

Voices from the Classroom 2025

Teacher Perspective on High-Quality Instructional Materials

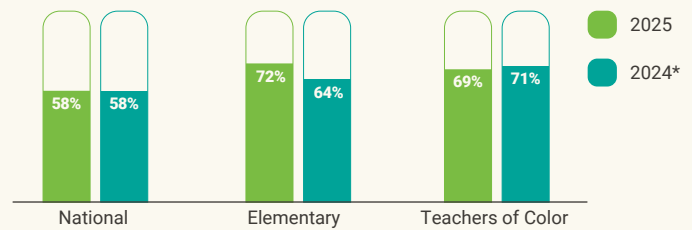
As districts and states nationwide embrace the “Science of Reading” movement by adopting high-quality instructional materials (HQIM) and aligned professional learning (PL), teachers report increasingly positive perceptions about these changes. However, many continue to supplement with self-made or downloaded materials that research shows are likely to be low-quality and to dampen student achievement, indicating a need for more support differentiating materials to allow all students to access them.

Material Adoption

The Science of Reading movement that gained momentum and national attention in 2022 is continuing to change literacy instruction across the country. Percentages of new curriculum adopters are relatively steady from 2024, though an increase was observed among elementary teachers.

In the past four years, has your district implemented new curricular materials aligned to the Science of Reading? (% reporting yes)

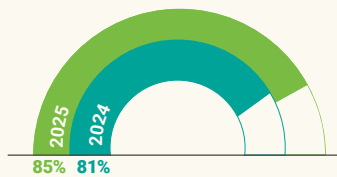
Q54. 2025 National Teacher Survey



*The 2024 survey asked about implementation of new materials in the past three years.

Implementation Support

Large majorities of teachers are satisfied with the support they've receiving from their district to implement new HQIM. A third of teachers say that support has been “very effective,” which is up from last year, but is still quite low.



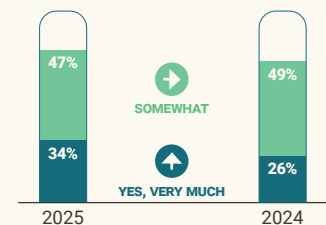
Teachers overwhelmingly believe their district has effectively supported curriculum implementation

Instructional Practice Shifts

Most teachers leveraging new HQIM report that those materials have changed their instructional practices. Less than a third report that their instruction has changed “very much,” an increase from last year’s survey but again, relatively low.

Have these new materials changed your instructional practices?

Q53. 2025 National Teacher Survey



Curriculum Supplementation

Despite progress in effective implementation support and shifts to instructional practices, teachers continue to widely report that they seek out lessons external to their curriculum. Promisingly, Gen Z teachers are less likely to report “often” using supplementary materials. The most common reasons teachers report for supplementing are that their curriculum is not engaging and that it is not easily differentiated.

How often do you create, buy, or download lessons to replace or supplement your curriculum?

Q50. 2025 National Teacher Survey

