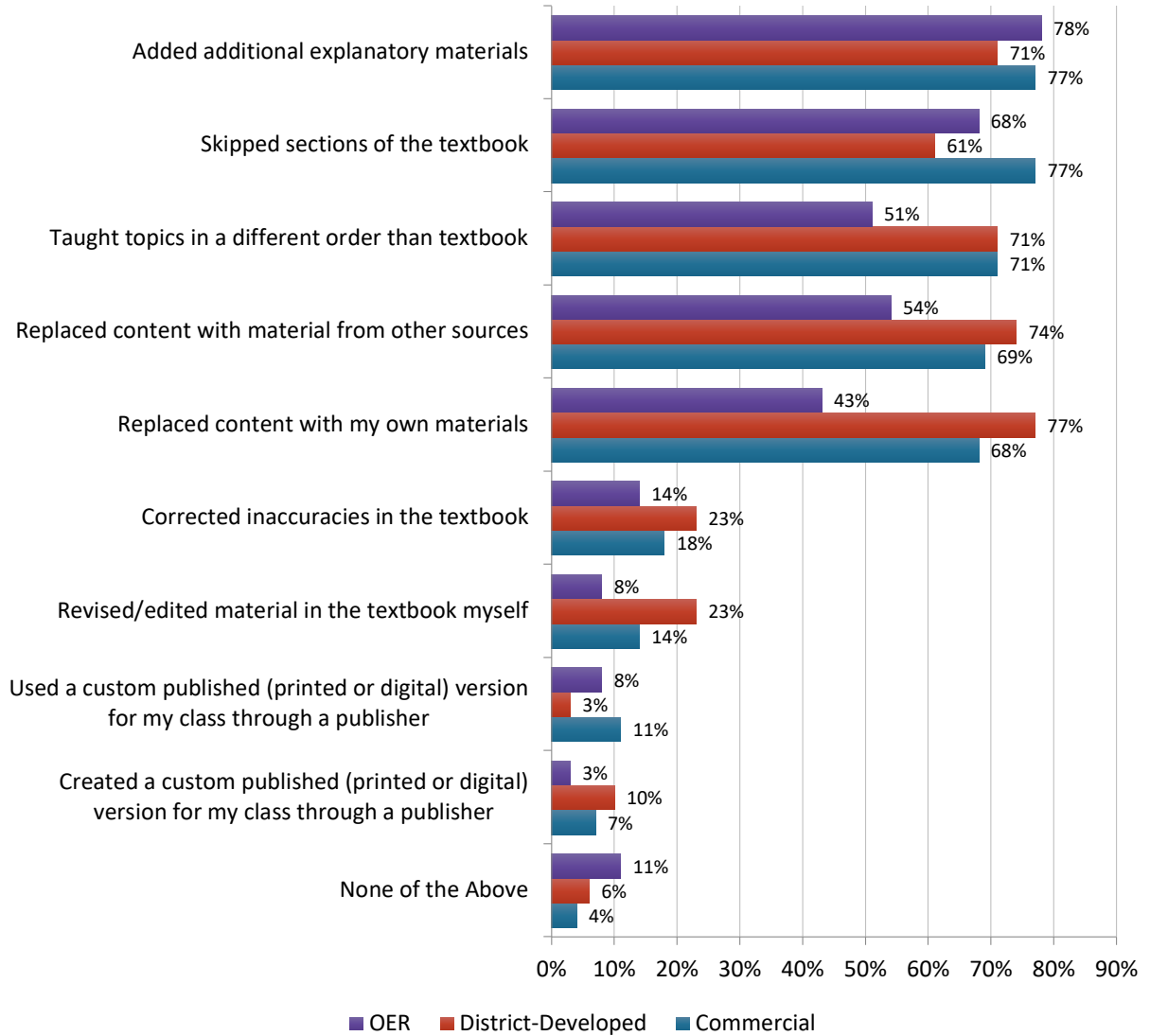
There are five common modifications that are reported for two-thirds to three-quarters of all teachers. Teachers will add additional materials (75%) to lessons from outside the textbook. The order of the textbook is also commonly changed by skipping sections (73%) or covering topics in a different order (68%). The content in a textbook might be replaced either with other sources (66%) or materials the teacher created (65%). A small number of teachers report other modifications, such as revising the textbook materials (13%), using a custom version of a text (11%), or creating a custom version of a text (7%). Textbooks are also not without content issues: 18% of teachers report having corrected inaccuracies in a textbook.

Textbooks are provided to teachers under specific publishing licenses that dictate how the materials may be used. Commercial textbooks are generally only available as copyrighted material, limiting their use, while OER textbooks, or those developed by a school district, are generally available under Public Domain or Creative Commons licenses.

Regardless of the license of textbook that is used, all teachers report that they modify the textbook. Commercial textbooks and those developed by school districts are modified at similar rates, while OER textbooks are similar for some but not all activities. Teachers who use OER textbooks are less likely to replace content or use a different order.

Teachers report needing to correct materials the most in textbooks created for their school district (23%), followed by commercial textbooks (18%), and then OER textbooks (14%).

Teachers: Textbook Usage (Select all that apply)



Curriculum Materials Format Trends

Every step along the path towards greater digital immersion in my high poverty urban district seems to me to have led to less actual learning overall. Society may be valuing some new and different things in education, but I do not see these positive things outweighing the general disengagement among students, even pre-pandemic.

— Secondary School Teacher

My district refuses to buy print textbooks for students, but even in our relatively wealthy district, kids don't have consistent access to the internet. Furthermore, most of the kids HATE reading online. They do what most people do — skim. That might be okay for something written at a lower reading level, but it works poorly for challenging literature. If most of the administration and staff print out any long emails or PDF we are expected to read, why would we expect the kids to read high-level texts online?

— Secondary School Teacher

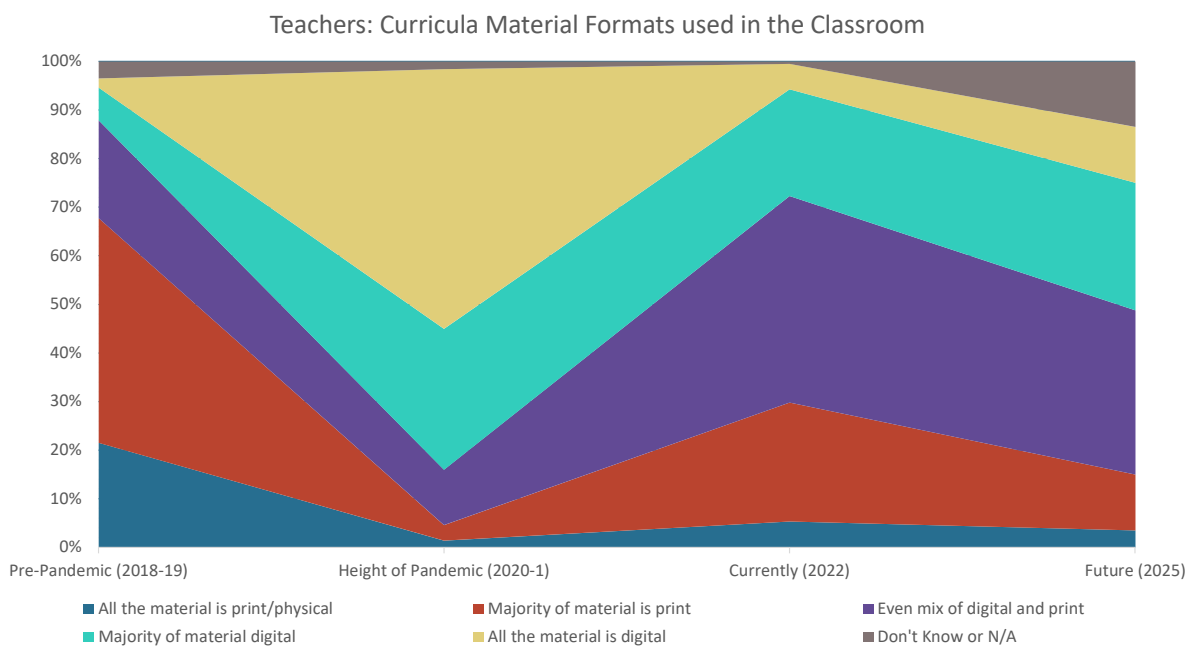
More technology was taught to teachers, and they implemented it in order to deliver the curriculum. Some of this new technology will remain and get embedded into the in-person model... During the remote and hybrid times curriculum was changed because students had less teacher support when working from home. We are back to our in-person curriculum but kept the best pieces from the remote use that still work for us.

— Director

The use of digital materials in K-12 schools has been growing slowly over the last decade. Then the response to the COVID-19 pandemic forced schools online, resulting in increased reliance on digital materials during the end of the 2019-20 school years, and during the full 2020-21 school years. It is not yet clear what the lasting impact of the digital teaching experience will be on the future of curricula materials.

This year's survey asked teachers and administrators to look to both the past and future to assess trends in curricula material formats. The two groups provided similar responses, though the scope of their answers differ slightly. Teachers responded specifically about their classrooms, while administrators were responding for their school or district, covering multiple classrooms, grades, and subjects.

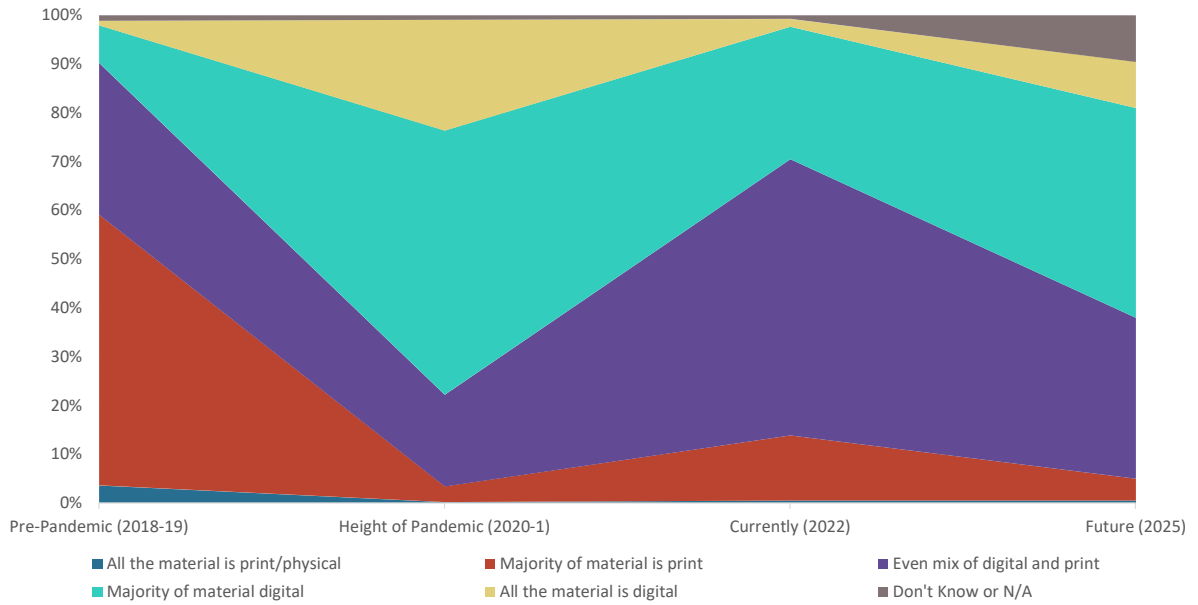
Both groups reported that pre-pandemic (2018-19), most used materials that were completely physical, or that the majority of their materials were (59% administrators, 68% teachers). During the pandemic, there was a drastic shift to digital materials. There is an increase from 2% to 54% of materials as all-digital, and an increase from 7% to 29% for those reporting a majority of their materials being digital. Administrators also report increases, though more for majority digital (8% to 54%) than digital-only (1% to 23%).



The 2021-22 academic school year shows a return to using physical materials, though not back to pre-pandemic levels. Both teachers (42%) and administrators (57%) report that their most common material formats are an even mix of physical and digital materials. There was very small growth for physical-only materials from the rates seen during the pandemic.

Looking forward to 2025, K-12 educators believe that digital materials are here to stay, albeit mixed with physical materials. The percentage of respondents who are primarily using digital materials, or only using digital materials, is expected to grow, with a subsequent decline those who are print-only, or primarily reliant on print materials. It is clear that the pandemic marks the end of relying solely on physical materials, and that perspective is not expected to return.

Administrators: Curricula Material Formats used in the Classroom



Perception of Digital versus Print

The shift from in-person, traditional learning to completely virtual learning during the pandemic was incredibly challenging, but there are a lot of positives that came out of it. Unfortunately, it also pushed students to be very reliant on their technology to feel successful. A strong hybrid curriculum that includes online skill-building activities, content specific lessons, and accompanying PD could be a valuable way to get students (and teachers) back on track.

— Secondary School Teacher

I think we are at a point in public education where the greatest changes in developing curriculum will come with some sort of disruption. COVID forced change and prior to that, change happened slowly, with resistance and much public debate about any form of initiative or shift in practice. When all instruction shifted to online or video conferencing instruction, teachers had to change — and they had to accept that learning could happen outside the walls of their classroom or school building... We have a teacher crisis, an administrator crisis and ultimately a learning crisis — something has to be different.

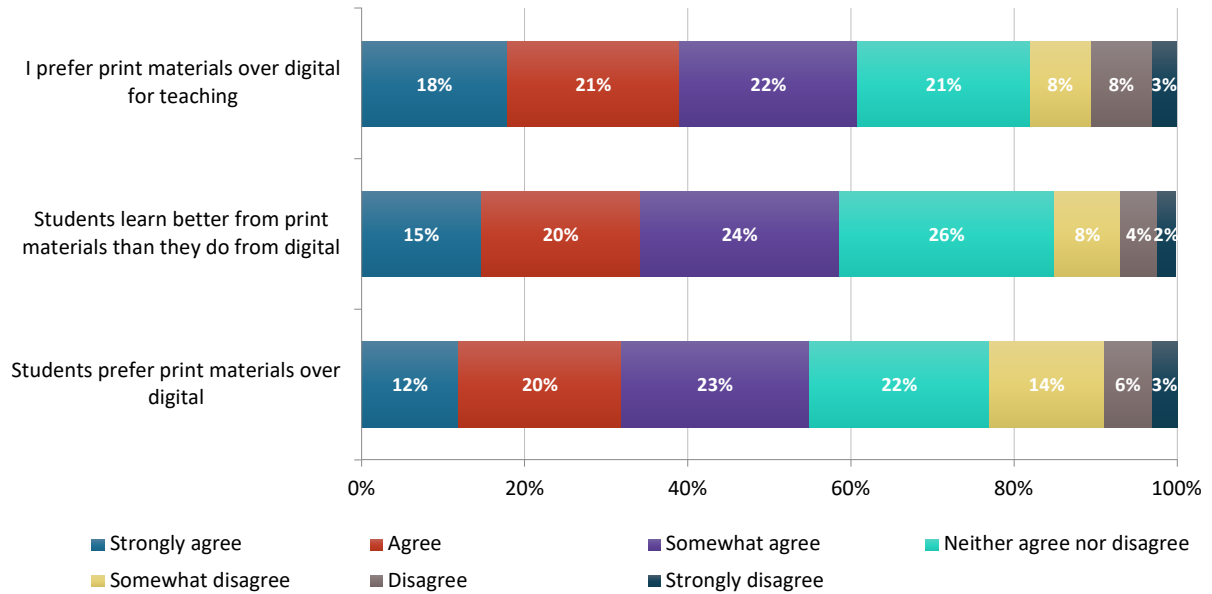
— Administrative Support

Teachers and students are increasingly using digital materials, though many question whether these are a superior alternative to traditional print materials.

For the 2021-22 school year, teachers were asked their opinions on print vs. digital materials. The majority of teachers prefer print materials compared to digital. Almost two-thirds of teachers agree that “they prefer print materials over digital for teaching” (61%), that “students learn better from print materials than they do from digital” (59%), and that “students prefer print over digital” (55%). There are only small number of teachers that disagree – 18%, 11%, and 23%, respectively. Additionally, the number of teachers who strongly agree with these statements is larger than those who strongly disagree.

Interestingly, the percentage of teachers who believe their students prefer digital materials is greater than the percentage of teachers who prefer digital materials themselves. This means that some teachers are in the position that they must choose between the print format they prefer versus the digital format the students prefer.

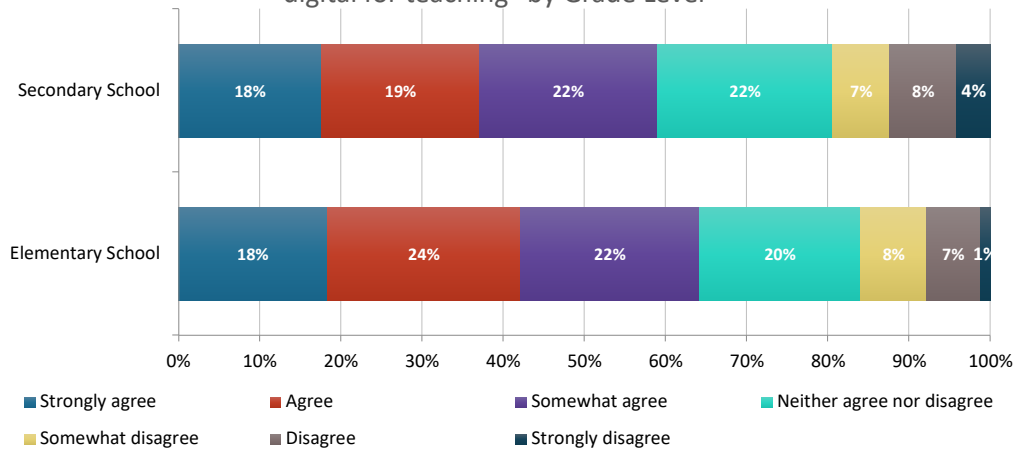
Teacher Preference for Digital versus Print



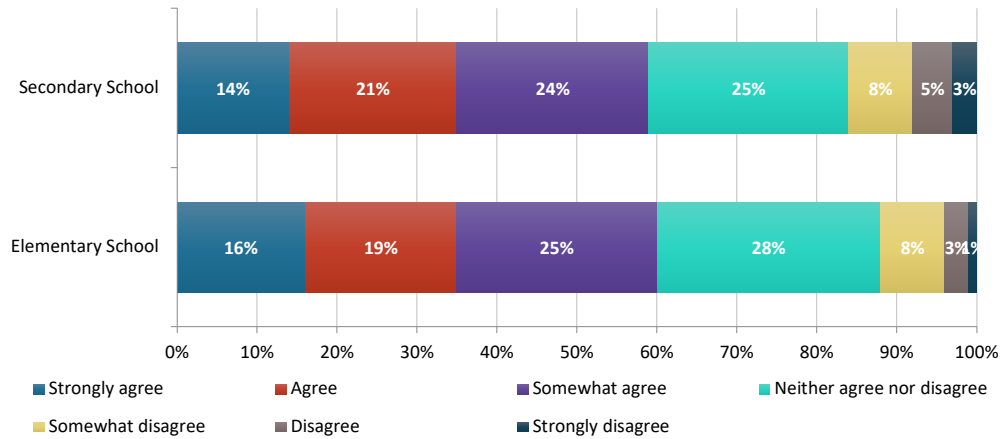
Views on digital materials vary by grade level. Teachers at the secondary school grade level are more likely to prefer digital materials than their elementary school counterparts and believe their students do as well.

Where administrators are concerned, their direct comments highlight the holdouts in the digital versus physical curricula debate. Some respondents were firm on their belief that digital resources can't be equal or superior to traditional methods. That said, the comments also exhibit awareness that the quality comes down to the materials that are sourced, though finding materials that are affordable (or free) and worthwhile remains a challenge.

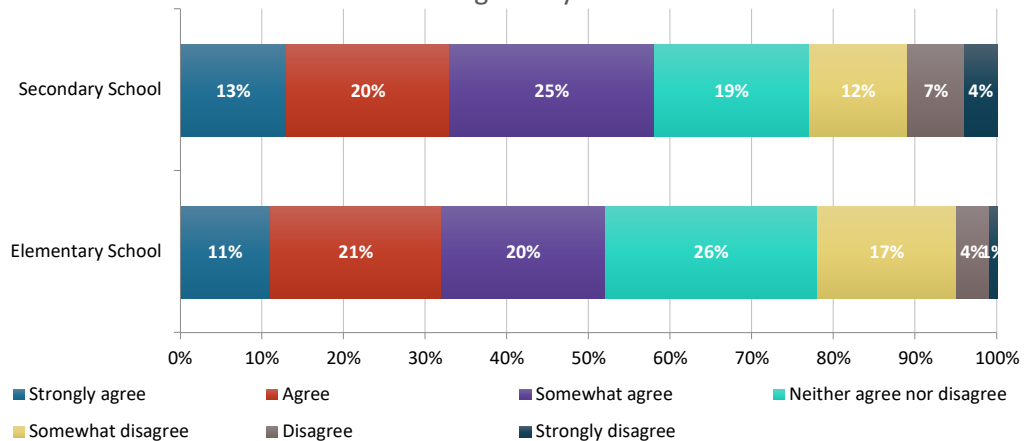
Teacher: Agreement with statement "I prefer print materials over digital for teaching" by Grade Level



Teacher: Agreement with statement "Students learn better from print materials than they do from digital" by Grade Level



Teacher: Agreement with Statement "My students prefer print materials over digital" by Grade Level



Curricula Quality

I have zero input from my district/school in what I teach... Anything I do in my room is what I find on my own or create based on what I feel the students need to learn to succeed in the next grade level. I am paid as a paraprofessional... yet expected to create my own lessons for the entire school weekly.

— Elementary School Teacher

Our district does not provide any science curriculum. It's so frustrating and exhausting having to reinvent the wheel when there is so much out there we could be using.

— Secondary School Teacher

To a thinking teacher, the curriculum is just a tool. It is not the entire vehicle through which the kids learn. Instead, it is just one piece of the car in which the student is in the driver's seat and the teacher is the engine.

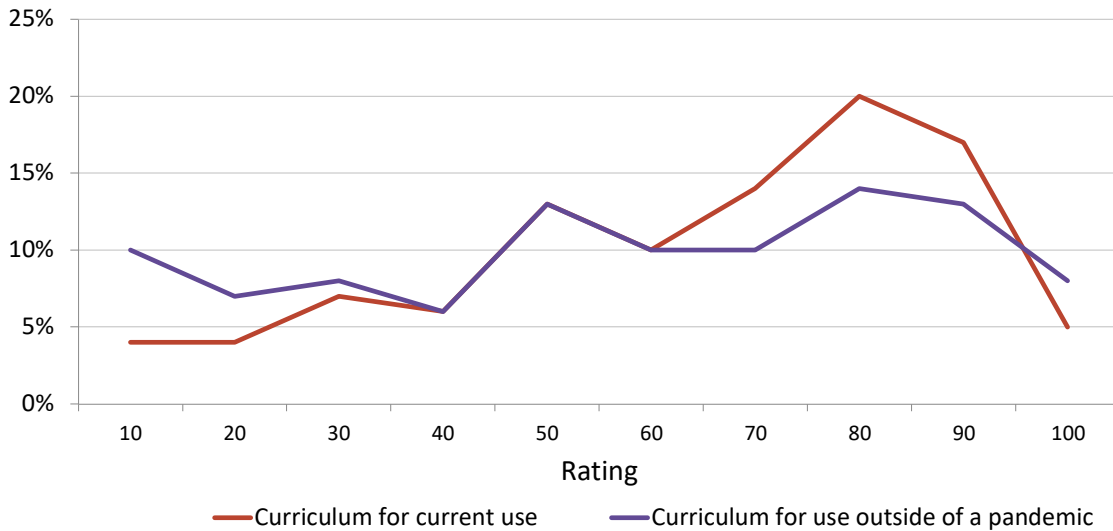
— Elementary School Teacher

The complexities of the 2021-22 school year and adjusting to the evolving pandemic created challenging conditions for teachers and administrators. Teachers have faced curricula materials that have shifted from digital to print and back again for multiple years in a row, while administrators report delayed or postponed curricula adoption decisions.

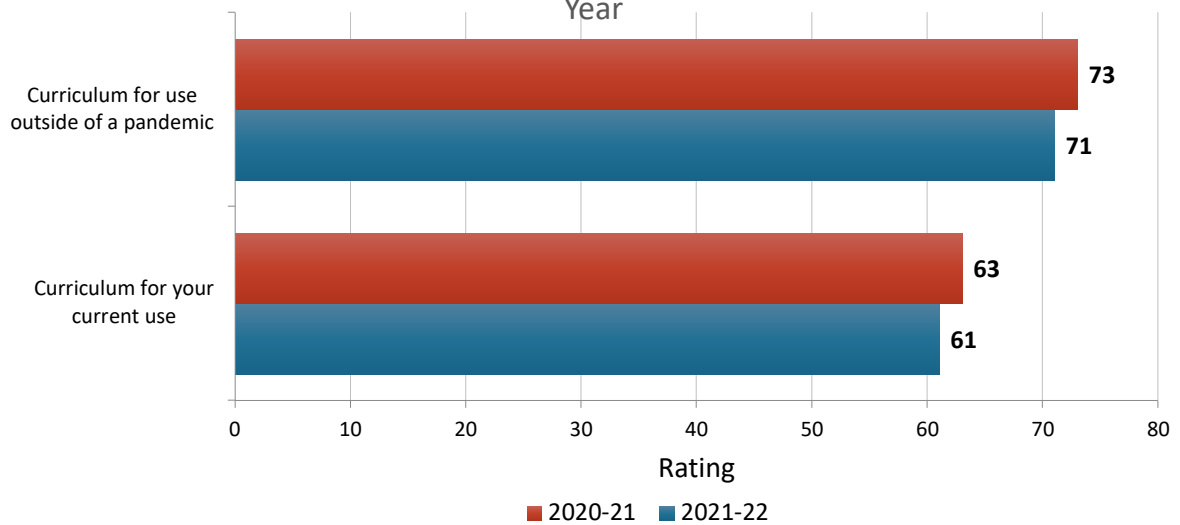
Teachers were asked to rate their current curricula on a scale of 0 to 100, judging its effectiveness for their current use, and how effective they believe it would be outside of a pandemic. Overall, the ratings were similar for each teacher: over half of the respondents (55%) gave ratings within 10 points of each other for their curricula for their current use and for use outside of a pandemic. This almost matches the 60% from last year's survey. However, almost all the remaining teachers (39%) gave lower ratings for the overall quality of their curricula than the ratings they gave the curricula's use during a pandemic.

The average rating for curricula reflects this with a score of 71 out of 100 for use outside of a pandemic, and a score of 61 out of 100 score for current use. The average ratings are similar to last year, though 2 points lower for both categories.

Teacher: Rating of the Overall Quality of the Curriculum

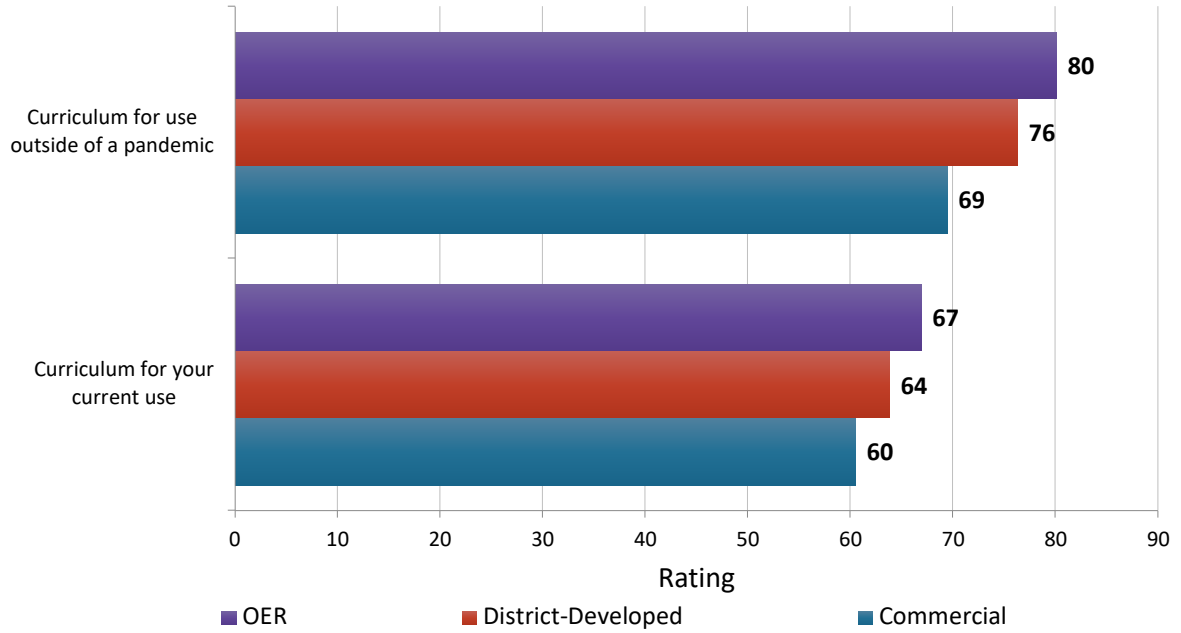


Teacher: Average Rating of the Overall Quality of the Curriculum by Year



The rating for curricula varies by the publisher. OER materials are rated higher, followed by curricula developed at the school-district level, followed by commercial publishers. This trend is consistent for both the rating for current use and for use during a pandemic.

Teacher: Average Rating of the Overall Quality of the Curriculum by Publisher



When prompted to comment about the quality of their curricula, many teachers lamented the “one size fits all” approach that seemed to define the materials they were using. There are concerns about material that feels “too scripted,” with standards that were developed to prepare students for testing, and not to drive success at the next grade level or foster a love of learning.

Professional Development

Professional development is the key component to any effective implementation, and we've spent much time, energy, and dollars to make sure it is meaningful.

— Director

We struggled with teachers attending professional development. We were unable to pull teachers out of the classroom due to substitute teacher shortages. Virtual and in-person PD was offered after school and Saturdays. It was often poorly attended — teachers cited burnout as the reason for not attending.

— Program Manager

The professional development I received was directly connected to my practice and helped me to understand my work better. At times it was only for my own personal development and social emotional well-being. Other times it could be a bit stressful, but most of the time it was very beneficial.

— Elementary School Teacher

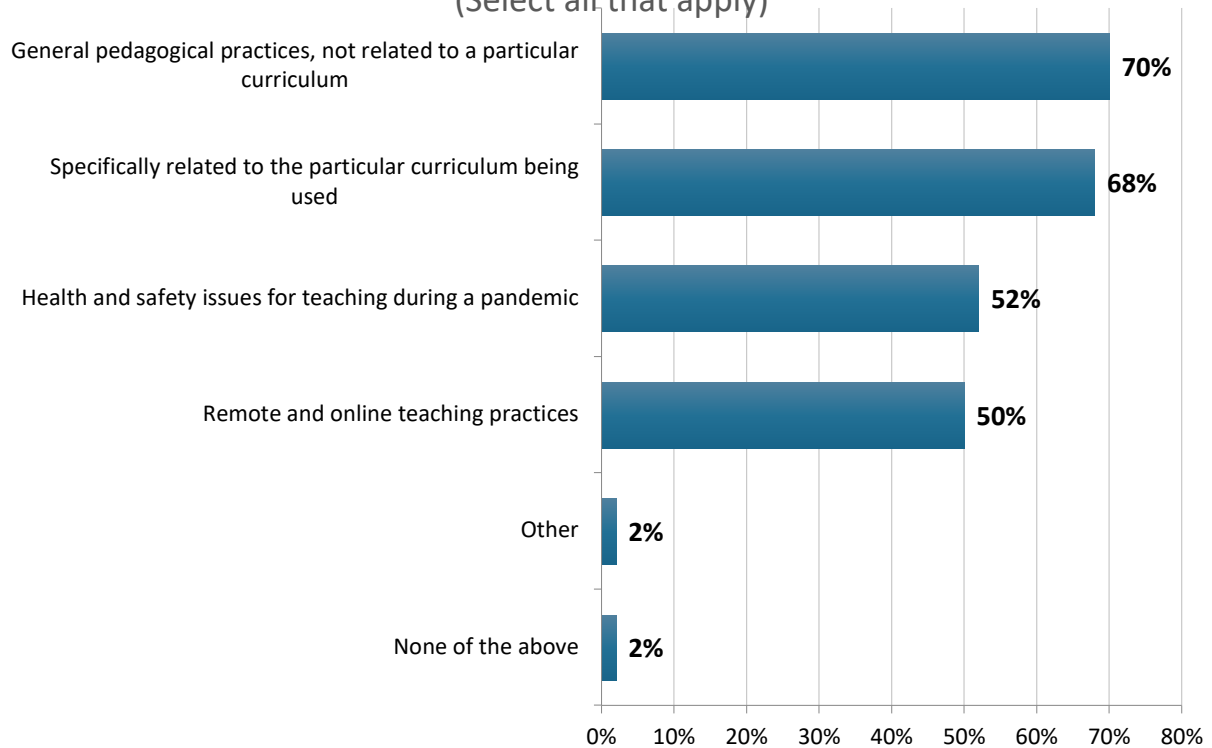
Professional development was not focused on any of my current needs. We instituted a bunch of changes this year (mastery learning and grading, etc.) but we were rarely given the appropriate time to develop and adjust. Instead, we were just constantly overwhelmed and professional development was on unrelated topics. They tried to do too much in one year.

— Secondary School Teacher

In the 2020-21 survey, respondents reported that the overall focus of Professional Development (PD) had shifted to include pandemic-related topics such as health and safety or online learning, alongside general pedagogical practices and curriculum-specific PD.

This year, the general pedagogical practices and curriculum-specific training topics were more common than pandemic-related health and safety, or remote teaching. This likely reflects the fact that teachers received a lot of pandemic-focused training last year, as well as the return to in-person teaching.

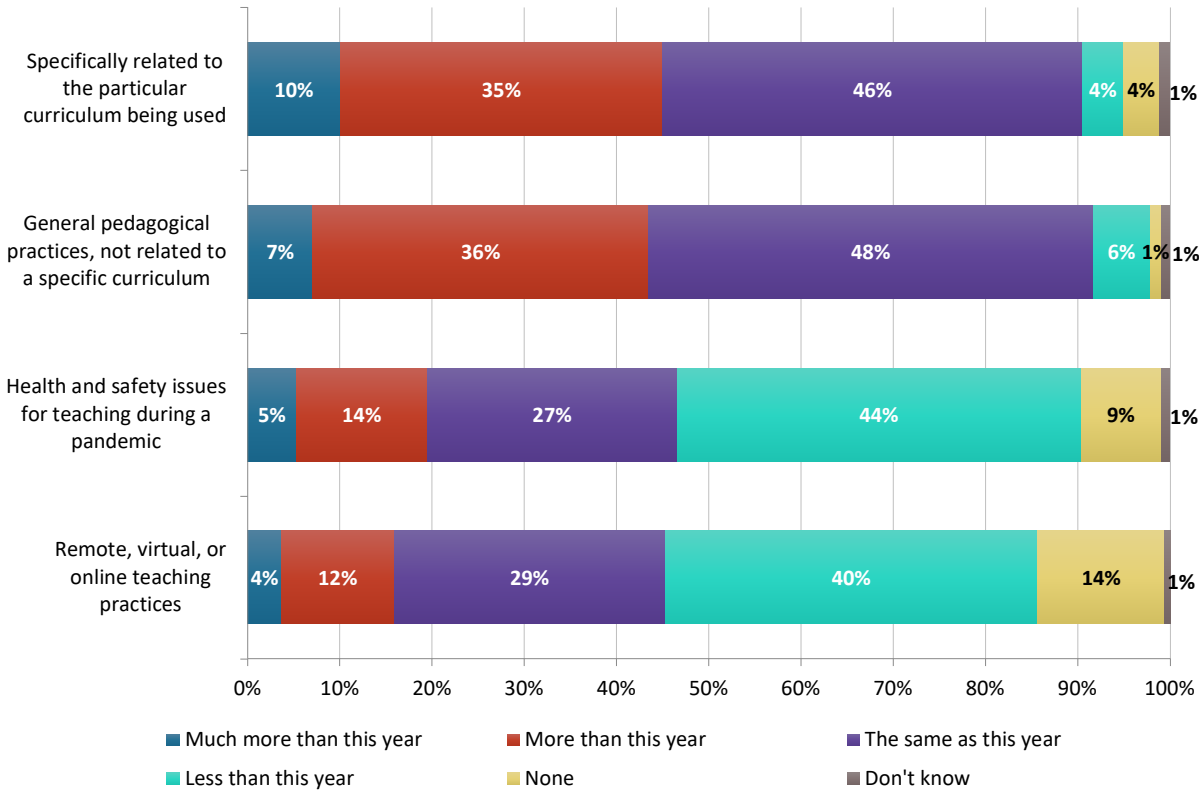
Administrator: Professional Development Provided in 2021-22 (Select all that apply)



Many administrators plan to offer fewer opportunities for health and safety or remote practices PD next year: 53% plan to have less health and safety PD or none at all, and 54% expected reduced or removed remote practices PD. Nine percent do not expect to provide any health and safety PD, while 14% do not expect to provide any remote practices PD. However, there is still a sizable group of administrators that will keep or increase these pandemic topics.

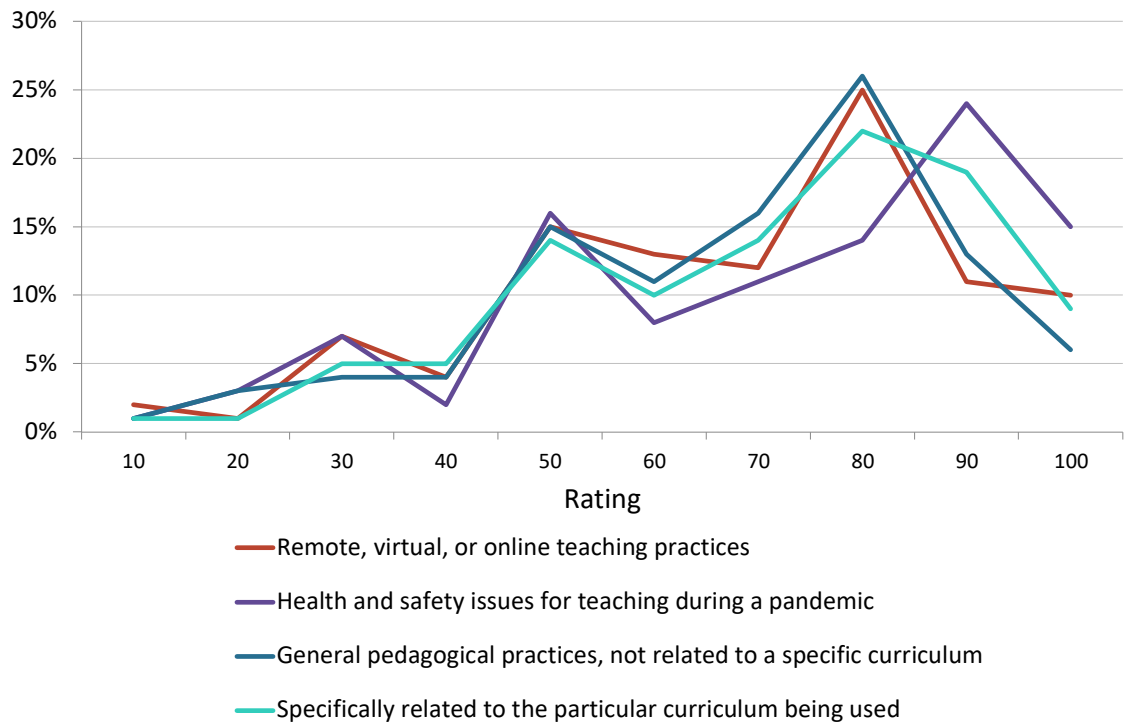
Administrators plan to increase or keep similar amount of pedagogical (92%) and curriculum-focused PD (90%) for the next school year.

Administrator: Professional Development Plans for the Coming Year



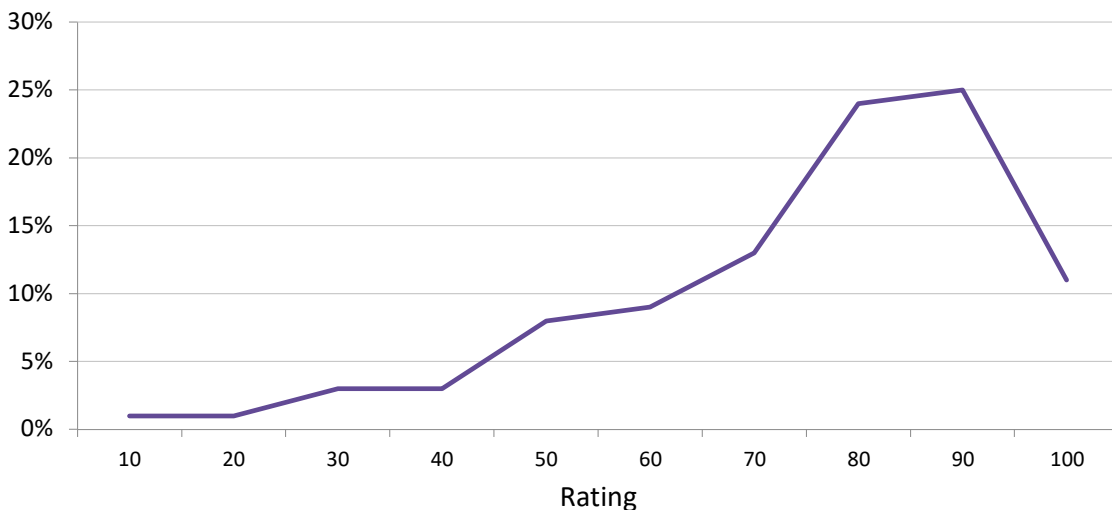
Administrators rated all four topics of professional development during the school year on a scale of 0 to 100. The overall pattern of ratings is very similar between topics, though the health and safety PD received higher marks and the highest proportion of perfect scores.

Administrator: Rating of the Quality of Professional Development



Teachers were asked about their access to professional development: just under 90% of all teachers had access to PD during the 2021-22 school year. There was no difference by grade level for access to PD.

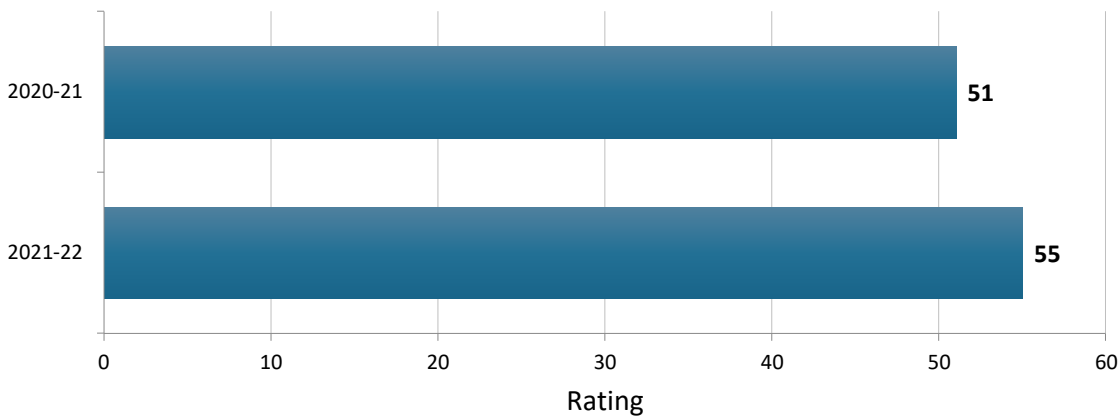
Teacher: Rating of Professional Development Effectiveness



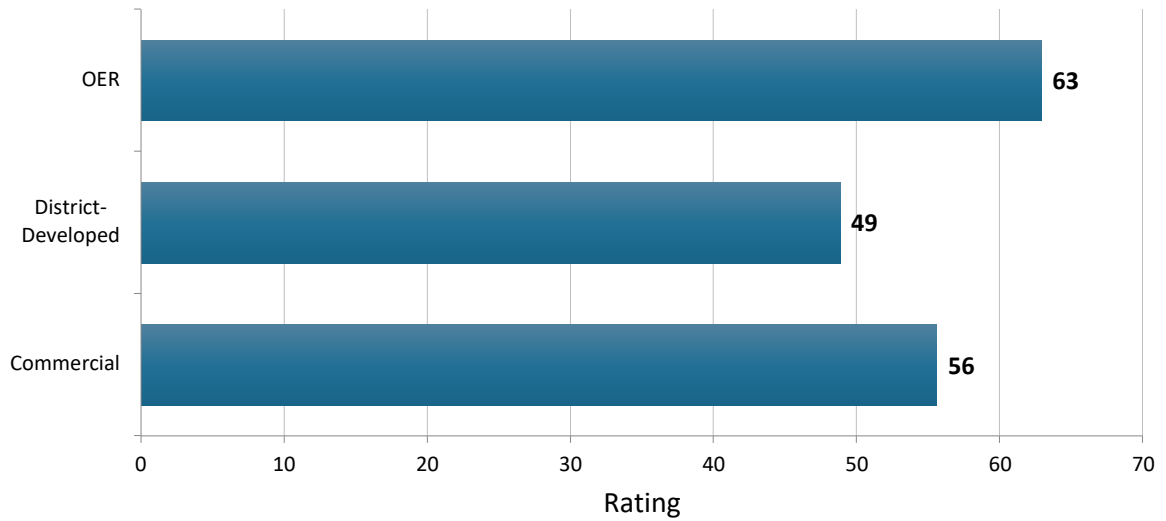
Teachers also provided ratings on a scale of 0 to 100 for any curriculum-specific PD. The overall ratings are very positive, with an average score of 55 and large number of 80 or higher ratings.

This average score represents a slight increase over last year’s average score of 51 for curriculum PD.

Teacher: Average Rating of Professional Development Effectiveness by Year



Teacher: Average Rating of Professional Development Effectiveness by Publisher



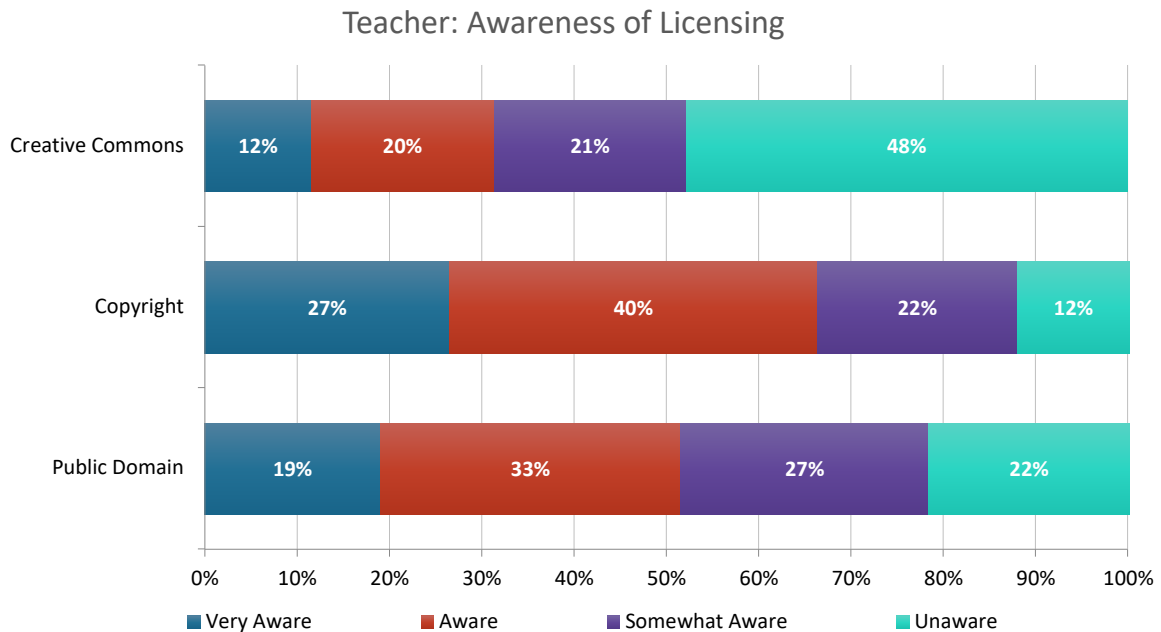
PD for curricula is often specifically tailored for the textbook and other materials used that school year, and the rating varied by the material’s source. PD given to teachers who use textbooks developed by school districts had the lowest rating, at 49 out of 100. Curriculum PD for commercial publishers is a bit higher, at 56. The highest score for curriculum PD was by teachers using OER textbooks, at 63.

OER and Licensing Awareness

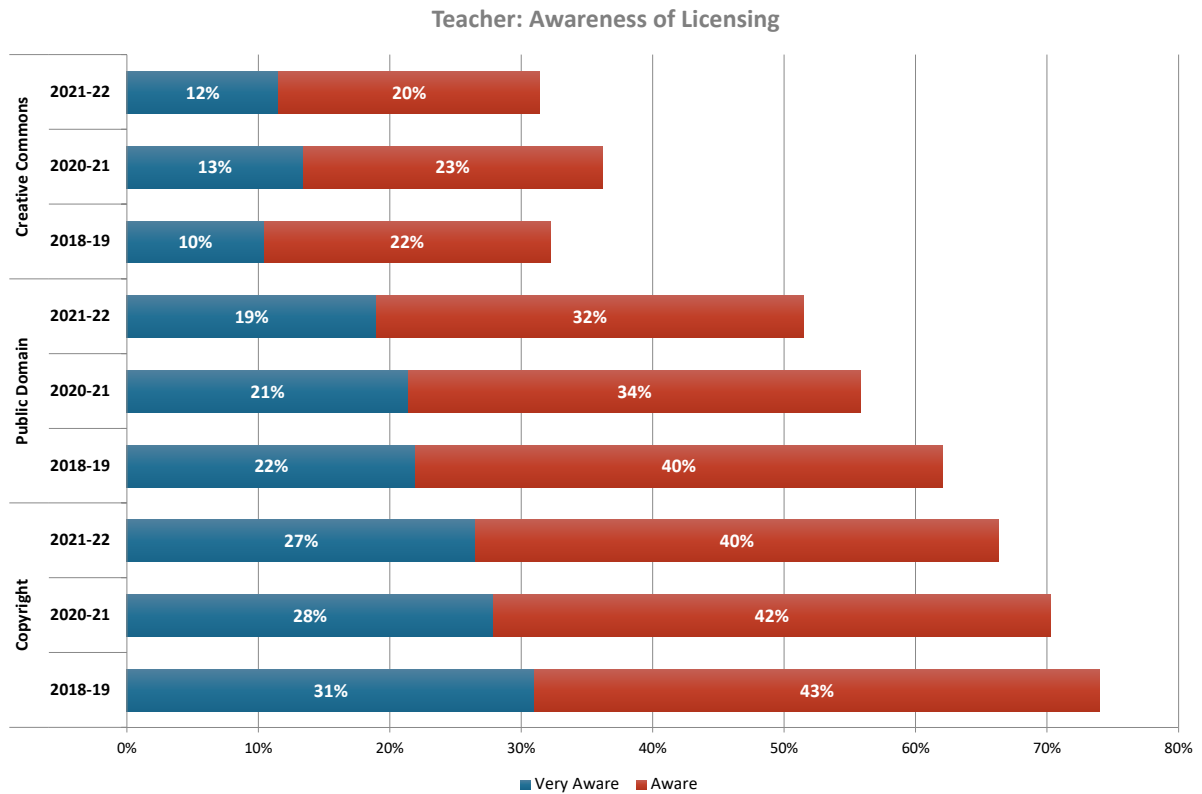
Measuring teacher awareness of different licensing methods and open educational resources (OER) in the wake of their pandemic experience was of particular interest to us. Over the last two years, teachers have been exposed to a variety of digital learning tools and techniques, often mixing and matching the available options to fit their current classroom needs.

However, measuring true awareness for OER can be complicated. Many teachers are not aware of specific details and definitions for licensing, even as they use them. Some may confuse “open” with “free,” and assume all free resources are OER. We use a combination of OER awareness and licensing awareness to account for these issues.

Awareness of specific licensing differs based on the type. Copyright has the greatest level of awareness (66%), followed by Public Domain (52%) at the “very aware” and “aware” levels. A much smaller group are aware of Creative Commons (31%) at the “very aware” and “aware” levels.



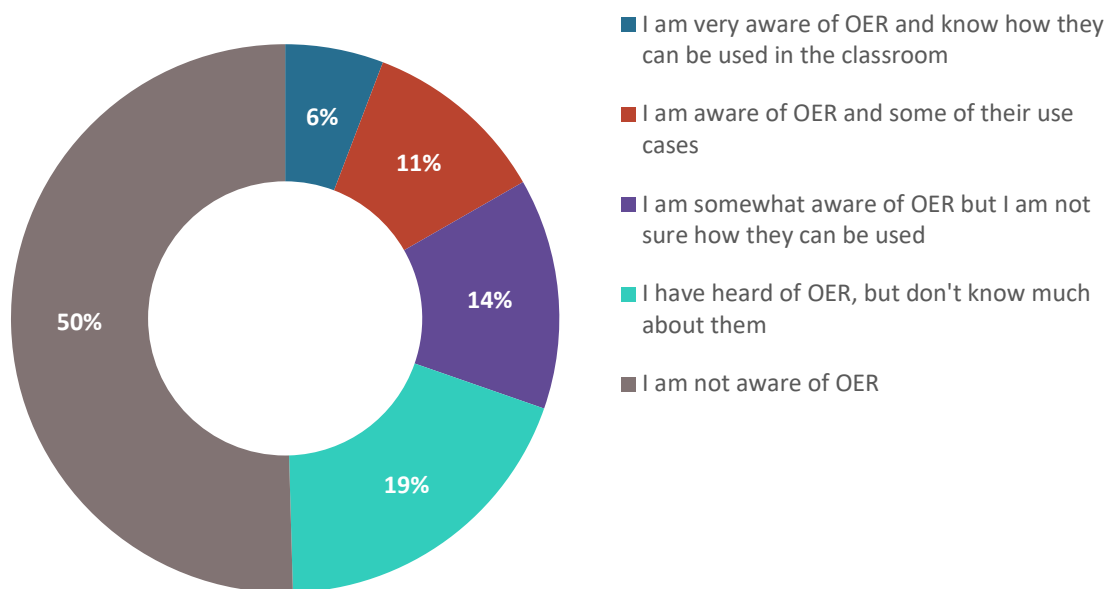
Our results for the 2021-2022 school year show that awareness of all three licensing types has declined year over year, as compared to the 2020-21 school year. The awareness level of Public Domain and copyright has declined over the last two report cycles, comparing the 2018-19 and 2020-21 school years to this year. And the 2021-22 level of awareness for Creative Commons is now at the same level as 2018-19 awareness.



To gauge awareness of OER, reports in this series use a consistent question, which has proven to have the best balance in differentiating among the varying levels of awareness, without leading those with no previous knowledge of the concept. This specific wording has remained consistent to support year-to-year comparisons to the earlier surveys.

Half of all teachers are unaware of OER at any level. For the half of teachers who are aware, many are at low level of awareness: 19% have “heard of” OER, and 14% are “somewhat aware.” For high levels of awareness — “very aware” or “aware” — total OER awareness is at 17%.

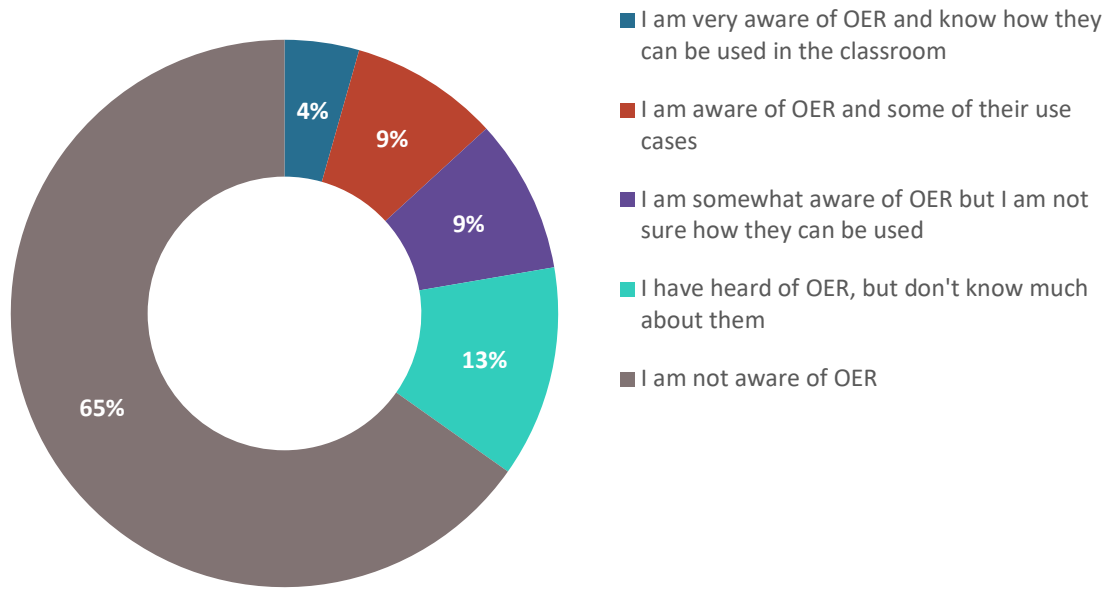
Teacher: Open Educational Resources Awareness



Because many respondents have a less than precise understanding of OER and can confuse OER with "free" or "open source," this series of reports has used a second indicator of awareness, one that combines awareness of the term OER and awareness of licensing. Respondents who report that they are unaware of Creative Commons licensing are removed from the "Aware" categories, creating a stricter index of OER awareness that includes only those who are aware of both the term and the type of licensing that goes along with it.

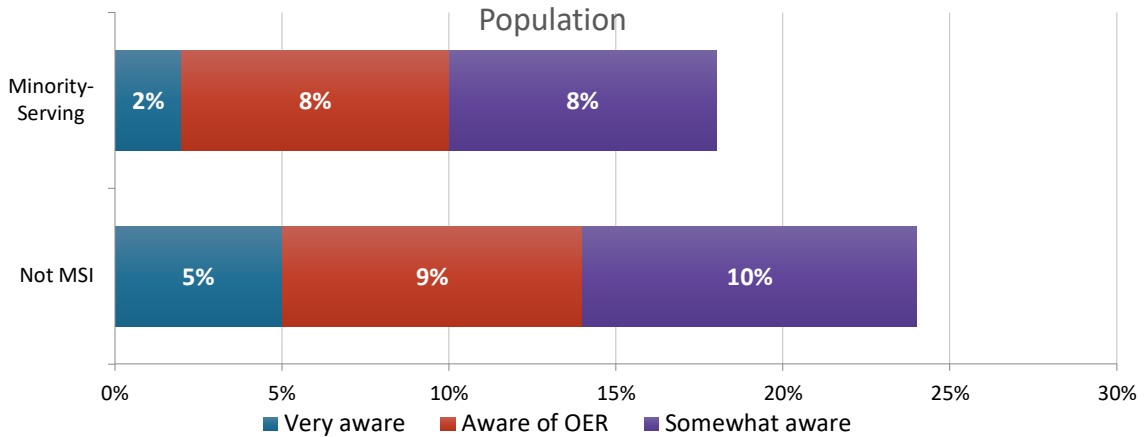
The level of OER awareness drops when controlled for Creative Commons awareness: the total proportion of those “unaware” grows by 15%, to 65%. There are corresponding declines in all categories of awareness, with the largest decline in those who have “heard of” or are “somewhat aware” of OER. The stricter measure of OER awareness for those reporting they are “very aware” or “aware” is 13%.

Teacher: Open Educational Resources Awareness (Strict)

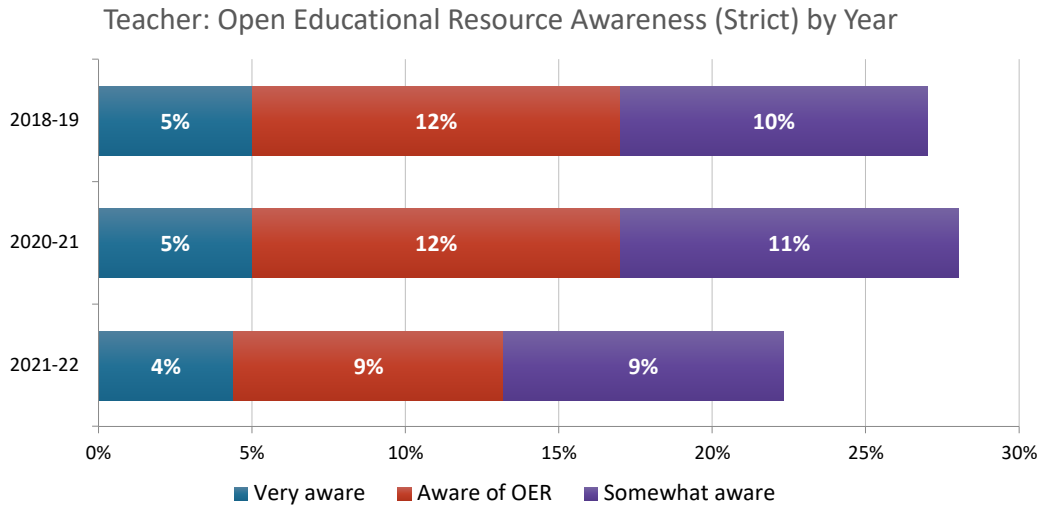


When looking at types of school districts by student population, there is a difference in OER awareness. Teachers from school districts that are greater than 50% Black or Hispanic and report greater than 20% children in poverty are less aware of OER than those from other districts. This is reflected in the choices of curricula sources for these districts, as they report 5% higher rates of commercial curricula, and lower rates of school district specific and OER curricula.

Teacher: Open Educational Resource Awareness (Strict) by Student Population

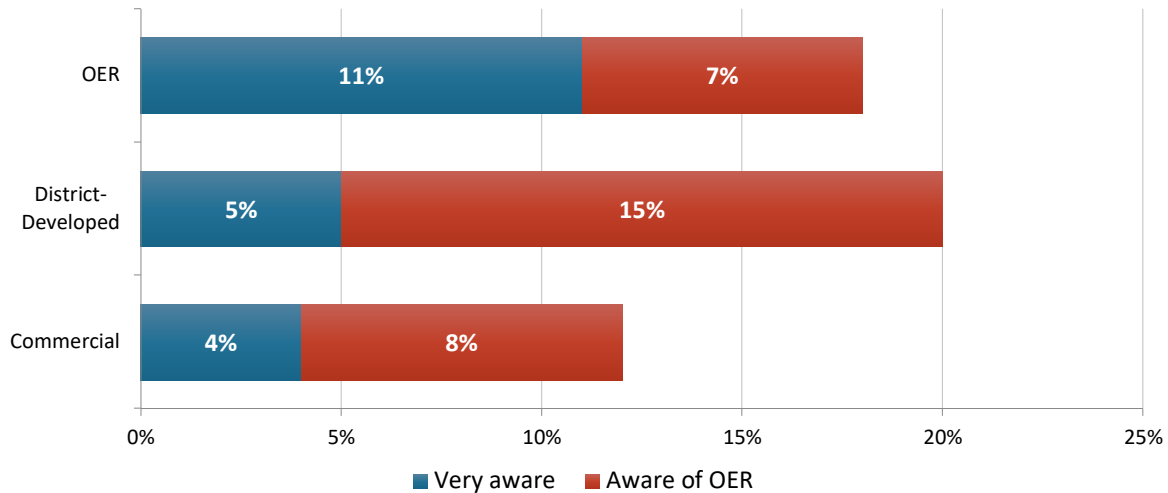


OER awareness has declined for K-12 teachers, in comparison to previous school years. This mirrors the decline in awareness for the different licensing types. However, the number of teachers who are “very aware” has remained consistent at 4 - 5%, indicating that teachers who become aware and knowledgeable are likely to remain in that category.



OER Awareness at the “very aware” or “aware” levels is higher for users of OER and school district-specific curricula – up to 18% and 20%, respectively. While higher than the overall awareness level, these rates show that many teachers who are actively using OER materials may not know that they are OER, or openly-licensed. Many OER curricula are not promoted as OER, and teachers are more likely to be aware of the publisher or textbook name than its licensing type.

Teacher: Open Educational Resource Awareness (Strict) by Publisher

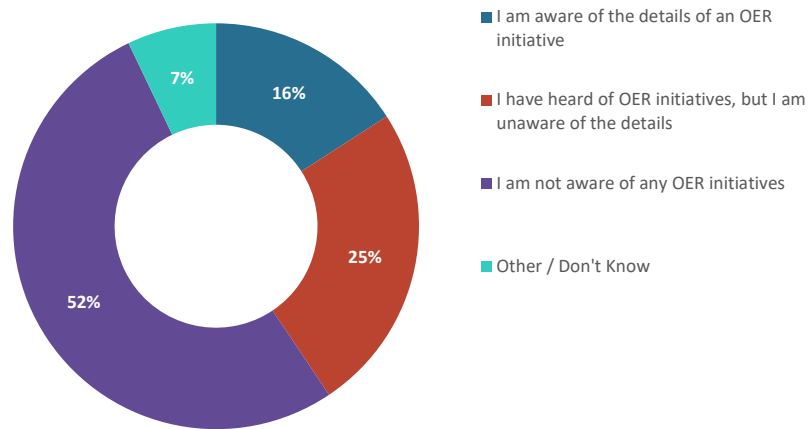


OER Initiatives

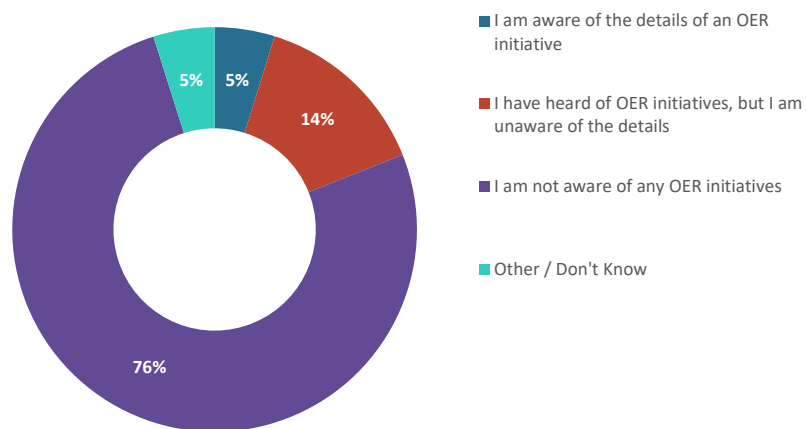
A common method to increase awareness for curricula materials are campaigns or initiatives. OER materials do not have the same marketing support structure as commercial textbooks, as many are produced and released by non-profit, non-commercial, or government groups. As a result, OER as a concept and specific OER materials for K-12 are often promoted through school, district, or state-wide initiatives.

The majority of administrators (52%) and a large majority (76%) of teachers are unaware of any OER initiatives. Just 16% of administrators and 5% of teachers say they are aware of the details of an OER initiative, with a slightly larger group (25% and 14%) aware of an initiative, but unaware of the details.

Administrator: Awareness of OER Initiatives



Teacher: Awareness of OER Initiatives



SUMMARY

The impact of the global COVID-19 pandemic continues to ripple through the U.S. school system, informing and transforming how teachers and administrators alike engage with their curricula, and curricula adoption decisions. An educational landscape dominated by print has necessarily given way to hybrid approaches, as limitations on face-to-face instruction highlighted the need for digital alternatives. While easing restrictions mean that more K-12 students are returning to the classroom, teachers and administrators believe that their pandemic experiences with digital tools and materials can and should inform their classroom's future.

Curricula materials, like textbooks, are a key component of that future classroom experience, but choosing among the options (e.g., print versus digital, or commercial versus OER) is a challenge. Decision-makers must balance the needs and preferences of their charges with the quality of a resource, its suitability for their own unique use case, and its affordability.

Next Steps

As we look ahead to the 2022-23 school year, questions begin to emerge. Will the trends observed here continue at the same rate, or will there be more dramatic shifts? What role will technology and digital curricula play in the classroom once teachers and administrators have sufficient time to evaluate all the options? Given the low and possibly declining awareness of OER but high levels of textbook modification activities, what is the future for OER as a concept in K-12? These are just some of the questions we are focused on as we look ahead to the next school year.

METHODOLOGY

The survey is designed to be representative of all public school districts in the United States that operate schools. Information on these districts comes from the Common Core of Data (CCD) from the U.S. Department of Education's National Center for Education Statistics (<http://nces.ed.gov/ccd/ccddata.asp>).

Teachers and administrators were invited to participate in the survey through an email invitation. The selected groups were chosen randomly from a commercial source of email addresses. During the survey response period, participants may have also received a reminder email asking them to participate in the research. Both the invitation and the reminder message contained a unique URL that, when clicked, would load the survey form in a web browser and pass the unique survey ID.

The invitation email, reminder email, and survey itself described the research project as well as the funding source for the study (The William and Flora Hewlett Foundation), and who was conducting it (“researchers at Bay View Analytics”). They were also told: “All survey respondents are provided complete anonymity; the William and Flora Hewlett Foundation does not see individual-level results. No personally identifiable information is released.”

Analysis for this report includes responses from 454 K-12 administrators, and 1,015 K-12 teachers. These responses come from 49 states and the District of Columbia. The respondents represent 852 different school districts with a total enrollment of 13,500,000 students.

Questionnaire

The questionnaires used in this study builds on those used in previous Bay View Analytics studies on K-12 educators and about the curriculum adoption processes. There were new questions added for this year's survey, as well as repeated questions from earlier reports in this project and others.

The full survey was tested before launching to a wider audience to assess questionnaire length and the clarity of all the questions. Changes made to the initial survey were assessed again with feedback incorporated from initial respondents.

OER awareness was measured using the same approach as previous reports in this series, with questions about awareness of licensing mechanisms along with a general question on OER awareness. OER curriculum adoption was tallied from the results of the respondent selection of the curriculum adopted, and then computing the proportion of these that are from known OER providers.

APPENDIX TABLES

Pandemic-induced Changes to Curricula Adoption Processes

ADMINISTRATOR: STATUS FOR CURRICULUM ADOPTION PROCESS 2021-22

Some change or impact	60%
No change	40%

ADMINISTRATOR: IMPACT OR CHANGE TO THE STATUS OF THE CURRICULUM ADOPTION PROCESS

	2021-22	2020-21
No change or impact on our curriculum adoption process	40%	30%
Supplemented with additional materials for teaching	27%	39%
Postponed or canceled adopting a planned new curriculum	17%	20%
Substantially modified our existing curriculum to work	13%	28%
Postponed the evaluation and selection of new curriculum	9%	15%
Adopted a new curriculum specifically for teaching	7%	7%
Accelerated the evaluation and selection of new curriculum	7%	5%
Accelerated the introduction of a planned new curriculum	7%	5%
Other	3%	2%

ADMINISTRATOR: EXPECTATION FOR POST-PANDEMIC CURRICULUM ADOPTION PROCESS

	2021-22	2020-21
We will review the curriculum we already selected to see if it still is appropriate	36%	32%
We will resume all the postponed implementations as soon as possible	24%	30%
We will expand our search for supplemental materials because of our experience teaching during the pandemic	18%	22%
We will review the curriculum we adopted specifically for teaching during the pandemic to see if it will continue post-pandemic	14%	16%
Our experience with alternative curricula resources during the pandemic has changed the way we evaluate curriculum	10%	20%
Other	6%	5%
Our teaching has changed, so that we will need to start any curriculum review from scratch	4%	4%
We will delay any new curriculum evaluations	2%	2%

Returning to the Classroom

ADMINISTRATOR: CURRENT MODE OF INSTRUCTION IN SCHOOL OR DISTRICT

All instruction is in-person	83%
Blended	14%
All instruction is remote	1%
Other	3%

TEACHER: CURRENT MODE OF INSTRUCTION

All instruction in-person	91%
Blended	8%
All instruction is remote	1%
Other	1%

TEACHER: CURRENT MODE OF INSTRUCTION BY YEAR

	2020-21	2021-22
All instruction in-person	24%	91%
Blended	63%	8%
All instruction is remote	11%	1%
Other	2%	1%

Curricula Sources

TEACHER: SOURCE OF INSTRUCTIONAL MATERIALS (SELECT ALL THAT APPLY)

Materials I create	79%
Materials I find online	76%
Department, school, or district materials	53%
Commercial print curriculum	36%
Commercial online curriculum	31%
Other	1%

ADMINISTRATOR: SOURCE OF MATERIALS (SELECT ALL THAT APPLY)

Commercial curriculum designed for classroom-based instruction	81%
Materials developed by our school system	72%
Materials teachers develop for their own use	72%
Various resources collected from online sources	64%
Commercial curriculum designed for online instruction	40%
Open-source curriculum	28%
Other	2%

ADMINISTRATOR: PRIMARY SOURCE OF MATERIALS

Commercial curriculum designed for classroom-based instruction	56%
Materials developed by our school system	26%
Materials teachers develop for their own use	9%
Various resources collected from online sources	5%
Commercial curriculum designed for online instruction	2%
Open-source curriculum	2%
Other	1%

ADMINISTRATOR: PRIMARY SOURCE OF MATERIALS BY YEAR

	2021-22	2020-21
Commercial curriculum designed for classroom-based instruction	56%	37%
Materials developed by our school system	26%	25%
Materials teachers develop for their own use	9%	25%
Various resources collected from online sources	5%	25%
Open-source curriculum	2%	2%
Commercial curriculum designed for online instruction	2%	4%
Other	1%	0%

Textbook Formats

TEACHER: FORMAT PRIMARY OR REQUIRED TEXTBOOK(S) IS AVAILABLE TO STUDENTS (SELECT ALL THAT APPLY)

Print Textbook	51%
Digital Textbook	43%
Textbook not used	33%
Other	5%
Don't Know	1%

ADMINISTRATOR: FORMAT PRIMARY OR REQUIRED TEXTBOOK(S) IS AVAILABLE TO STUDENTS (SELECT ALL THAT APPLY)

Print versions	79%
Digital versions	77%
Textbook not used	9%
Other	4%
Don't Know	0%

TEXTBOOK FORMAT OVERLAP

	Digital Only	Both	Physical Only
Teachers	19%	49%	32%
Administrators	8%	69%	23%

TEACHER: TEXTBOOK FORMAT BY GRADE LEVEL (SELECT ALL THAT APPLY)

	Elementary School	Secondary School
Print Textbook	61%	44%
Digital Textbook	40%	45%
No Textbook or Textbook(s) not used	29%	36%
Other	6%	5%
Don't Know	1%	0%

TEACHER: TEXTBOOK FORMAT OVERLAP BY GRADE LEVEL

	Digital Only	Both	Physical Only
Elementary School	8%	52%	40%
Secondary School	28%	46%	26%

TEACHER: PHYSICAL TEXTBOOK AVAILABILITY OPTIONS (SELECT ALL THAT APPLY)

Available without cost and returned at end of class/year	62%
Available without cost and kept at end of class/year	36%
Available for a fee for rent (returned at end of class/year)	7%
Other	5%
Available for purchase (kept at end of class/year)	3%

ADMINISTRATOR: PHYSICAL TEXTBOOK AVAILABILITY OPTIONS (SELECT ALL THAT APPLY)

Available without cost and returned at end of class/year	84%
Available without cost and kept at end of class/year	16%
Available for a fee for rent (returned at end of class/year)	5%
Available for purchase (kept at end of class/year)	3%
Other	2%
Don't Know	1%

TEACHER: DIGITAL TEXTBOOK AVAILABILITY OPTIONS (SELECT ALL THAT APPLY)

Available without cost for a certain period of time	37%
Available without cost forever	34%
Available through a subscription or inclusive access program	27%
Available for a fee for rent (lose access at end of the class/year)	8%
Other	5%
Available for a fee for purchase (access kept at end of class/year)	4%

ADMINISTRATOR: DIGITAL TEXTBOOK AVAILABILITY OPTIONS (SELECT ALL THAT APPLY)

Available without cost for a certain period of time	48%
Available through a subscription or inclusive access program	31%
Available without cost forever	19%
Available for a fee for rent (lose access at end of the class/year)	6%
Don't Know	4%
Available for a fee for purchase (access kept at end of class/year)	3%
Other	0%

Textbook Usage and Modifications

TEACHERS: TEXTBOOK USAGE (SELECT ALL THAT APPLY)

Added additional explanatory materials	75%
Skipped sections of the textbook	73%
Taught topics in a different order than textbook	68%
Replaced content with material from other sources	66%
Replaced content with my own materials	65%
Corrected inaccuracies in the textbook	18%
Revised/edited material in the textbook myself	13%
Used a custom published (printed or digital) version for my class through a publisher	11%
Created a custom published (printed or digital) version for my class through a publisher	7%
None of the Above	6%

TEACHERS: TEXTBOOK USAGE BY PUBLISHER (SELECT ALL THAT APPLY)

	Commercial	District-Developed	OER
Skipped sections of the textbook	77%	61%	68%
Added additional explanatory materials	77%	71%	78%
Taught topics in a different order than textbook	71%	71%	51%
Replaced content with material from other sources	69%	74%	54%
Replaced content with my own materials	68%	77%	43%
Corrected inaccuracies in the textbook	18%	23%	14%
Revised/edited material in the textbook myself	14%	23%	8%
Used a custom published (printed or digital) version for my class through a publisher	11%	3%	8%
Created a custom published (printed or digital) version for my class through a publisher	7%	10%	3%
None of the Above	4%	6%	11%

Curriculum Materials Format Trends

TEACHER: MATERIAL FORMAT TRENDS PAST AND FUTURE

	2018-19	2020-21	2022	Future
All print	22%	1%	5%	4%
Majority print	46%	3%	25%	12%
Mix of digital and print	20%	11%	42%	34%
Majority digital	7%	29%	22%	26%
All digital	2%	54%	5%	12%
Don't Know	4%	2%	1%	14%

ADMINISTRATOR: MATERIAL FORMAT TRENDS PAST AND FUTURE

	2018-19	2020-21	2022	Future
All the material is print/physical	4%	0%	1%	1%
Majority of material is print	56%	3%	13%	5%
Even mix of digital and print	31%	19%	57%	33%
Majority of material digital	8%	54%	27%	43%
All the material is digital	1%	23%	2%	10%
Don't Know or N/A	1%	1%	1%	10%

Perception of Digital versus Print

TEACHER: STUDENTS PREFER PRINT MATERIALS OVER DIGITAL

Strongly agree	12%
Agree	20%
Somewhat agree	23%
Neither agree nor disagree	22%
Somewhat disagree	14%
Disagree	6%
Strongly disagree	3%

TEACHER: STUDENTS LEARN BETTER FROM PRINT MATERIALS THAN THEY DO FROM DIGITAL

Strongly agree	15%
Agree	20%
Somewhat agree	24%
Neither agree nor disagree	26%
Somewhat disagree	8%
Disagree	4%
Strongly disagree	2%

TEACHER: I PREFER PRINT MATERIALS OVER DIGITAL FOR TEACHING

Strongly agree	18%
Agree	21%
Somewhat agree	22%
Neither agree nor disagree	21%
Somewhat disagree	8%
Disagree	8%
Strongly disagree	3%

TEACHER: "I PREFER PRINT MATERIALS OVER DIGITAL FOR TEACHING" BY GRADE LEVEL

	Elementary School	Secondary School
Strongly agree	18%	18%
Agree	24%	19%
Somewhat agree	22%	22%
Neither agree nor disagree	20%	22%
Somewhat disagree	8%	7%
Disagree	7%	8%
Strongly disagree	1%	4%

TEACHER: "STUDENTS LEARN BETTER FROM PRINT MATERIALS THAN THEY DO FROM DIGITAL" BY GRADE LEVEL

	Elementary School	Secondary School
Strongly agree	16%	14%
Agree	19%	21%
Somewhat agree	25%	24%
Neither agree nor disagree	28%	25%
Somewhat disagree	8%	8%
Disagree	3%	5%
Strongly disagree	1%	3%

TEACHER: "MY STUDENTS PREFER PRINT MATERIALS OVER DIGITAL" BY GRADE LEVEL

	Elementary School	Secondary School
Strongly agree	11%	13%
Agree	21%	20%
Somewhat agree	20%	25%
Neither agree nor disagree	26%	19%
Somewhat disagree	17%	12%
Disagree	4%	7%
Strongly disagree	1%	4%

Curricula Quality

TEACHER: RATING OF THE OVERALL QUALITY OF THE CURRICULUM FOR CURRENT USE

10	4%
20	4%
30	7%
40	6%
50	13%
60	10%
70	14%
80	20%
90	17%
100	5%

TEACHER: RATING OF THE OVERALL QUALITY OF THE CURRICULUM FOR USE OUTSIDE OF A PANDEMIC

10	10%
20	7%
30	8%
40	6%
50	13%
60	10%
70	10%
80	14%
90	13%
100	8%

TEACHER: AVERAGE RATING OF THE OVERALL QUALITY OF THE CURRICULUM BY YEAR

	2021-22	2020-21
Curriculum for your current use	61	63
Curriculum for use outside of a pandemic	71	73

TEACHER: AVERAGE RATING OF THE OVERALL QUALITY OF THE CURRICULUM BY PUBLISHER

	Commercial	District-Developed	OER
Curriculum for your current use	60	64	67
Curriculum for use outside of a pandemic	69	76	80

**ADMINISTRATOR: PROFESSIONAL DEVELOPMENT PROVIDED IN 2021-22
(SELECT ALL THAT APPLY)**

General pedagogical practices, not related to a particular curriculum	70%
Specifically related to the particular curriculum being used	68%
Health and safety issues for teaching during a pandemic	52%
Remote and online teaching practices	50%
None of the above	2%
Other	2%

Professional Development

**ADMINISTRATOR: PROFESSIONAL DEVELOPMENT PLANS FOR THE COMING
YEAR - REMOTE, VIRTUAL, OR ONLINE TEACHING PRACTICES**

Much more than this year	4%
More than this year	12%
The same as this year	29%
Less than this year	40%
None	14%
Don't know	1%

**ADMINISTRATOR: PROFESSIONAL DEVELOPMENT PLANS FOR THE COMING
YEAR - HEALTH AND SAFETY ISSUES FOR TEACHING DURING A PANDEMIC**

Much more than this year	5%
More than this year	14%
The same as this year	27%
Less than this year	44%
None	9%
Don't know	1%

ADMINISTRATOR: PROFESSIONAL DEVELOPMENT PLANS FOR THE COMING YEAR - GENERAL PEDAGOGICAL PRACTICES, NOT RELATED TO A SPECIFIC CURRICULUM

Much more than this year	7%
More than this year	36%
The same as this year	48%
Less than this year	6%
None	1%
Don't know	1%

ADMINISTRATOR: PROFESSIONAL DEVELOPMENT PLANS FOR THE COMING YEAR - SPECIFICALLY RELATED TO THE PARTICULAR CURRICULUM BEING USED

Much more than this year	10%
More than this year	35%
The same as this year	46%
Less than this year	4%
None	4%
Don't know	1%

ADMINISTRATOR: AVERAGE RATING OF THE PROFESSIONAL DEVELOPMENT EFFECTIVENESS

How effective: Specifically related to the particular curriculum being used	71
How effective: General pedagogical practices, not related to a specific curriculum	70
How effective: Health and safety issues for teaching during a pandemic	75
How effective: Remote, virtual, or online teaching practices	65

ADMINISTRATOR: RATING OF THE QUALITY OF PROFESSIONAL DEVELOPMENT

	Remote, virtual, or online teaching practices	Health and safety issues for teaching during a pandemic	General pedagogical practices, not related to a specific curriculum	Specifically related to the particular curriculum being used
10	2%	1%	1%	1%
20	1%	3%	3%	1%
30	7%	7%	4%	5%
40	4%	2%	4%	5%
50	15%	16%	15%	14%
60	13%	8%	11%	10%
70	12%	11%	16%	14%
80	25%	14%	26%	22%
90	11%	24%	13%	19%
100	10%	15%	6%	9%

TEACHER: RATING OF PROFESSIONAL DEVELOPMENT EFFECTIVENESS

10	1%
20	1%
30	3%
40	3%
50	8%
60	9%
70	13%
80	24%
90	25%
100	11%

TEACHER: AVERAGE RATING OF PROFESSIONAL DEVELOPMENT EFFECTIVENESS BY YEAR

2021-22	55
2020-21	51

TEACHER: AVERAGE RATING OF PROFESSIONAL DEVELOPMENT EFFECTIVENESS BY PUBLISHER

Commercial	56
District-Developed	49
OER	63

OER and Licensing Awareness

TEACHER: AWARENESS OF LICENSING

	Public Domain	Copyright	Creative Commons
Very Aware	19%	27%	12%
Aware	33%	40%	20%
Somewhat Aware	27%	22%	21%
Unaware	22%	12%	48%

TEACHER: AWARENESS OF COPYRIGHT

	2018-19	2020-21	2021-22
Very Aware	31%	28%	27%
Aware	43%	42%	40%
Somewhat Aware	18%	20%	22%
Unaware	8%	10%	12%

TEACHER: AWARENESS OF PUBLIC DOMAIN

	2018-19	2020-21	2021-22
Very Aware	22%	21%	19%
Aware	40%	34%	32%
Somewhat Aware	24%	26%	27%
Unaware	14%	18%	22%

TEACHER: AWARENESS OF CREATIVE COMMONS

	2018-19	2020-21	2021-22
Very Aware	10%	13%	12%
Aware	22%	23%	20%
Somewhat Aware	22%	21%	21%
Unaware	46%	43%	48%

TEACHER: OPEN EDUCATIONAL RESOURCES AWARENESS

I am very aware of OER and know how they can be used in the classroom	6%
I am aware of OER and some of their use cases	11%
I am somewhat aware of OER but I am not sure how they can be used	14%
I have heard of OER, but don't know much about them	19%
I am not aware of OER	50%

TEACHER: OPEN EDUCATIONAL RESOURCES AWARENESS (STRICT)

I am very aware of OER and know how they can be used in the classroom	4%
I am aware of OER and some of their use cases	9%
I am somewhat aware of OER but I am not sure how they can be used	9%
I have heard of OER, but don't know much about them	13%
I am not aware of OER	65%

TEACHER: OPEN EDUCATIONAL RESOURCE AWARENESS (STRICT) BY STUDENT POPULATION

	Not Minority-Serving	Minority-Serving
Very aware	5%	2%
Aware of OER	9%	8%
Somewhat aware	10%	8%

TEACHER: OPEN EDUCATIONAL RESOURCE AWARENESS (STRICT) BY YEAR

	2021-22	2020-21	2018-19
Very aware	4%	5%	5%
Aware of OER	9%	12%	12%
Somewhat aware	9%	11%	10%

TEACHER: OPEN EDUCATIONAL RESOURCE AWARENESS

	Commercial	District-Developed	OER
Very aware	4%	5%	11%
Aware of OER	8%	15%	7%

OER Initiatives

ADMINISTRATOR: AWARENESS OF OER INITIATIVES

I am aware of the details of an OER initiative	16%
I have heard of OER initiatives, but I am unaware of the details	25%
I am not aware of any OER initiatives	52%
Other / Don't Know	7%

TEACHER: AWARENESS OF OER INITIATIVES

I am aware of the details of an OER initiative	5%
I have heard of OER initiatives, but I am unaware of the details	14%
I am not aware of any OER initiatives	76%
Other / Don't Know	5%