



# Improving Instructional Resources to Enhance the Teacher Experience



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## ACKNOWLEDGEMENTS

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## INTRODUCTION

There is a crisis in U.S. schools: Teachers, the most important ingredient in a child's learning,<sup>1</sup> are demoralized. Even before the COVID-19 pandemic, one in six K-12 teachers reported that they were likely to leave the profession. During the pandemic, this number increased to one in four.<sup>2</sup>

This crisis affects not only teachers but also our young people, their parents, and our communities. Across the country, we must support and nurture a critical mass of motivated educators who can spend their time effectively and efficiently doing what has a meaningful impact on their students' educational progress. Teachers should be spending their time teaching, not completing mundane tasks solvable with better technology. Otherwise, we will not fulfill the potential of our nation's most important resource – our children.

The vital work that teachers do every day is varied. From planning a year's curriculum to reporting on a child's progress, there is a wide range of "jobs to be done." Many stakeholders, organizations, and tools are involved – fellow teachers, administrators at district and school levels, federal agencies, parents, and more. While many factors impact teachers' experience and success in the classroom, Tyton Partners recently conducted an in-depth analysis **focusing specifically on the use and importance of one key ingredient: instructional resources.**<sup>3</sup>

("Instructional resources" refer to the online services, apps, textbooks, worksheets, teacher materials, and other tools that help teachers plan, deliver, assess, and discuss students' work.)

Having access to easy-to-use, high-quality resources is vital. However, **until now, limited public research has been completed on the teacher experience with these resources and how to improve it.** Tyton Partners, with support from the Walton Family Foundation, set out to start filling this gap in the collective knowledge of those who serve K-12 schools, teachers, and students. This report is deliberately targeted at how developers and suppliers of instructional materials can enhance their products to improve the teacher experience.

What we discovered was significant. From teachers' point of view, **even some of the most lauded materials can be difficult to use and don't always address key pain points for teachers.** Furthermore, educators rarely receive the robust training and support needed to effectively use the materials and understand the richness of what the tools offer. Therefore, teachers often ignore materials that don't deliver and instead find workarounds or buy alternatives – sometimes with their own funds. This practice wastes effort and money.

**"I feel overwhelmed by my workload. If materials can take things off my plate or make things easier to save time, that is a great help."**

Kindergarten teacher, large district, FL

<sup>1</sup> RAND Teachers Matter: Understanding Teachers' Impact on Student Achievement, 2019

<sup>2</sup> RAND Job-Related Stress Threatens the Teacher Supply, 2021

<sup>3</sup> In our survey, almost 70% of teachers said the quality of the materials to which they have access highly influences their job satisfaction. For further details of the link between teacher satisfaction and instructional materials, see the appendix at the end of this report

Furthermore, while it's clear that many developers of instructional resources invest considerably in creating and disseminating their products and services, this money could be better targeted.

However, there is good news. **Tyton Partners' analysis revealed that teachers who have standards-aligned materials that they find useful – and sufficient support to use those materials – have higher job satisfaction.** We also identified a series of actionable steps that can enhance instructional resources and drive their adoption and effective use by educators. Contributing to the widespread effort to improve the classroom experience and our education system, our aspiration is that developers and suppliers of materials can use what we have discovered to make their products and services even more appealing and useful for teachers. In a "win-win" situation, this development will drive both teacher motivation and suppliers' profits and impact. Moreover, stakeholders who recommend and purchase instructional resources will be better informed about what to look for when evaluating resources.

This report offers highlights of our work, derived from a rigorous analysis of teachers' responsibilities; qualitative interviews with more than 50 teachers, administrators, suppliers, and other stakeholders; and quantitative surveys of 1,600 K-12 teachers and 700 school and district leaders. More detailed, step-by-step actionable insights are available in a free supplier benchmarking toolkit on our website at <https://tytonpartners.com/SBT>. If you have any questions about this report or the supplier benchmarking toolkit, please contact us at [info@tytonpartners.com](mailto:info@tytonpartners.com).

## OUR FINDINGS IN BRIEF

**We discovered ample opportunity for suppliers of instructional resources to improve their products and services. It's apparent that even high-quality instructional materials<sup>4</sup> could be designed to better meet the needs of teachers, given the lack of correlation between the materials' use and teacher satisfaction.<sup>5</sup>**

When coupled with strong support from suppliers, school leaders, and the wider educational ecosystem, better-designed resources can improve teacher satisfaction and, ultimately, student outcomes. While schools and districts – and the way they purchase – play a key role in teachers' access to and use of instructional resources, suppliers likely have the greatest opportunity to magnify resources' impact, as they develop and deliver them.

<sup>4</sup> Defined by EdReports as materials that 1) are closely aligned to and adequately promote the mastery of grade-level standards and 2) support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners

<sup>5</sup> Tyton Partners Instructional Materials Survey, 2021

Three key themes surfaced:

**01 Professional development, training, and support from suppliers often aren't working well.** From teachers' point of view, there needs to be training available well beyond the first few weeks after introducing materials, and offerings that are tailored to schools' and districts' individual needs. This requires collaboration between schools, districts, and suppliers, as well as proper resourcing on all sides; efforts to find effective ways to work together need to be redoubled.

**"I really think suppliers can stand out from the crowd with great long-term PD. Invest in good teacher trainers and have them focus beyond the initial implementation."**

Superintendent, mid-sized district, WI

**"A lot of teachers really struggle using our instructional materials. They're difficult and frustrating to navigate. I don't know why it must be this way. No one has problems using all the apps and social platforms on their phones. It's just our materials that are hard to use."**

7th grade teacher, large district, TX

**02 Designs need to be more intuitive, simple, and familiar,** as resources are often complex and frustrating to use. Incorporating teachers into development processes and mirroring the user experience of familiar consumer technology products can help accomplish these objectives.

**03 Many highly valued product features are often missing,** particularly those that help to differentiate instruction.

**"Often our content is grade-specific, but my students' abilities are not consistent. Modifications offered by the resource would be wonderful so I can make sure the materials match my students' abilities."**

5th grade teacher, small district, SD

The remainder of this report offers more detail on each of these themes. For each theme, we explain why addressing the issue is important, offer a summary of data supporting the findings, and outline specific actions for suppliers to consider.

# THEME

## 01



## BETTER SUPPORT AND TRAINING FROM SUPPLIERS IS CRITICAL

### Why this is important

Teaching and learning are complex activities. Consequently, instructional resources frequently need to be so rich and functional that teachers must receive training to benefit from the product's full capabilities. While schools and districts must be willing to invest in and allocate time for teachers to engage in sufficient training to support an effective product launch and ongoing use, suppliers can work in partnership with administrators to deliver these services.

**"So often the training we get is just out-of-the-box introductory stuff about how to use the new product. It's never about helping us teach kids better; they're just checking the box that they gave us a training."**

3rd grade teacher, mid-sized district, IL

**"Ongoing training might be the single thing we need the most. One-and-done trainings don't help... we might as well not do them."**

Principal, mid-sized district, TN

**"I've started telling suppliers upfront we need an extended implementation plan with PD, or they're not going to be in final consideration. I wish more suppliers would require it from their side."**

Assistant superintendent, mid-sized district, PA

## Our findings

In our survey, only 36% of teachers agreed that they receive the right amount of training from their instructional materials providers to teach effectively, and just over 50% are satisfied with that training. About a third of teachers responded “neutral” to both questions; however, our interviews with teachers indicate that this audience could be served better.

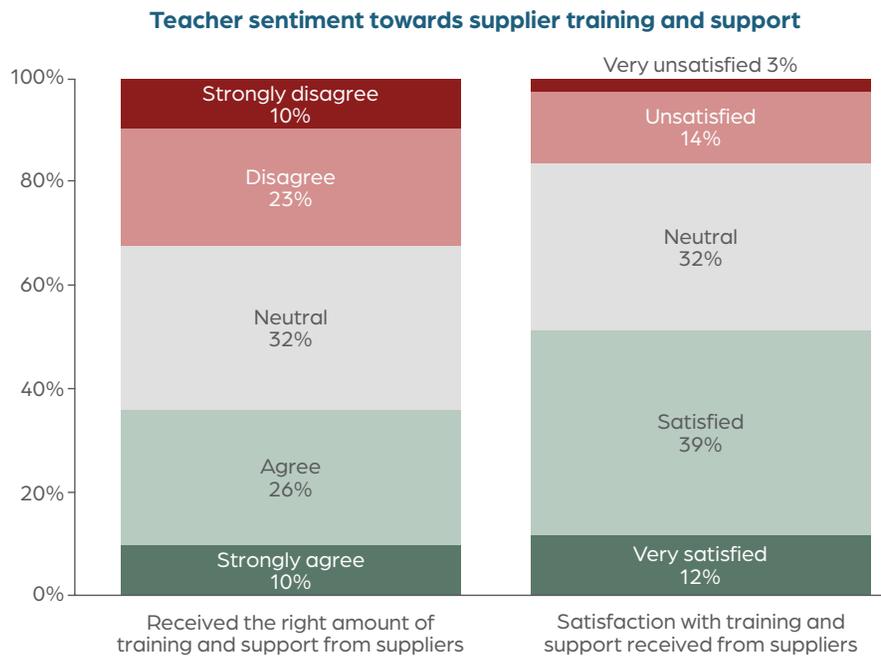


Figure 1: Teacher sentiment toward the training and support received from their instructional material supplier(s); Tyton Partners Instructional Materials Survey, October 2021

These results are concerning given the high correlation between teacher job satisfaction and support from instructional resource suppliers. Only 15% of highly dissatisfied teachers said they receive the right amount of support from suppliers, compared to over 50% of highly satisfied teachers. Providing teachers with the necessary training to use instructional materials effectively is beneficial for both teachers and suppliers, as satisfied customers are more likely to continue using and purchasing products that adequately meet their needs. While many suppliers have invested considerably to provide excellent support, and the delivery of training is often a collaboration among suppliers, districts, and schools, there is ample opportunity for continued improvement across the field to ensure all teachers are sufficiently prepared to use their instructional resources.

## Actions for supplier consideration

There are two primary areas for suppliers to develop their teacher training:

- 01 **Multiple trainings:** Offer training and support beyond the beginning of the school year, or when the product is first launched, and emphasize developing deeper usage over time.

While a product training in August, before students arrive, may help orient teachers, it is likely not enough for many to effectively access the product's full capabilities and navigate obstacles not yet experienced from using the product with students. More than 30% of teachers reported feeling challenged by front-loaded trainings at the beginning of the school year.

Methodical planning among administrators, suppliers, and supporting organizations can ensure that teachers receive the training they need throughout the year.

**"Ideally, we would receive the materials over the summer to have some time with them. Then an in-depth training at the start of the year, where we can ask questions based on using them up to that point. Then another day later that fall, another day in the spring, and potentially some additional days each summer. This would really allow us to build our knowledge and use over time."**

High school teacher, large district, OK

- 02 **Tailored trainings:** During training, address the specific needs of teachers in each school and district regarding their intended use case, instructional approach, and student composition.

There is clear demand for suppliers to tailor their trainings to meet teachers' instructional approaches and desired use cases. However, fewer than 1% of administrators reported that supplier-provided trainings were tailored to their school's needs. Most trainings from suppliers are one-size-fits-all, helping teachers learn to use the materials, but perhaps not adapting the training experiences to the specific use-cases teachers intend the materials for.

**"Most training is so widespread that it tends to not be very helpful; it's not really targeted to where we're at as teachers."**

7th grade teacher, large district, TX

A knowledgeable supplier trainer with classroom experience, designated to each school, helps ensure trainings are tailored appropriately. If the same trainer can continue with a school and set of teachers over time to better learn their needs and offer specific guidance and support, it's even better. Investing in train-the-trainer programs also extends suppliers' reach and ability to provide teachers with ongoing support. Two mechanisms for doing so are to develop knowledgeable school staff or partner with trusted third-party professional learning organizations, potentially offering product certifications to ensure all trainers are adequately prepared.

**"It's hard to learn from a plain PowerPoint presentation. Talk to me. Explain to me. Let me ask questions and try things."**

5th grade teacher, large district, TN

**"Trainings need to cover what we need to teach. Show me how to provide the necessary accommodations to students using the product, or how to implement interactive materials in a lesson, rather than just all the cool things it does."**

9th grade teacher, large district, NC

**"It's tough to use our core curriculum. There's too much text, and it's not interesting or engaging to students... it's just a pain to work with. I think our whole department has created our own stuff at this point."**

High school teacher, mid-sized district, NE

# THEME

## 02



### PRODUCTS AND SERVICES NEED TO BE EASIER TO USE

#### Why this is important

Self-evidently, teachers will not use all of a product's features if they don't find the product intuitive and logical to work with. In the worst case, they may not want to continue and will choose an alternative.

#### Our findings

Almost 45% of teachers surveyed indicated that their core curriculum is easy to use; however, more than half did not, including users of high-quality instructional materials. Supplemental curriculum scored higher, but as many as 33% of teachers are not satisfied with the usability of these materials today. Again, given our conversations with teachers, we interpret that educators who said their materials are "neither easy nor difficult" to use are ones that could be better served by suppliers.

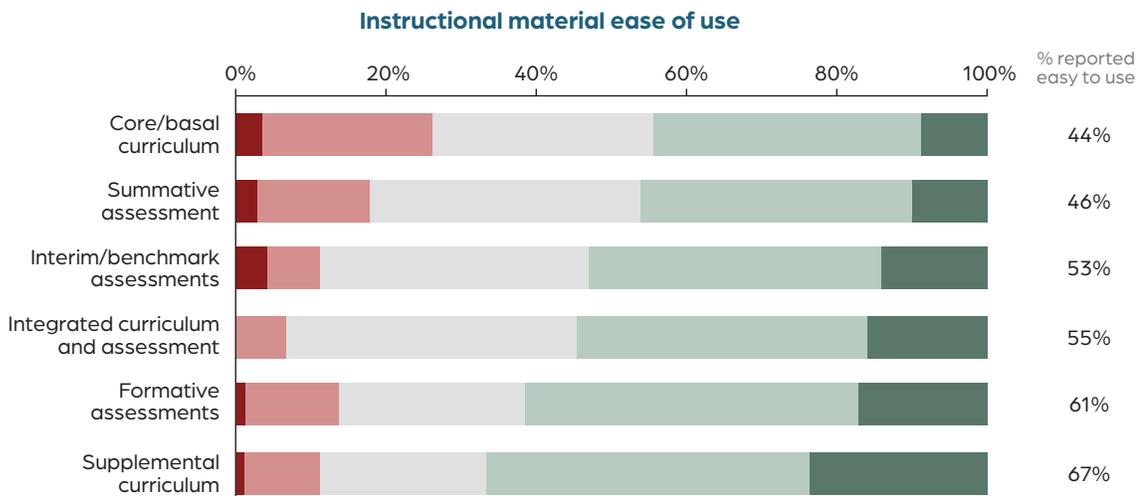


Figure 2: Ease of use by instructional material type; Tyton Partners Instructional Materials Survey October 2021

**"I would love materials that are ready to go and don't take hours to sift through. Don't send me a bunch of stuff and then ask me to put it all together. Something that is close to already ready, so I don't have to spend extra time assembling it."**

4th grade teacher, mid-sized district, SC

**"I would like a simple list of what I need to do, with blurbs explaining how things work. 'Here is the content we're teaching in this lesson, here are the learning objectives, and here are the steps to get you there,' and then maybe reference materials in the appendix if you really wanted to dig in more."**

4th grade teacher, mid-sized district, TX

#### **Actions for supplier consideration**

There is an opportunity for suppliers to continue improving the user experience for teachers, who are often pressed for time and navigating multiple tools:

##### **01 Emphasize quality over quantity:**

As many suppliers seek to provide teachers with more tools and features, teachers often find themselves overwhelmed with choices. Simplifying the number of features available to teachers, but having those be high-impact features, can help teachers find what they need quickly. By considering the preferences of a range of teachers – and not just power users – suppliers can ensure that the features they're offering are the ones most teachers will actually use, instead of inundating them with choices.

**"There's so many features and pages to sort through that it's hard to find what you're looking for. I need something simpler that will just give me what I need."**

3rd grade teacher, large district, WA

02 **Simplify design for intuitive onboarding and ongoing use:** Few teachers need training to use platforms such as Google, Facebook, or Twitter. Incorporating similar “visual language” (technically speaking, the UI/UX) into curricular materials can help teachers navigate them with greater ease and alleviate the challenges in onboarding educators and students to new materials. Easy-to-use materials, by definition, should not require any training to navigate them effectively. By streamlining the user experience, suppliers can better support teachers by delivering rigorous and sometimes necessarily complex content and accelerate learning. The more friction suppliers eliminate for teachers, the easier their jobs become and the more likely it is that they will use the materials long-term.

**“I need just a few features that are simple to use. I don’t think any teachers in my school use most of the things our products do. Just need it to be easy to get to the stuff we do use.”**

1st grade teacher, large district, TX

**“There’s plenty of [materials] and features out there. I don’t need more... just a few things I know are good and easy for the kids, and that I really know how to use.”**

High school teacher, large district, KS

Leading suppliers follow a user-centered design process and heavily incorporate feedback from teacher and student interviews, focus groups, and classroom observations. They also frequently review product usage data to continually improve the user experience. Off-the-shelf design frameworks commonly used in digital product management can be helpful (e.g., Google Material Design, Microsoft Fluent Design System, Apple Human Interface Guidelines).

**03 Improve interoperability:** As teachers increasingly adopt digital tools, there is a growing concern that those tools will not integrate well with other products, systems, and infrastructure. By aligning materials to common interoperability standards (e.g., Ed-Fi, IMS Global) and ensuring they don't have burdensome usage requirements (e.g., a specific browser, enhanced Wi-Fi bandwidth), suppliers can increase ease of use, alleviate school and district IT challenges, and reduce the time spent manually completing rostering, grading, and data sharing between tools. Interoperability typically goes hand-in-hand with ease of use – so while seamless integration between products isn't the most highly rated feature by teachers, improved interoperability will inevitably increase usability.

**"My job is not to learn how to use materials and systems, it is teaching. I just need things that are simple to use and will do what they're supposed to. All the other stuff is just trying to sell us."**

6th grade teacher, large district, OH

**"Anything that can help make materials work more seamlessly together helps support me as a teacher. Having to redo tasks and things as I copy across systems is a huge waste of time."**

4th grade teacher, mid-sized district, KY

# THEME

## 03



### SOME HIGHLY VALUED PRODUCT FEATURES ARE OFTEN MISSING

#### Why this is important

Products that best meet teachers' needs are satisfying to use, have a greater impact on teaching and learning, and are likely the most requested or recommended by teachers.

#### Our findings

Many instructional materials do not provide the features teachers value most or fully meet teachers' needs.

The product features most valued by teachers include content alignment, content differentiation, engaging content and functionality, and teacher training and support. Keeping students engaged and differentiating content to meet students within their zone of proximal development is critical.

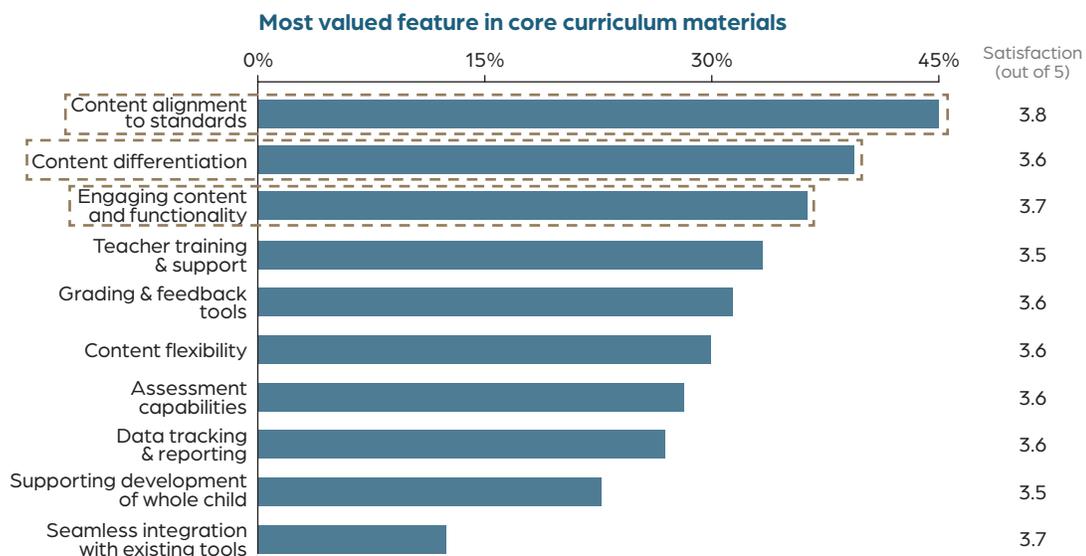


Figure 3: Most valued features and features satisfaction of core curriculum materials; Tyton Partners Instructional Materials Survey October 2021

Of the top three most valued material features, almost 20% of teachers say those features are absent from the materials they use. When these features are available, teachers report being only moderately satisfied with them, signaling an opportunity for suppliers to improve functionality.

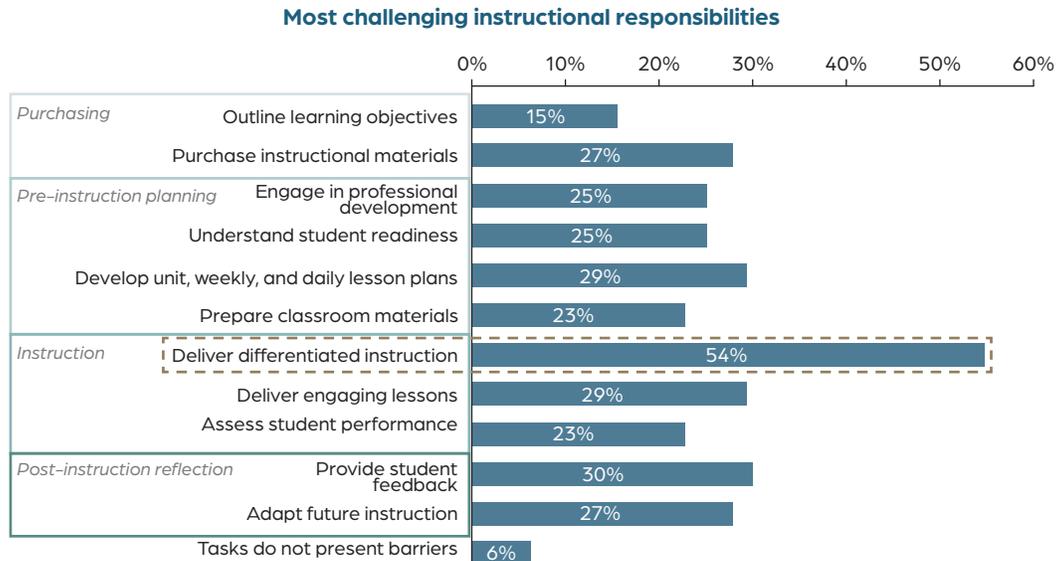


Figure 4: Most challenging instructional responsibilities; Tyton Partners Instructional Materials Survey October 2021

While teachers report having difficulty completing most instructional responsibilities, differentiating instruction is undoubtedly the most challenging task, with more than 50% of teachers indicating it as one of their biggest challenges. Core curriculum products likely aren't meeting the needs of teachers to differentiate instruction, as 62% of teachers rely on internally developed materials, compared to only 42% who use their core curriculum.

**“Most of our provided core materials are out of date, dry, and unengaging. We mostly make or find our own stuff, but of course that takes even more work to do.”**

High school teacher, large district, KS

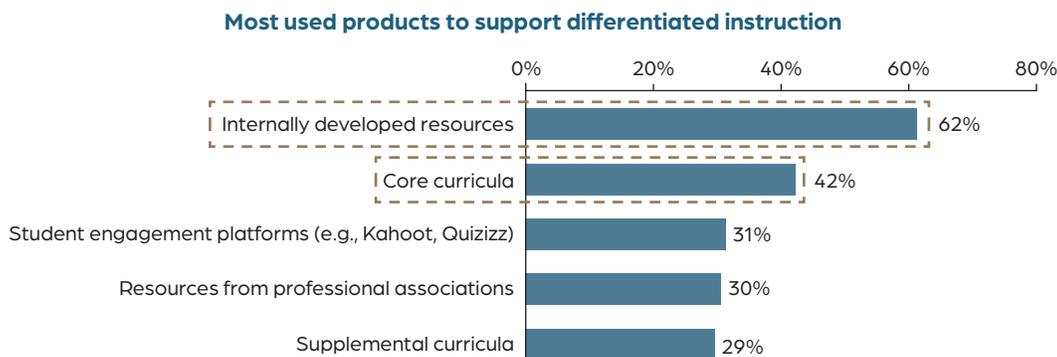


Figure 5: Most used products to support differentiating instruction; Tyton Partners Instructional Materials Survey October 2021

### Actions for supplier consideration

Given teachers' frustration with differentiating instruction and their workaround of relying on internally developed resources to support mastery of grade-level standards for all learners, suppliers should consider enhancing their solutions. Teachers indicate the need for products with the following:

- 01 **Real-time actionable data on student performance:** Almost 40% of teachers indicated they most value data tracking and reporting as an instructional material feature to support differentiating instruction.

However, only 25% of administrators were confident in teachers' ability to understand, analyze, and use student data. Suppliers can support both teachers' desire to use data and the challenges teachers face while using it by ensuring the data is in a digestible format and easy to interpret (i.e., a one-page report or single-screen dashboard). Data should also clearly map performance to standards or learning outcomes, and identify which areas may warrant whole-class instruction or differentiated support.

**"What would be really great – even from a third party – would be a dashboard to align our core and supplemental data and let us view everything all in one place and develop a complete view more easily."**

Instructional coordinator, mid-sized district, CA

**"A lot of our digital materials give us so much data, but it's not helpful if I have to spend time figuring out how to understand a spreadsheet just to see how the students did [on assessments]."**

5th grade teacher, small district, SD

**"They tell us about all the data they're providing and giving us, but it's not that helpful when it's just this onslaught of stuff I don't even know how to use. I just want a report telling me where the gaps are and what students needs extra help."**

Middle school teacher, mid-sized district, WA

**02 Recommended student grouping and learning paths:** Related to having access to digestible student performance data, teachers also need guidance on grouping students by skill level and which activities would be most appropriate for each student. Suppliers can reduce this burden by suggesting varied learning paths and providing recommendations for differentiated or scaffolded activities that promote mastery of grade-level standards for all students by year end.

**"A formative assessment tool that could give you actionable data in real time and then suggest activities or strategies to address the gaps of that student based on the data would be perfect."**

Superintendent, small district, NY

**"Our math program is 150 days, with review periods built in, so I know we can get through it all and that I have some extra space if we need to go slower or spend an extra day here or there."**

3rd grade teacher, small district, OR

**03 Modifiable and flexible materials:** Almost 40% of teachers rated content flexibility as a most desired feature of their instructional material, while just over 20% indicated that their materials do not have this option. While teachers appreciate materials that prescribe and even assign content and activities for students (e.g., adaptive technologies), most also want the option to modify resources more directly as needed.

Suppliers can offer authoring tools to enable teachers to modify materials to meet students' needs and cover skill gaps. By allowing teachers to adjust the scope and sequence of materials and insert additional content, teachers are more likely to use those materials consistently, rather than relying on internally developed resources to supplement.

**04 Searchable and curated resources:** Identifying resources to meet the needs of every student can be highly time-intensive for teachers. Teachers often rely on internally developed resources or resource-sharing communities because it's easier to create or find new activities or content through these channels than to access them through their curriculum, because it offers an incomplete collection of resources or is difficult to navigate.

With differentiated content and activities curated in a searchable library, teachers can efficiently plan and deliver new lessons with content that is already aligned to what students are learning. To facilitate this, suppliers should provide resources for teachers that target different skill gaps, map to learning objectives, and are tailored for various performance levels.

**"I just go to Google to find the resources for my class. It's a good search that can find me relevant materials fast. I don't understand why [suppliers] can't provide something like that so I can find aligned resources quickly."**

8th grade teacher, small district, MA

**"Don't make us go hunt for the differentiation. Why is it always in a separate book? Every page for any skill should be altogether in one place."**

3rd grade teacher, large district, CA

**"A lot of times I'm not sure which features or activities to use for what lessons or objectives. It'd be great to have the connection between the features or activities and the objectives they serve clearly stated."**

High school teacher, large district, NE

# APPENDIX A

## INTRODUCTION TO THE SUPPLIER BENCHMARKING TOOLKIT

### Overview of the Supplier Benchmarking Toolkit

Rooted in analysis of the teacher and administrator experience – and incorporating supplier perspectives – the Supplier Benchmarking Toolkit (SBT) is a tool for suppliers of core and supplemental curriculum products to leverage as they continue to improve their products and services to meet educators’ needs. Using this tool, suppliers can reflect on how mature their product features and services are to identify potential opportunities for enhancement.

To facilitate the process of developing and disseminating best-in-class products and supporting services, the SBT also guides suppliers on how to benchmark their internal company processes, including how to identify and develop the most-wanted product features.

### The SBT includes the following:

- An overview of must-have and should-have product features and services, as defined by teachers and administrators, as well as internal processes critical to product development and dissemination
- A high-level rubric for evaluating the maturity of each product feature and service and internal process
- Suggested data-capturing methodologies and important questions to consider during the evaluation process

Please visit <https://tytonpartners.com/SBT> to download the Supplier Benchmarking Toolkit.

## APPENDIX B RELATIONSHIPS BETWEEN TEACHER SATISFACTION, INSTRUCTIONAL MATERIALS, AND SUPPLIER SUPPORT

Schools and districts undoubtedly have an impact on teacher satisfaction. However, instructional materials and suppliers may be just as vital: almost 70% of teachers surveyed said the quality of the materials they have access to highly influences their job satisfaction.<sup>6</sup>

### Correlation of contextual factors and teacher satisfaction

	Variable	P-value
<b>High correlation</b>	Support received from supplier	<0.0001
	Perceived quality of instructional materials	<0.0001
	Instructional support received from administrators	<0.0001
	Influence in the decision-making process for new materials	<0.0001
<b>Some correlation</b>	Region taught in (e.g., Midwest, New England)	0.002
	% of F&RL students	0.006
<b>No correlation</b>	School setting (e.g., rural, urban)	0.101
	School size	0.260
	Years of teaching experience	0.323
	Use of high-quality instructional materials (HQIM)	0.447
	School type (e.g., public, charter, private)	0.673

Figure 6: Correlation of contextual factors and teacher satisfaction, derived from a chi-squared test: no correlation = >0.05, some correlation = 0.05–0.001, high correlation = <0.001; Tyton Partners Instructional Materials Survey October 2021

The perceived quality of instructional materials and level of support that teachers receive from suppliers and administrators are substantially more correlated with job satisfaction than are years of teaching experience, school size, percentage of students that qualify for free and reduced lunch, and many other factors. Fortunately, improving the instructional materials and training teachers receive may be easier to address than many of the contextual factors listed above.

Nevertheless, the use of high-quality instructional materials (HQIM) – defined by EdReports as materials that 1) are closely aligned to and adequately promote the mastery of grade-level standards and 2) support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners – is not correlated with satisfaction. This suggests that materials with this designation alone aren't enough, and that teachers' perception of quality often differs from that of EdReports.

<sup>6</sup> Tyton Partners Instructional Materials Survey, 2021

**Degree of training and support received from instructional material suppliers, by level of teacher satisfaction**

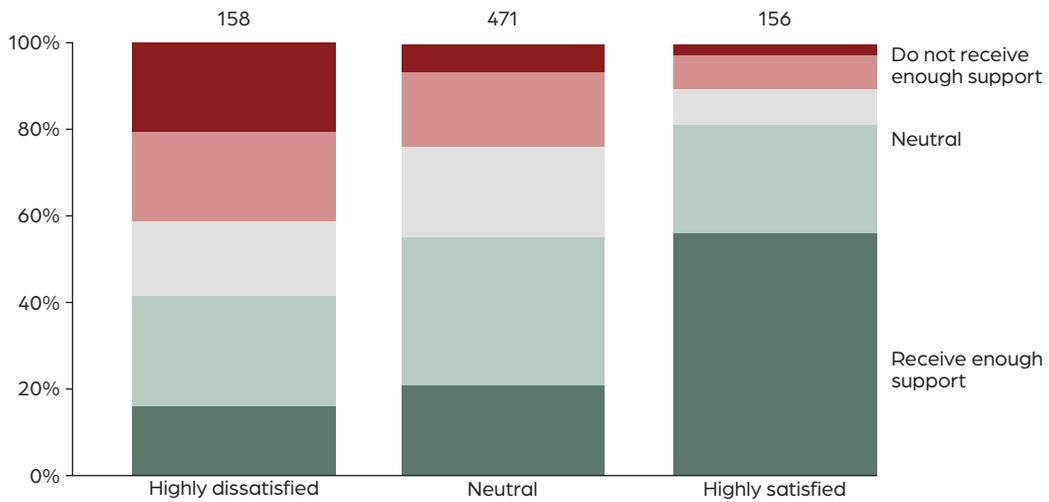


Figure 7: Degree of training and support received from instructional material suppliers by level of teacher satisfaction; Tyton Partners Instructional Materials Survey October 2021

**Degree of training and support received from instructional material suppliers, by HQIM and non-HQIM users**

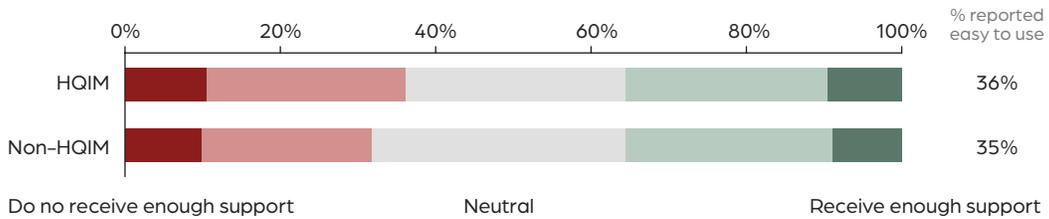


Figure 8: Degree of training and support received from instructional material suppliers by HQIM and non-HQIM users; Tyton Partners Instructional Materials Survey October 2021

**Instructional material ease of use**

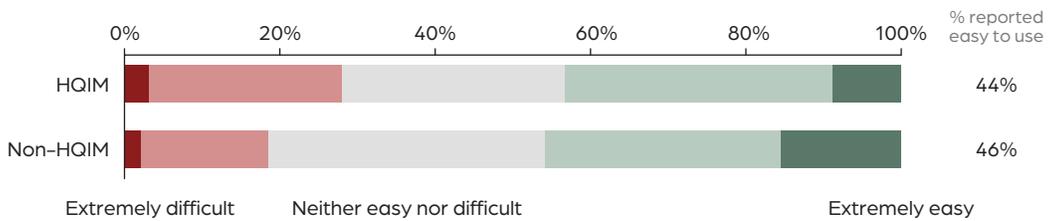


Figure 9: Ease of use by instructional material type by HQIM and non-HQIM users; Tyton Partners Instructional Materials Survey October 2021

### Most challenging instructional responsibilities, by HQIM and non-HQIM users

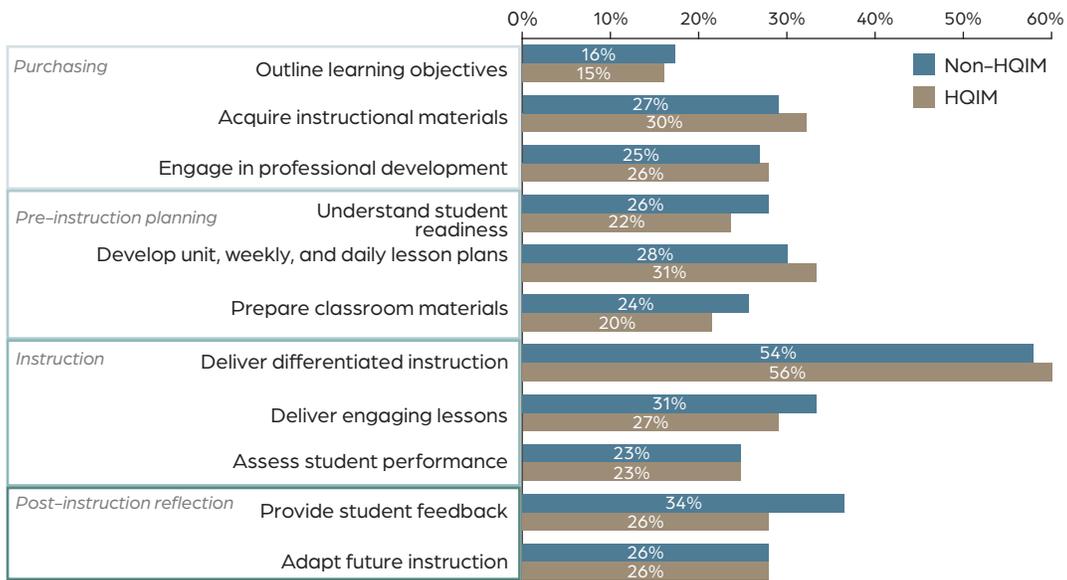


Figure 10: Most challenging instructional responsibilities by HQIM and non-HQIM users; Tyton Partners Instructional Materials Survey October 2021

## APPENDIX C ANALYSIS METHODOLOGY

### Survey

Two large-scale national surveys – one for teachers and one for administrators – were conducted in Fall 2021, yielding 1,605 responses from teachers and 654 from administrators. Respondents represent a variety of experience levels, subjects and grades taught, school types, and geographic regions.

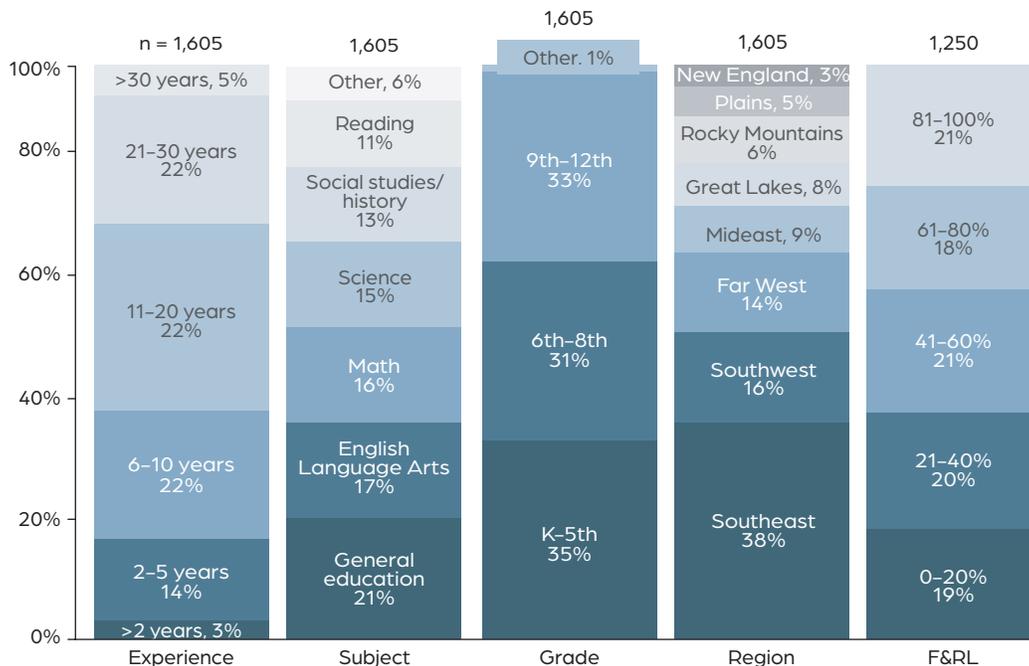


Figure 11: Respondent demographics of teachers; Tyton Partners Instructional Materials Survey October 2021

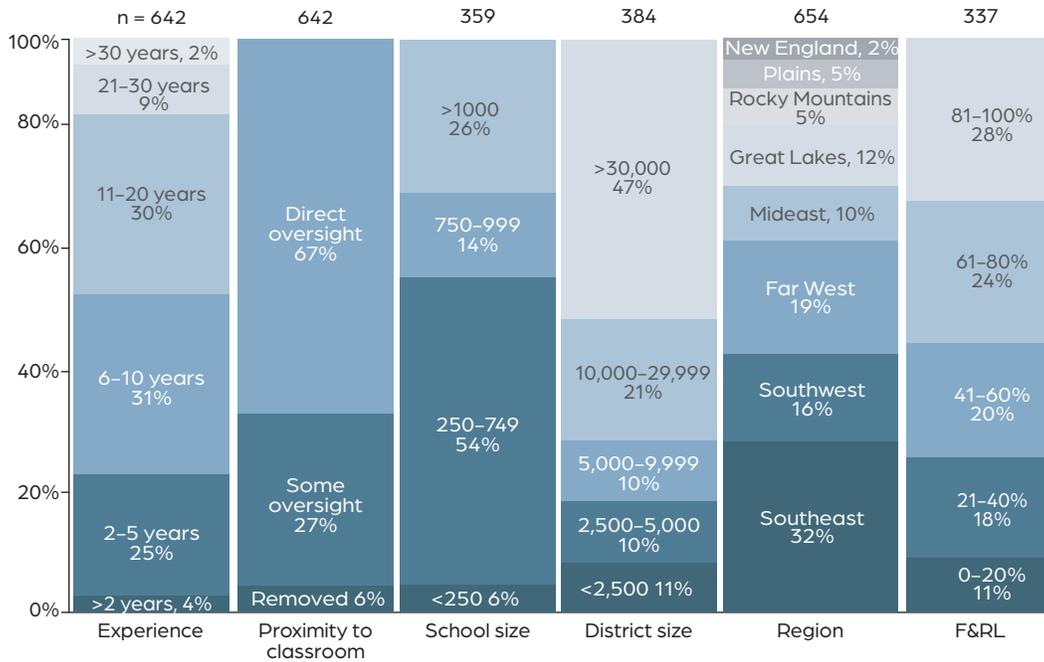


Figure 12: Respondent demographics of school and district administrators; Tyton Partners Instructional Materials Survey October 2021

## Interviews

Tyton Partners completed interviews with 40 K-12 teachers and administrators to develop a perspective on their responsibilities and greatest challenges. Interviews covered teachers' use of instructional materials, where these materials were and were not meeting teacher needs, and the challenges that suppliers could help address.

In addition, Tyton Partners interviewed 15 K-12 instructional material suppliers and supporting organizations to understand their priorities and needs. Interviews focused on current product development processes, methods for understanding the needs of end users, and where suppliers would benefit most from an enhanced understanding of teachers' perspectives.



## ABOUT TYTON PARTNERS

Tyton Partners is designed to be different. As the only advisor dedicated to the rapidly evolving Global Knowledge Sector, we have constructed a team of bankers, principal investors, consultants, operators, and educators to deliver industry-defining insights to power executives' and investors' critical decisions.

For more information, visit [www.tytonpartners.com](http://www.tytonpartners.com).