

Collecting Data on Instructional Material Use through RAND's American Educator Panels

Sy Doan (RAND) • EWA National Seminar: May 30, 2024





Our goal: Provide better educator representation than many other national surveys

**RANDOMLY-SELECTED
PROBABILITY-BASED SAMPLE**

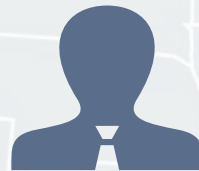
American Educator Panels: Overview

The American Educator Panels (AEP) are **nationally representative**



**American
Teacher
Panel**

**25,000+
teachers**



**American
School Leader
Panel**

**8,000+
principals**



**American
School District
Panel**

**1000+
superintendents**

RAND regularly uses the AEP to field surveys



American
Mathematics
Educator Survey



**The State of the American Teacher and
the American Principal**

RAND American Instructional Resources Survey (AIRS) Project



The **American Instructional Resources Survey (AIRS)** investigates the use of instructional materials in K-12 English language arts, mathematics, and science classrooms across the United States.



- The AIRS has been **fielded annually** from Spring 2019 through Spring 2024
- Data are **publicly-available** through the **AEP Data Portal** and **Bento**.

The surveys are funded by the **Bill and Melinda Gates Foundation**, **Schusterman Family Philanthropies** and the **Walton Family Foundation**. **Overdeck Family Foundation** was a funding partner from 2019-2021.

RAND American Instructional Resources Survey (AIRS) Project



Survey Topics Include



Usage of Curriculum Materials

- What specific curriculum materials do teacher use?
- Do they modify or supplement these materials?



Teacher Professional Learning

- How frequently do teachers engage in curriculum-based professional learning?
- How is professional learning time spent?
- Do teachers believe their professional learning is effective?

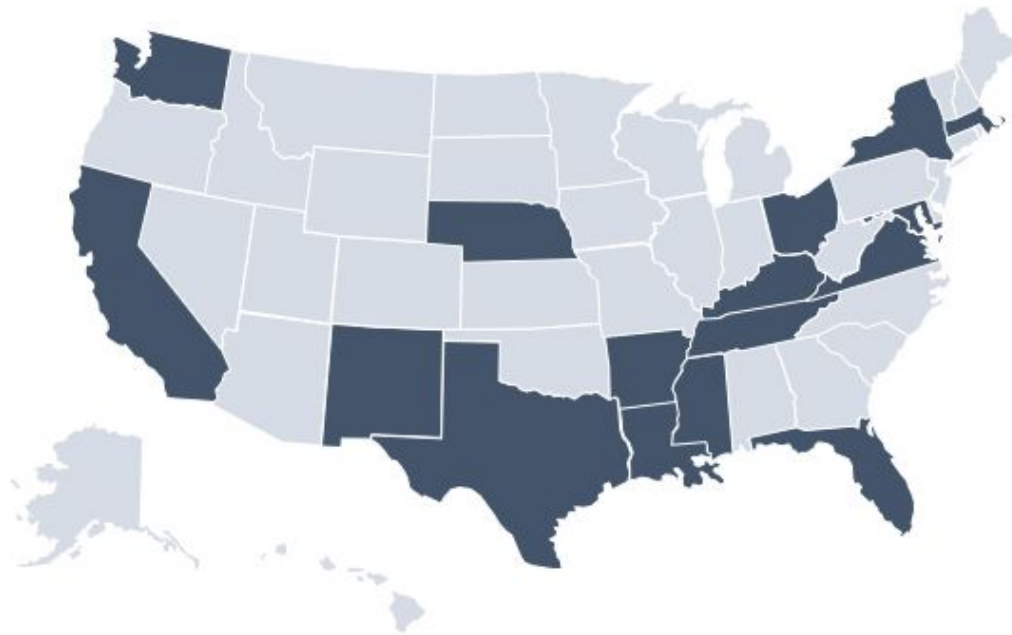


Teacher Preparation, Classroom Instruction, and Other Topics

- How do preparation programs prepare teachers to use curriculum materials?
- Do teachers engage in standards-aligned instructional practices?
- How much do school leaders support the use of curriculum materials?

AIRS Sampling Methodology

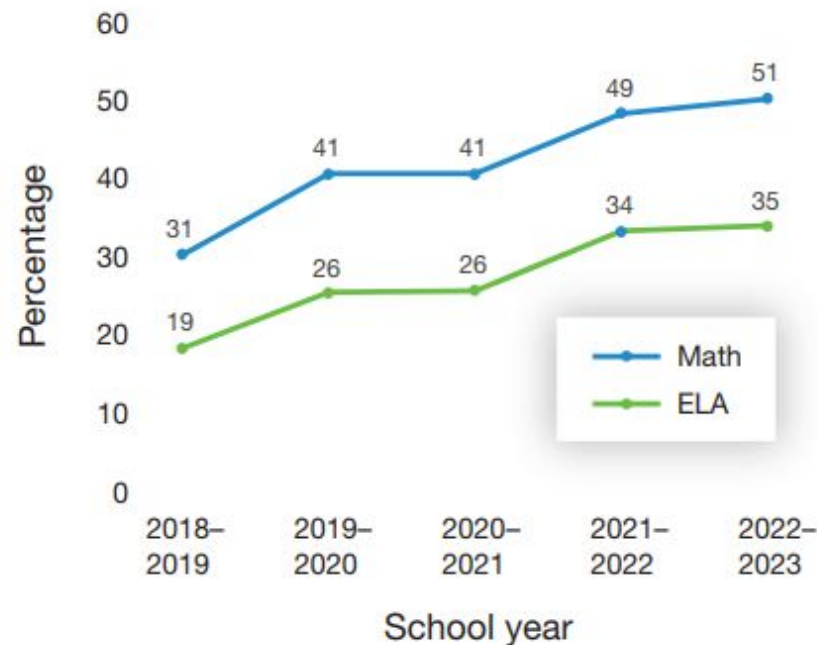
AIRS comprises of a nationally representative teacher and principal survey with **teacher oversamples in 18 states.**



Oversampled states are member states of the CCSSO High-Quality Instructional Materials and Professional Development (IMPD) Network + CA, FL, NY, and WA

Using AIRS to track the materials teachers use...

Teachers Who Reported Using ELA and Math Standards-Aligned Materials Regularly (Once per Week or More)

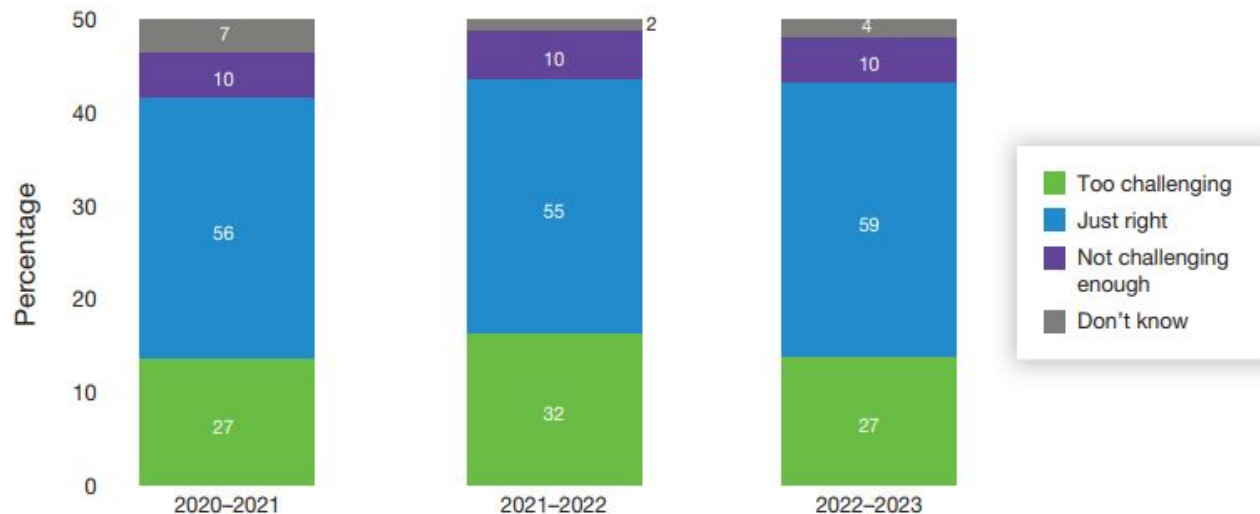


Source: Doan, Sy and Anna Shapiro, *Do Teachers Think Their Curriculum Materials Are Appropriately Challenging for Their Students? Findings from the 2023 American Instructional Resources Survey*. Santa Monica, CA: RAND Corporation, 2023.
https://www.rand.org/pubs/research_reports/RRA134-21.html.

...and how teachers feel about these materials

FIGURE 2

ELA and Math Teachers Who Report That Required or Recommended Materials Are Too Challenging for the Majority of Their Students



NOTE: The results in this figure are based on the following survey question asked of math and ELA teachers: "The [ELA/math] instructional materials provided by my district or school as a recommendation or requirement are . . ." "Too challenging for the majority of my students," "At the right level for the majority of my students," "Not challenging enough for the majority of my students," or "I don't know." 2020-2021 school year $N = 7,110$; 2022-2022 school year $N = 6,572$; 2022-2023 school year $N = 7,126$.

Source: Doan, Sy and Anna Shapiro, *Do Teachers Think Their Curriculum Materials Are Appropriately Challenging for Their Students? Findings from the 2023 American Instructional Resources Survey*. Santa Monica, CA: RAND Corporation, 2023.
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The AIRS gives insight into other pressing topics



RAND **AMERICAN EDUCATOR PANELS** **Research Report**

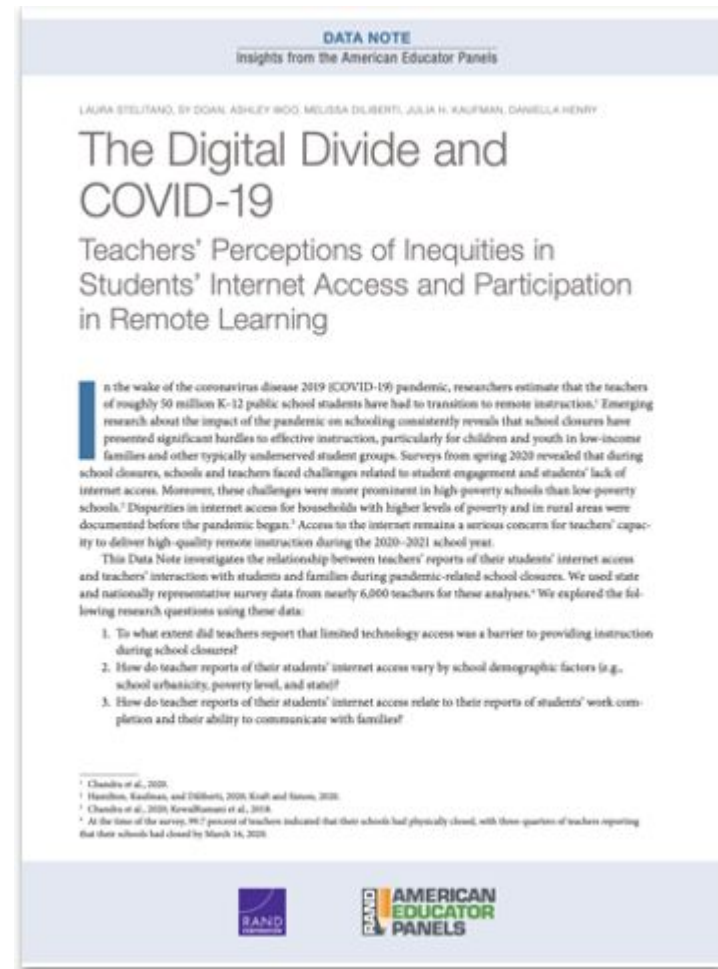
ASHLEY WOO, MELISSA KAY DILBERTI, SABRINA LEE, BRIAN KIM, JING ZHI LIM, REBECCA L. WOLFE

The Diverging State of Teaching and Learning Two Years into Classroom Limitations on Race or Gender

Findings from the 2023 American Instructional Resources Survey

In April 2021, the Idaho state legislature passed a law prohibiting public schools from “compel[ling] students to personally affirm, adopt, or adhere” to tenets it described as rooted in critical race theory, thus becoming the first state to enact a restriction on how teachers can talk about race- or gender-related issues in their classrooms (Idaho Legislature, 2021). In the following year, sixteen states followed suit and passed similar policies through state legislatures, state boards of education, state attorneys general, and executive orders. Many of these state policies prohibit instruction around “divisive concepts” relating to race or gender—concepts drawn from an executive order on “combating race and sex stereotyping” issued by the Trump administration in 2020 (Trump, 2020). These policies prohibit teaching such concepts as the notion that “the United States is fundamentally racist or sexist” or that “an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously” (Friedman, Tager, and Gottlieb, 2021). In March 2022, Florida became the first state to enact a restriction that explicitly barred instruction around sexual orientation and gender identity, signaling the beginning of a shift in the topics that have been targeted by state restrictions (PEN America, 2023).

In April 2022, one year after the first of these policies was passed, RAND researchers surveyed around 8,000 teachers across the nation to understand how these state-enacted restrictions—which govern how teachers can address issues related to race, gender, and sometimes other social and political topics in the classroom—were beginning to influence their instruction. At that time,



DATA NOTE
Insights from the American Educator Panels

LAURA STELTANO, BY DOAN ASHLEY WOO, MELISSA DILBERTI, JULIA H. KAUFMAN, DANIELLA HENRY

The Digital Divide and COVID-19

Teachers' Perceptions of Inequities in Students' Internet Access and Participation in Remote Learning

In the wake of the coronavirus disease 2019 (COVID-19) pandemic, researchers estimate that the teachers of roughly 50 million K-12 public school students have had to transition to remote instruction.¹ Emerging research about the impact of the pandemic on schooling consistently reveals that school closures have presented significant hurdles to effective instruction, particularly for children and youth in low-income families and other typically underserved student groups. Surveys from spring 2020 revealed that during school closures, schools and teachers faced challenges related to student engagement and students' lack of internet access. Moreover, these challenges were more prominent in high-poverty schools than low-poverty schools.² Disparities in internet access for households with higher levels of poverty and in rural areas were documented before the pandemic began.³ Access to the internet remains a serious concern for teachers' capacity to deliver high-quality remote instruction during the 2020–2021 school year.

This Data Note investigates the relationship between teachers' reports of their students' internet access and teachers' interaction with students and families during pandemic-related school closures. We used state and nationally representative survey data from nearly 6,000 teachers for these analyses.⁴ We explored the following research questions using these data:

1. To what extent did teachers report that limited technology access was a barrier to providing instruction during school closures?
2. How do teacher reports of their students' internet access vary by school demographic factors (e.g., school urbanicity, poverty level, and state)?
3. How do teacher reports of their students' internet access relate to their reports of students' work completion and their ability to communicate with families?

¹ Chetty et al., 2020.
² Hamilton, Kautzman, and Dilberti, 2020; Kraft and Stevens, 2020.
³ Chetty et al., 2020; Kowalligowski et al., 2018.
⁴ At the time of the survey, 99.7 percent of teachers indicated that their schools had physically closed, with three quarters of teachers reporting that their schools had closed by March 14, 2020.

RAND **AMERICAN EDUCATOR PANELS**