



CHRISTENSEN
INSTITUTE

Which instructional resources do educators rely on? June 2022

By Thomas Arnett and Jonathan Cooney

In partnership with Bay View Analytics



Bay View Analytics®

Study details

Since its founding in 2008, the Clayton Christensen Institute has studied the varied uses of online learning within K–12 education. Beginning in the fall of 2020, the Institute undertook a two-year series of nationally-representative surveys to track the adoption of online learning in the wake of the COVID-19 global pandemic to better understand its various uses and associated instructional practices. These factsheets share insights from the most recent round of surveys, which collected responses in April of 2022.



The Sample

Surveys were sent to nationally-representative lists of teachers and administrators leased from MDR. Responses were collected from...

1,097 teachers representing:

- 1,042 schools
- 639 school systems
- 46 states & D.C.

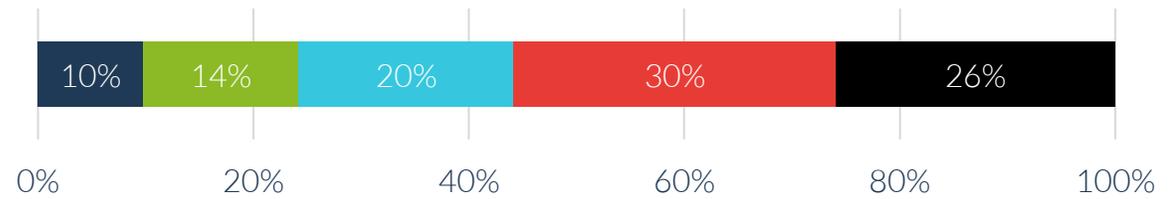
385 administrators representing:

- 380 schools
- 317 school systems
- 45 states



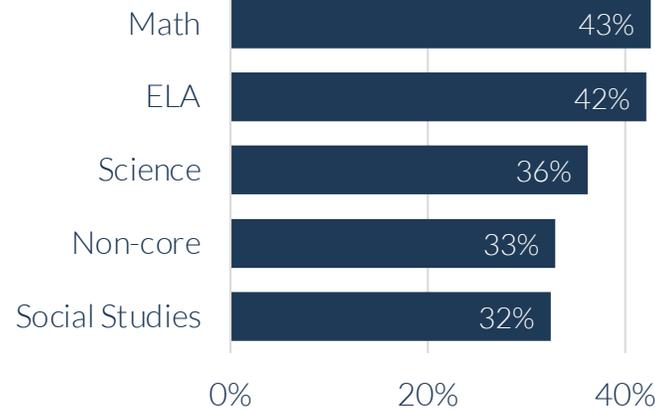
Years of teaching experience

■ 0-3 ■ 4-6 ■ 7-10 ■ 11-20 ■ 21 or more



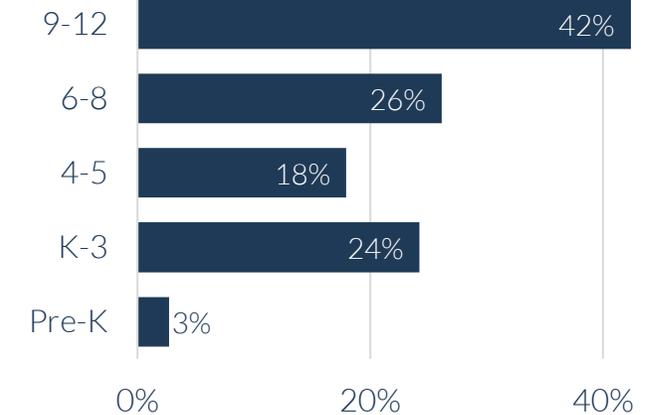
Content areas taught

(select all that apply)

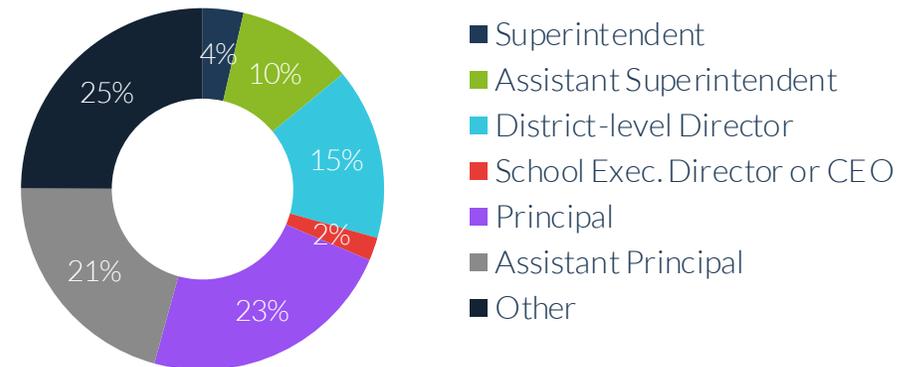


Grade levels taught

(select all that apply)



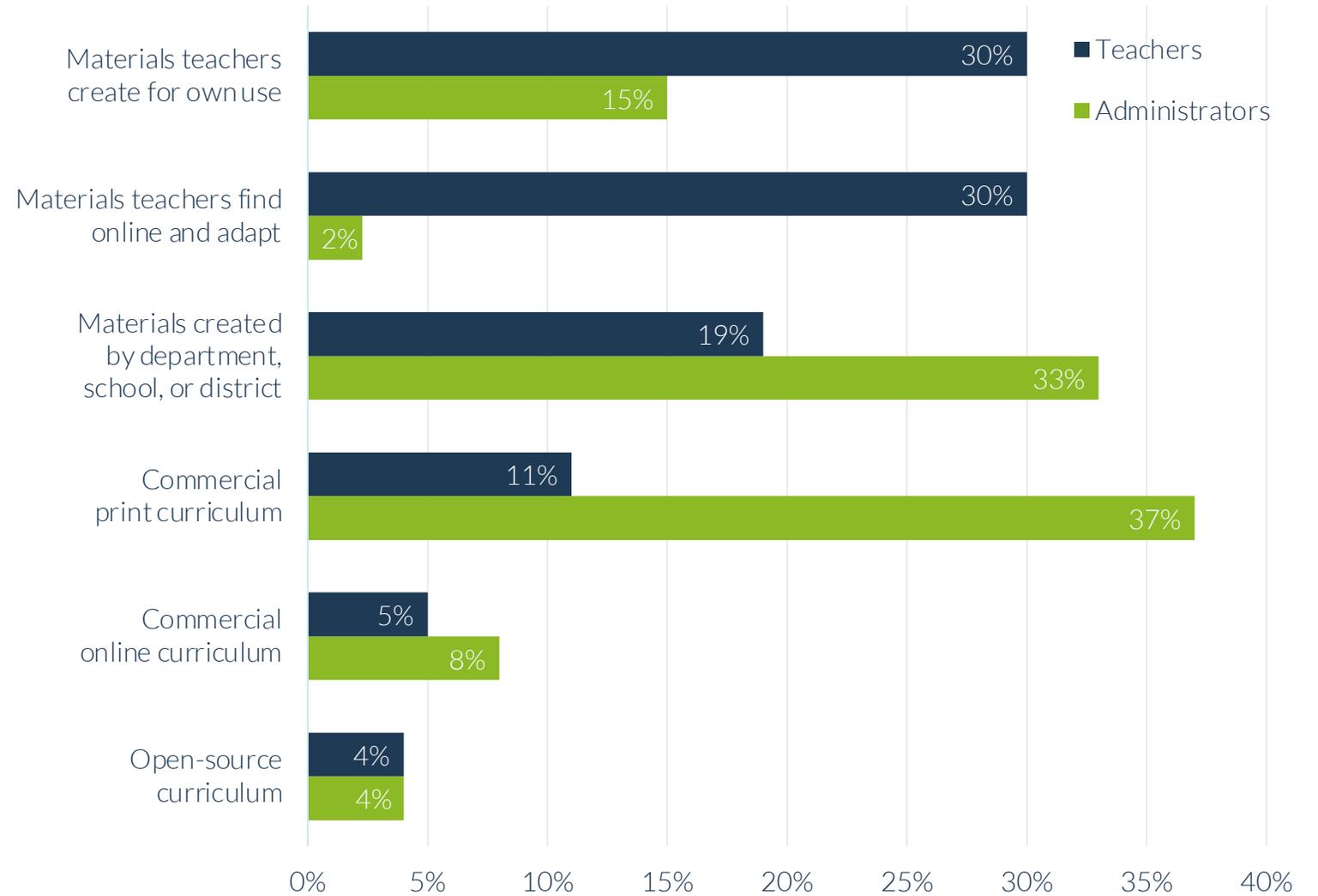
Administrator roles



The primary curriculum sources teachers reported using in their classrooms didn't match what administrators reported as the primary curriculum for their schools.



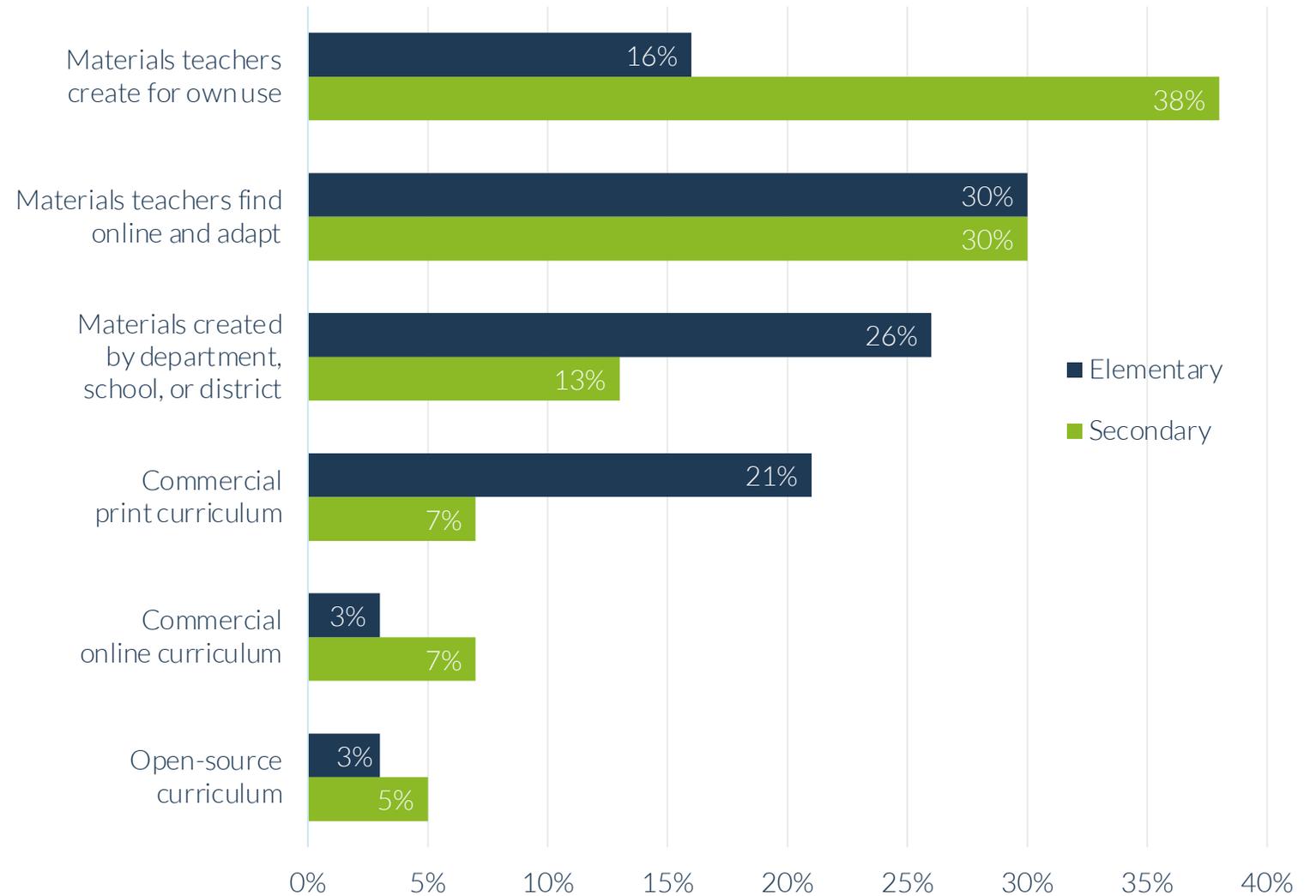
Primary curriculum



Elementary teachers were most likely to rely on materials they found online. In contrast, secondary teachers were most likely to create their own materials as their primary resources.

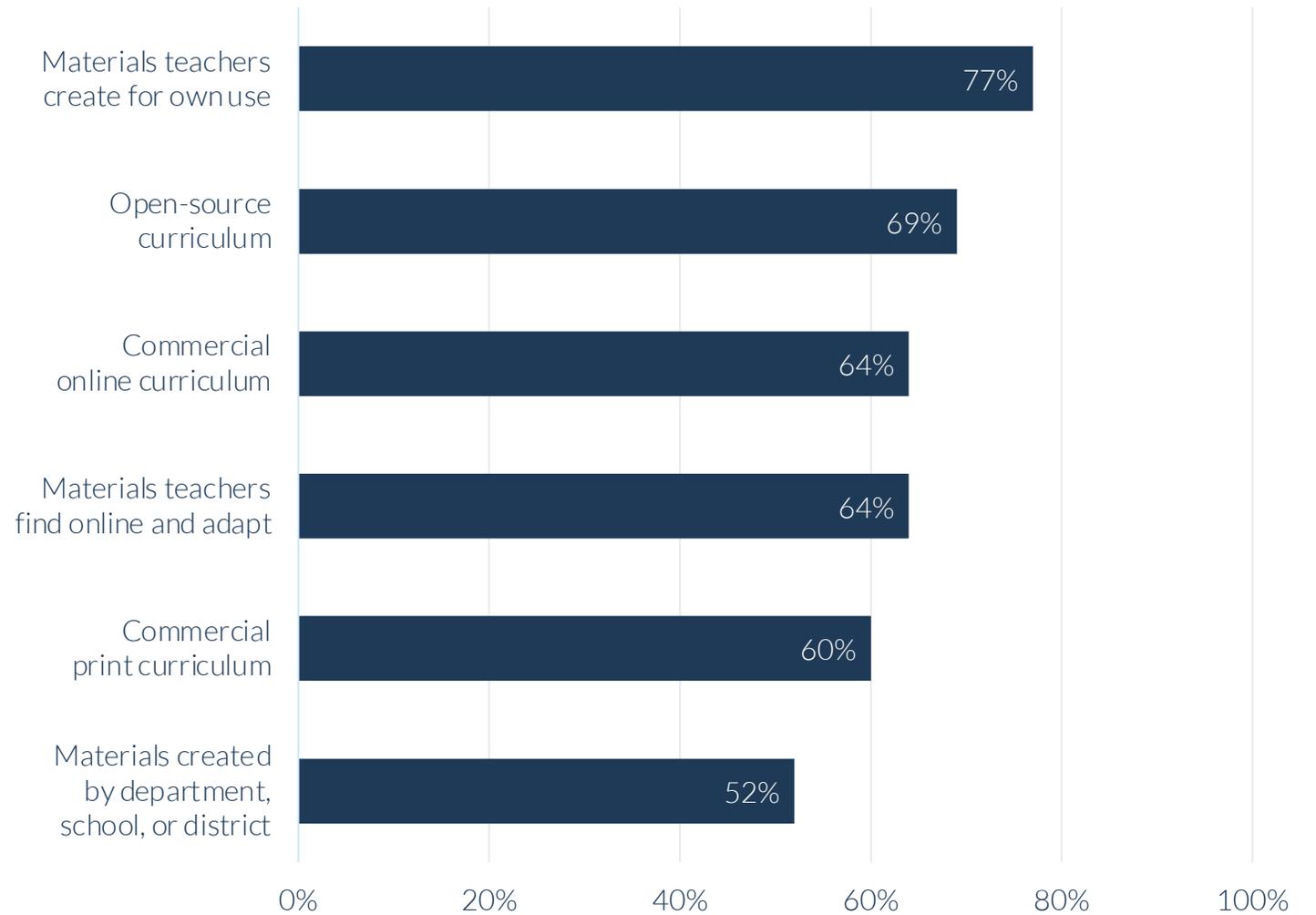


Primary curriculum



Teachers who used materials they created themselves were most satisfied. Those who used materials produced by their school system were least satisfied.

Proportions of teachers who were highly satisfied with their curricular resources

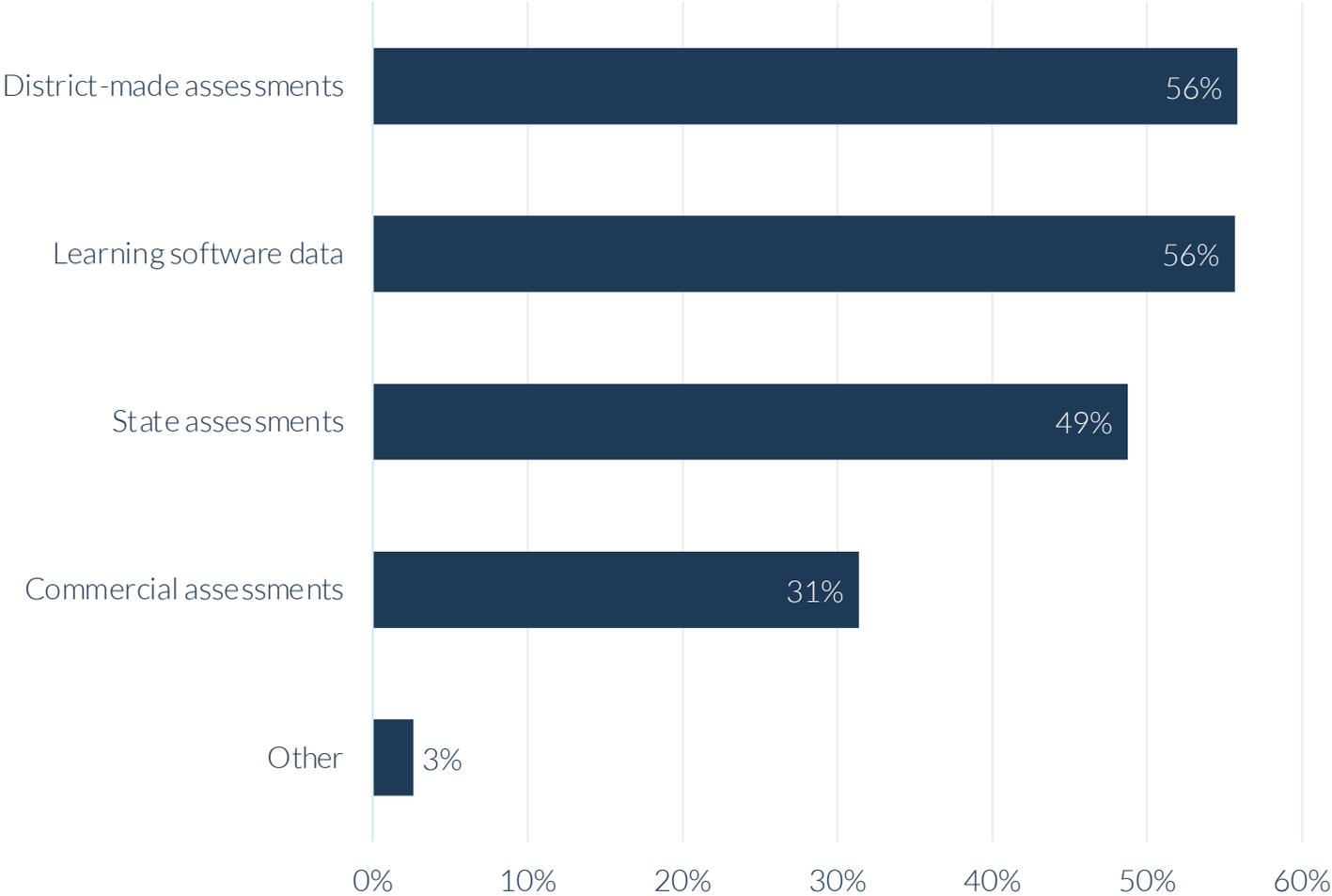


Teachers reported using assessments created by their districts more than commercial assessments.



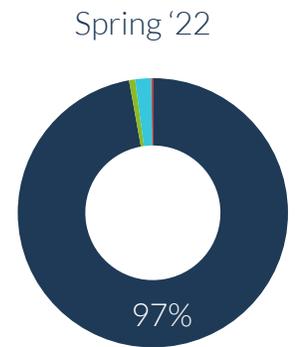
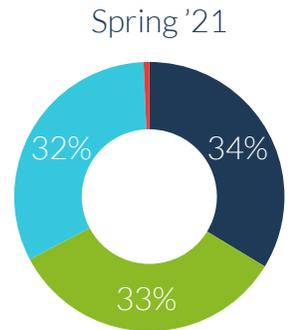
Student achievement or growth measures used to inform teaching

(select all that apply)



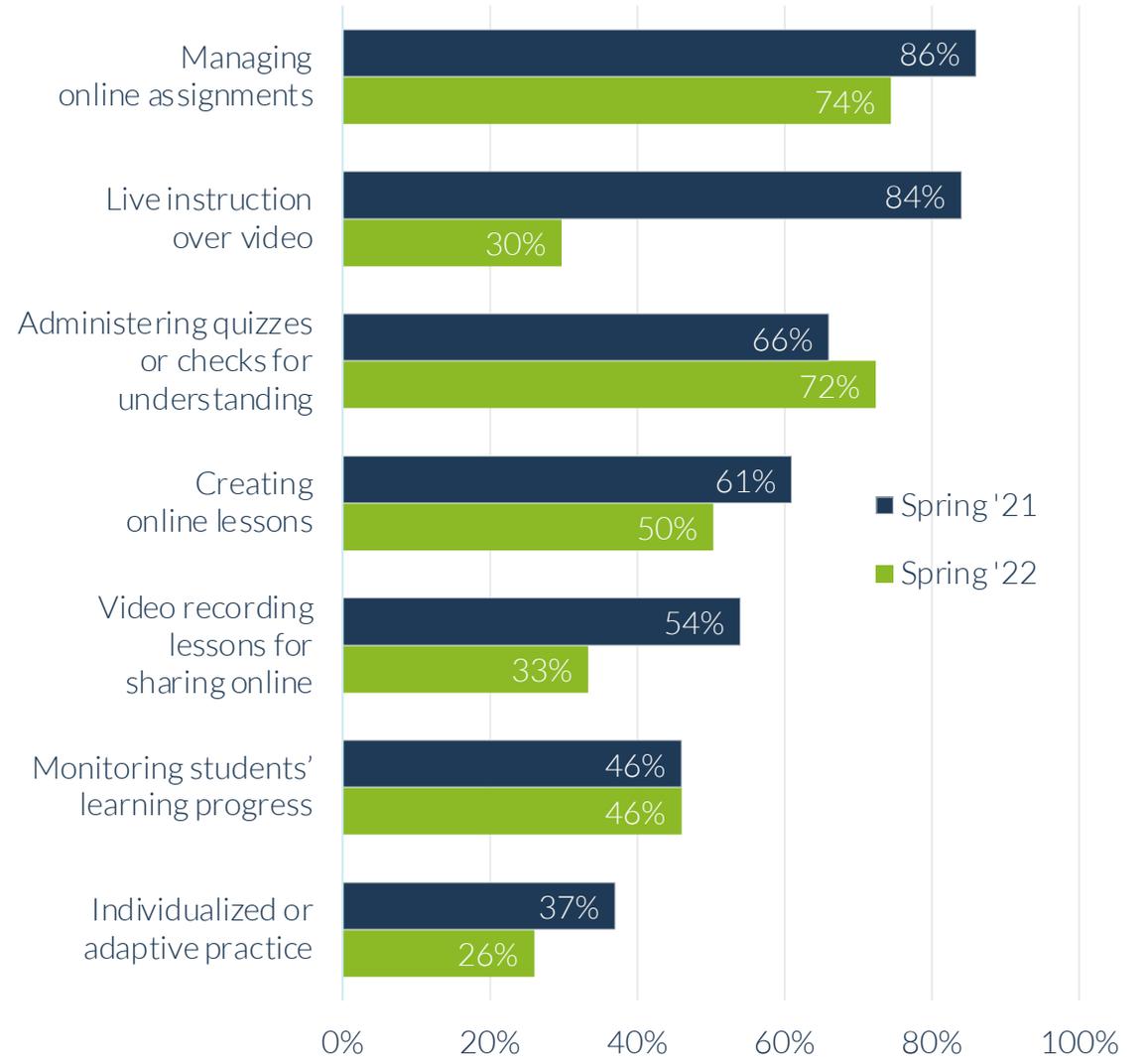
Teachers used resources for online instruction over video far less once most returned to in-person instruction. In contrast, their use of other online resources declined only slightly.

Teaching arrangements



■ In-person
 ■ Remote
■ Hybrid
 ■ Other

Online resources used (select all that apply)



Many teachers shared positive comments about using online platforms to help manage students' work.

“I did not use Google Classroom before the pandemic, but now is embedded in my teaching practice.” — *Elementary Teacher*

“Keeping track of ALL my assignments and notes on Google classroom in one Google doc for the students to have continual access to.” — *High School Math Teacher*

“Using Google classroom for all my assessments. I used to do them on paper. This makes grading them a breeze now!” — *Elementary Teacher*

“I also use Canvas far more than I did three years ago, even though our district was using it pre-pandemic.” — *High School Foreign Language Teacher*

“We've been using Canvas to assign individualized work and I will keep that up.” — *High School ELA Teacher*



Acknowledgments

This factsheet and the associated survey were made possible with generous support from the Jaquelin Hume Foundation, the Chan Zuckerberg Initiative, the NewSchools Venture Fund, and Stride.

The research underlying these factsheets was conducted in partnership with Bay View Analytics. We are grateful to Dr. Jeff Seaman, director, and Dr. Julia Seaman, research director, for their thought partnership and meticulous attention to detail. We would also like to thank Clever, IMS Global, Next Generation Learning Challenges, The Learning Accelerator, Transcend, and XQ Institute for helping encourage responses from our survey recipients. Lastly, this report would not have been possible without the support of the Christensen Institute's director of communications, Meris Stansbury.

Photographs included in this report come from Allison Shelley for EDUimages.

**Chan
Zuckerberg
Initiative** 

newschools
venture fund

**Jaquelin Hume
Foundation**

Stride



Bay View Analytics



About

The **Clayton Christensen Institute** is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of late Harvard professor Clayton M. Christensen, the Institute offers a unique framework for understanding many of society's most pressing problems. Its mission is ambitious but clear: work to shape and elevate the conversation surrounding these issues through rigorous research and public outreach.

Bay View Analytics, formerly known as the Babson Survey Research Group, is a survey design, implementation, and analysis organization. Bay View Analytics partners with and conducts research for universities, businesses, foundations, and agencies including the London School of Business, Hunter College, the College Board, the Alfred P. Sloan Foundation, The William and Flora Hewlett Foundation, The Gates Foundation, and Tyton Partners. Bay View Analytics' activities cover all stages of projects, including initial proposals, sample selection, survey design, methodological decisions, analysis plan, statistical analyses, and production of reports.



Thomas Arnett is a senior research fellow in education for the Christensen Institute. His work focuses on instructional models enabled by online learning and the role of Disruptive Innovation in transforming K-12 education. His work in education includes teaching middle school math for Kansas City Public Schools and serving as a board member for various school systems.



Dr. Jonathan Cooney has been an educator for the past 24 years. After 23 years serving K-12 students and families as a teacher and school principal, he is now an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Northern Colorado. He has earned degrees from the University of Virginia, Colorado State University, and the University of Northern Colorado.





CHRISTENSEN
INSTITUTE

