

WHAT'S HOT IN LITERACY

2017 Report



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Introduction

THE WHAT'S HOT SURVEY FINDINGS first appeared in the members-only newspaper of the International Reading Association (IRA), now the International Literacy Association (ILA), in 1997 under the title *What's Hot, What's Not*. Conducted for 20 years by Jack Cassidy, past president of IRA, the survey took the temperature of a list of topics deemed important by a sample of approximately 25 literacy leaders. These leaders were asked if certain issues were *hot* or *not hot* in terms of priority in that year's educational landscape.

By 2001, the questions *What should be hot?* and *What shouldn't be hot?* were added, painting a more comprehensive picture of what the hot topics in reading and writing instruction *should be* and how the conversations in education needed to shift.

The result was an annual, comprehensive ranking of issues, ranging from balanced reading and phonemic awareness in the '90s to new literacies and literacy coaching in the last decade.

As literacy instruction evolved, so did the survey. In 2015, the findings were published in ILA's member magazine, *Literacy Today*, under the name *What's Hot in Literacy*—a change reflecting the importance of 21st-century skills and the belief that all educators are teachers of literacy.

Traditionally, the *What's Hot* report has been used to foster relevant professional development within schools, to promote timely research and lifelong learning for literacy teachers, and to guide conversations in teacher education programs.

After decades of dedication, Jack Cassidy submitted his final *What's Hot in Literacy* report for 2016. Rather than retire the project, valued by so many, ILA chose to reboot it instead.

“Keeping education relevant on current trends is a vitally important role a professional organization plays in shaping the field. Glad to see ILA reaching out to its membership to gather what’s shaping literacy today.”

—Academician, California

Methodology

ILA'S GOAL WAS TO EXPAND the What's Hot survey by launching a broader outreach that included a cross-sector of literacy leaders. We worked with advisors from ILA's Literacy Research Panel to validate the approach, questions, and data tabulation throughout the process.

In **Phase I**, which took place in June and July of 2016, 19 one-on-one qualitative phone interviews were conducted to determine what topics to include in the broader quantitative survey. Interviewees represented education professionals, nonprofit leaders, and government representatives in four countries who were asked what topics were *hot* and what topics were *important* at both their community level and their country level.

Hot was defined as trending—the topics related to literacy that are receiving the most attention in the classroom, in conversations with other educators, and in the media. *Important* was defined as topics that are most critical to advancing literacy for all learners. Topics that were deemed *hot* could also be *important* topics, and vice versa.

Phase II included the quantitative survey, which was sent in August 2016 to a randomized sample of current and lapsed ILA members in addition to other literacy professionals and cross-sector leaders.

Respondents were asked to provide their opinions on a series of 17 topics—all related to the most common terms and themes uncovered in the qualitative survey—to determine what topics are *hot* and *important*. A list of the topics and their descriptions can be found in Appendix C.

Note that it is not a comprehensive list of important topics, but rather a sample of topics currently trending in literacy, as determined by our qualitative interviewees.

Using a 1–5 Likert scale ranging from *not at all hot/important* to *extremely hot/important*, each topic was broken into four questions: Is the topic hot in your community? Is it hot in your country? Is the topic important in your community? Is it important in your country?

The survey closed in September 2016 with 1,594 total responses from 89 countries and territories.

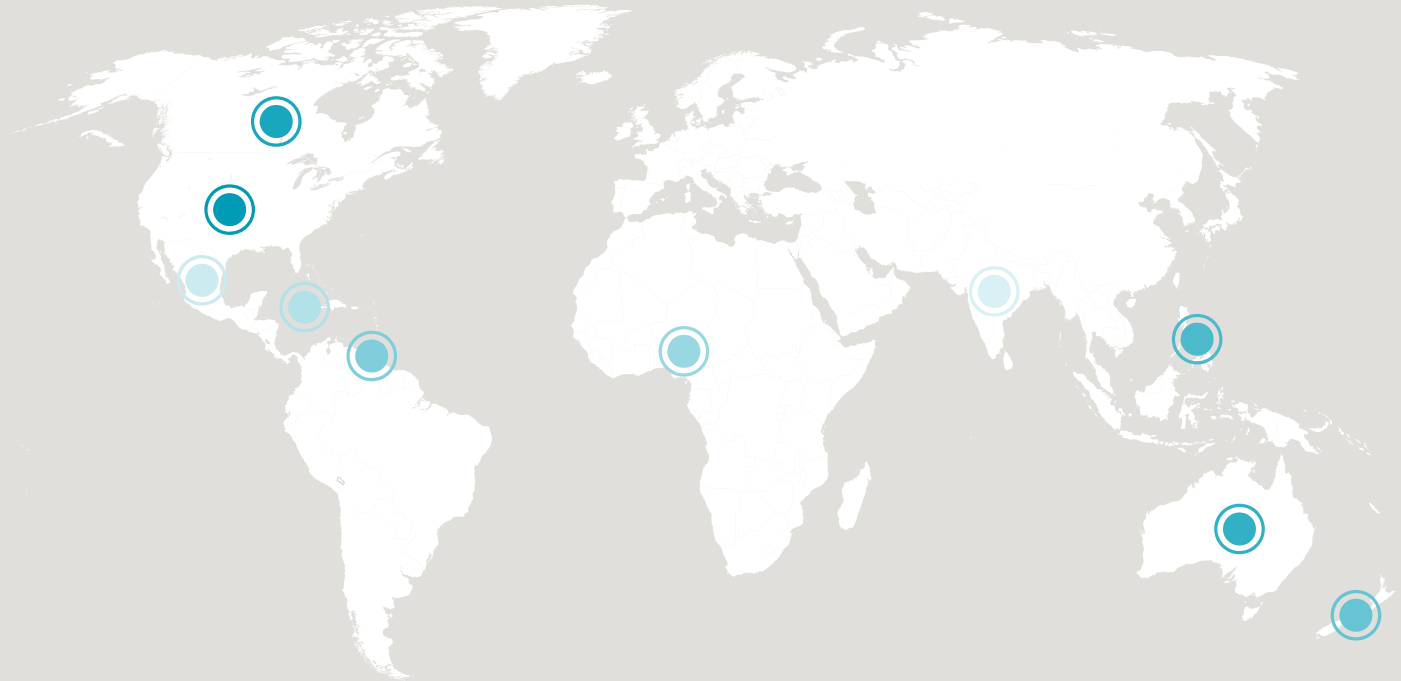
"I have been an ILA member for almost 40 years and am so pleased...to be asked to participate in this survey. ILA has been my go-to resource for all my years in the classroom and as an administrator of literacy programs."

—Literacy Coordinator/
Supervisor, New York

WHO were our respondents?

TOP 10 RESPONDING COUNTRIES

- United States
- Canada
- Australia
- Philippines
- New Zealand
- Trinidad and Tobago
- Nigeria
- Jamaica
- Mexico
- India



EXPERIENCE

Average respondents:

classroom teachers
reading/literacy specialists

teaching learners **ages 5–14**

11+ years' professional education experience

EMPLOYMENT

63% education

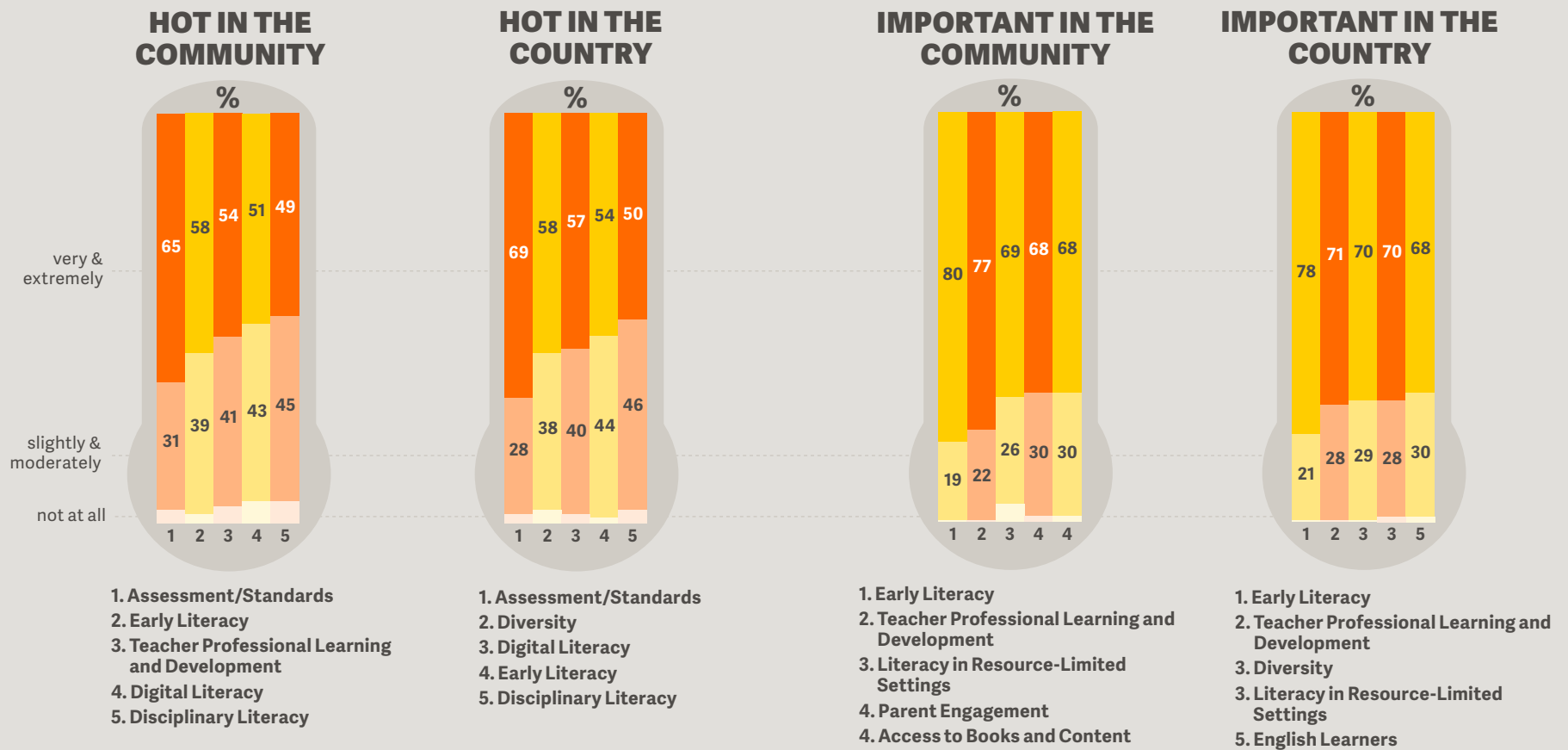
23% academia

9% other

5% public sector

Key Findings

IN LOOKING AT SURVEY RESPONSES, we first combined the value ratings for *very* and *extremely* to come up with the top five **hot topics** and top five **important topics** at both the community and country levels.



Once the top hot and important topics were identified, we asked ourselves: Where are the biggest gaps? What is most important, at respondents' local and national levels, but isn't receiving the attention it deserves?

Through this analysis, we arrived at five topics with significant unmet needs at both the community and the country levels:

At the community level:	At the country level:
1. Parent Engagement	1. Parent Engagement
2. Access to Books and Content	2. Access to Books and Content
3. Literacy in Resource-Limited Settings	3. Literacy in Resource-Limited Settings
4. Teacher Professional Learning and Development	4. Early Literacy
5. Early Literacy	5. Teacher Professional Learning and Development

Further findings here include the following:

■ **Assessment/Standards is a hot topic, but it is clearly not considered as important to respondents as other topics.**

Assessment/Standards ranked **No. 1** among all hot topics at the community and the country levels, but it fell to **No. 12** in terms of actual importance at the community level and **No. 10** at the country level.

What About Classroom Assessment?

It's not surprising that Assessment/Standards ranked so high as a hot topic because of the high stakes and policy implications that come with it. Although authentic assessment was included in the topic description for survey respondents, it wasn't enough to increase the topic's importance. We'd be curious to see how the results change if we split the topic up next year.

"This survey is a very efficient tool to [determine] literacy trends worldwide and to provide suitable solutions."

—School Administrator, Niger

■ Early Literacy is both important *and* hot.

Early Literacy dominated the charts as an important topic: **80%** and **78%** of respondents felt it was either *very* or *extremely important* at the community and country levels, respectively. Although the numbers dropped on the hot scale, it still ranked fairly high: **58%** and **54%** felt it was *very* or *extremely hot* at the community and country levels.

■ We should be paying more attention to Literacy in Resource-Limited Settings.

Literacy in Resource-Limited Settings did not appear in the top five hot topics for either the community or the country, yet it appeared in the top five of both for importance. It ranked **No. 3** at the community level with **69%** reporting it as *very* or *extremely important* and tied for **No. 3** at the country level with **70%**.

■ Teacher Professional Learning and Development is extremely valued by educators.

Although one might assume it would turn out to be hot *and* important, it wasn't, according to our respondents. For instance, at the country level, **47%** rated it *very* or *extremely hot*, and **71%** rated it *very* or *extremely important*.

■ Digital Literacy is not considered as important as other topics.

Digital Literacy ranked higher as a hot topic than an important one. Many respondents did find it to be either *very* or *extremely important* (**59%** at the community level and **63%** at the country level), but overall it lagged behind topics respondents felt were more important such as Disciplinary Literacy and English Learners.

What Do We Mean By Literacy in Resource-Limited Settings?

The topic means different things to different people depending on location, but it includes underfunded schools, classrooms with no Internet connection, areas with little to no ongoing teacher training, or places where there is a lack of emphasis on literacy in general. This holds true for both developing and developed countries.

"[There is a] need for less emphasis or reliance on standardized testing to assess student literacy and more on developing teacher observation."

—Reading/Literacy Specialist,
New Zealand

What's the Difference? Access to Books and Content vs. Literacy in Resource-Limited Settings

The two issues are related, but Access to Books and Content is a tangible topic (e.g., physical access and relevant content) whereas Literacy in Resource-Limited Settings is more intangible (e.g., educational equity and economic diversity). A full list of topics and descriptions can be found in Appendix C.

■ Access to Books and Content is more important than it is hot.

Classroom educators ranked Access to Books and Content as a top five important topic at the community level, and it also landed in the top five important topics for all respondents at both community and country levels. However, only **39%** in the community and **36%** in the country viewed it as *very* or *extremely hot*.

■ Parent Engagement should be a higher priority.

Only **38%** of respondents rated Parent Engagement as *very* or *extremely hot* at the community level and **32%** at the country level. In terms of importance, the topic rose to **68%** at the community level and **62%** at the country level.

■ Dual Language Literacy Skills and Programs is not very important to our respondents.

Dual Language Literacy Skills and Programs showed the largest percentages of *not at all/slightly hot* or *not at all/slightly important* ratings. In the community, **61%** felt the topic was *not at all* or *slightly hot* and **41%** felt it was *not at all* or *slightly important*. In the country, **48%** stated it was *not at all* or *slightly hot* and **30%** stated it was *not at all* or *slightly important*.

A further look at the results, including feedback from ILA's executive leadership and other literacy leaders, is featured in the January/February issue of *Literacy Today*, ILA's members-only magazine.

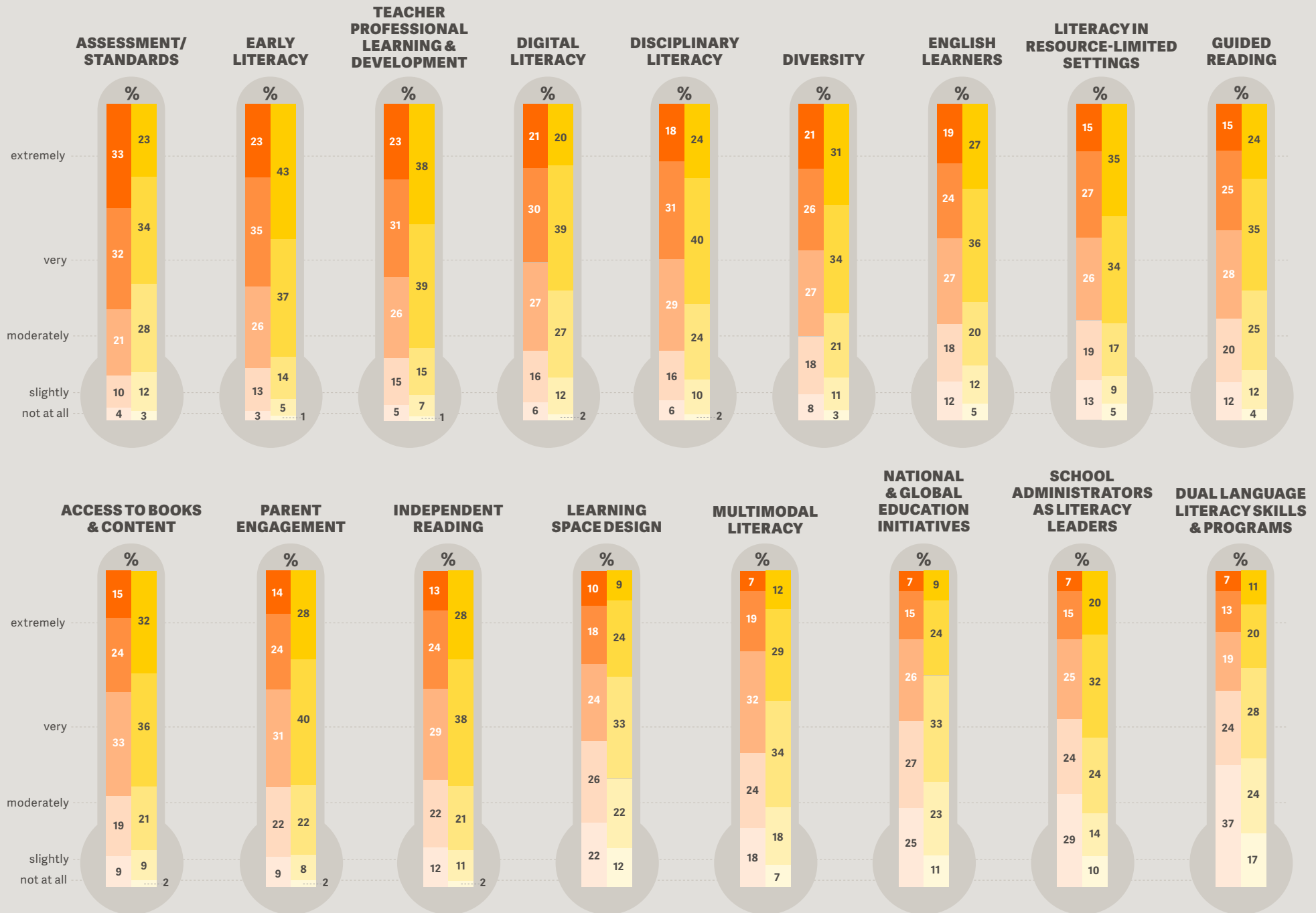
NEXT: All Respondent Results ►

"Thank you for including parent engagement in this survey! It needs to be integrated more in our literacy training and implementation experiences."

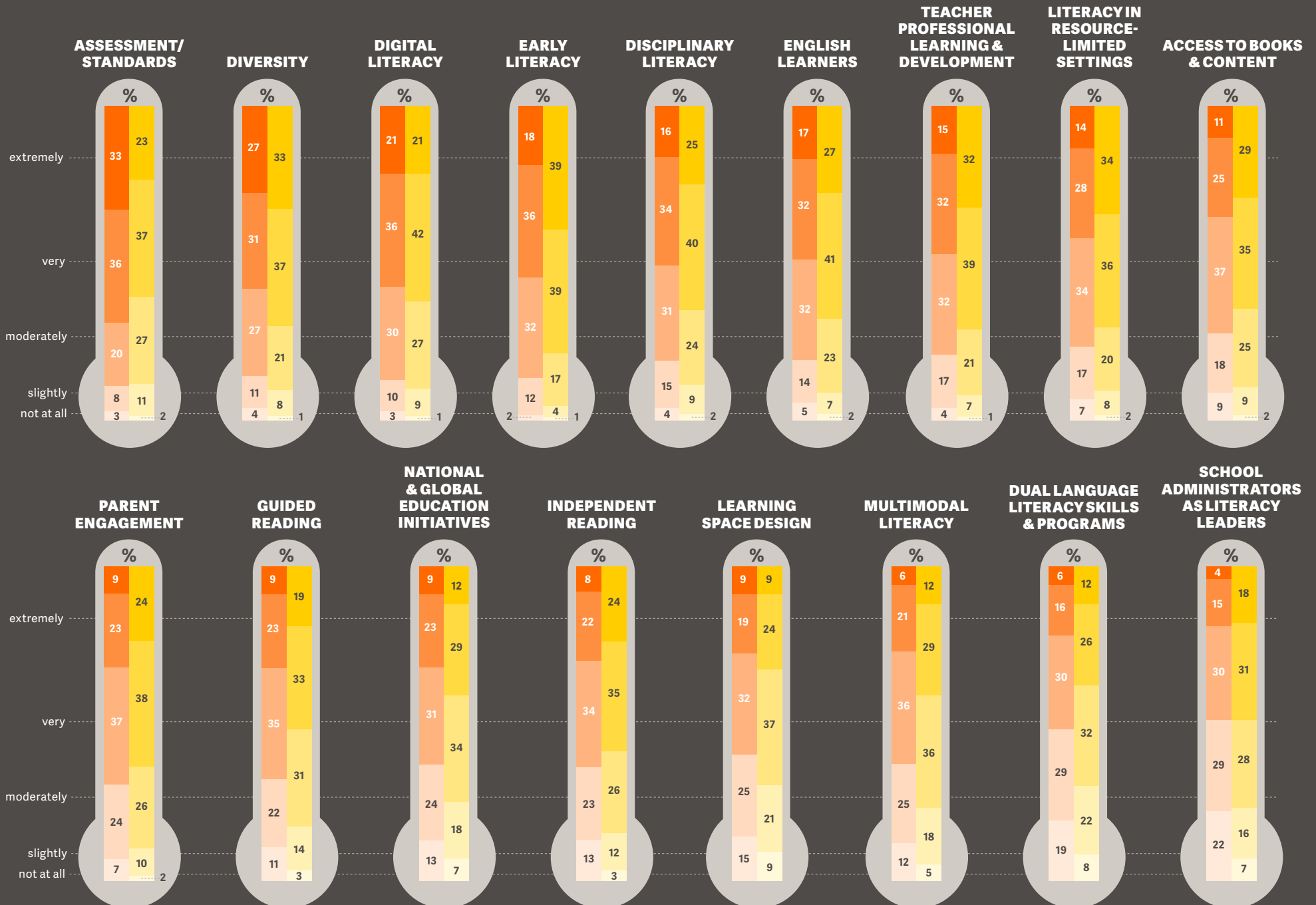
—Academician, California

All Respondents—Community

HOT
IMPORTANT



All Respondents—Country

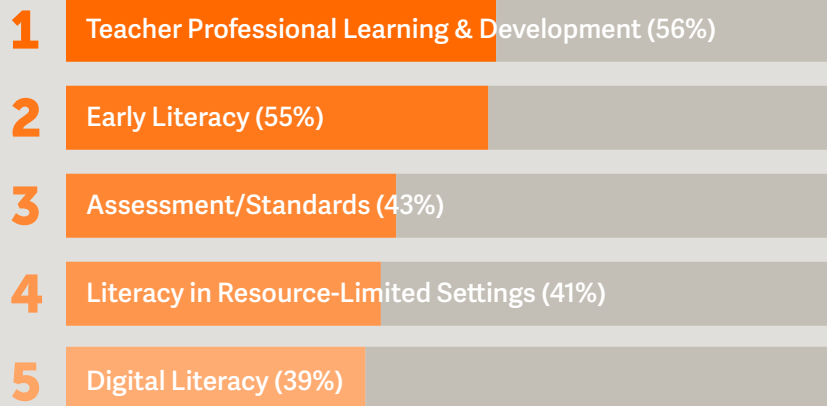


Spotlight on Developing Countries

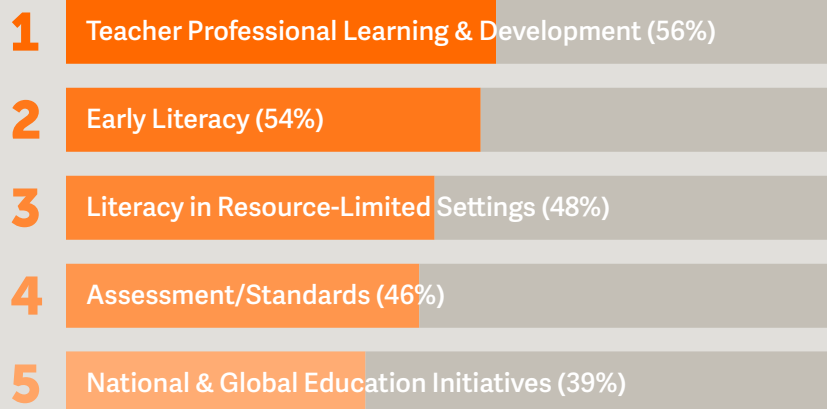
The following topics stood out among our respondents in developing countries (see Appendix B for a list of countries included). Percentages indicate the amount of respondents who ranked the topic as either *very/extremely hot* or *very/extremely important*.*

TOP FIVE HOT TOPICS

Community

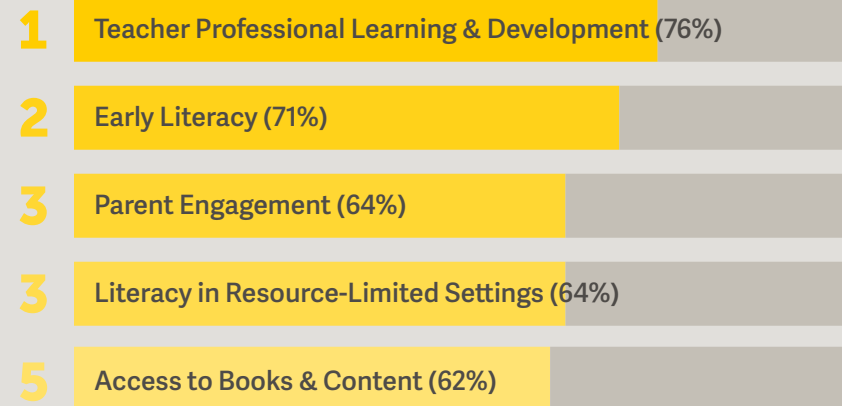


Country

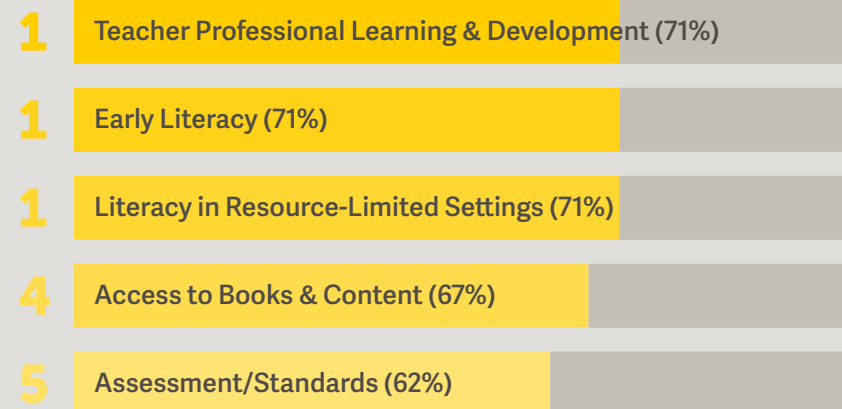


TOP FIVE IMPORTANT TOPICS

Community



Country



*Although the number of respondents from developing countries was not a statistically significant amount, these results can be used for anecdotal purposes.

Topic Comparisons

WHEN WE DELVED INTO THE DEMOGRAPHICS of the survey respondents, we also looked at the variations among certain subcategories of education professionals and found some interesting differences when comparing roles for educators of students ages 5–18.

Classroom teachers were **LESS LIKELY** than **reading/literacy specialists** to say that **Diversity** was “extremely hot in my country” or “extremely important in my country.”

Classroom teachers were **LESS LIKELY** than both **literacy/instructional coaches** and **reading/literacy specialists** to say that **Dual Language Literacy Skills and Programs** was “not at all hot in my community” and “not at all hot in my country.”

Literacy/instructional coaches were **MORE LIKELY** to give **Early Literacy** “hot” ratings than either **classroom teachers** or **reading/literacy specialists**.

Classroom teachers were **LESS LIKELY** than both **literacy/instructional coaches** and **reading/literacy specialists** to say that **Early Literacy** was “extremely important in my community” or “extremely important in my country.”

Classroom teachers were **LESS LIKELY** than **literacy/instructional coaches** to say that **Guided Reading** was “extremely hot in my community,” “important in my community,” or “important in my country.”

“[There is a] high emphasis these days on digital literacy but nothing addressing the fact that some remote sites are challenged with connectivity issues.”

—School Administrator,
California

Reading/literacy specialists were **LESS LIKELY** than literacy/instructional coaches to say that **Independent Reading** was “*extremely hot in my community.*”

Literacy/instructional coaches were **MORE LIKELY** to give **School Administrators as Literacy Leaders** “*hot*” or “*important*” ratings than either classroom teachers or reading/literacy specialists.

Literacy/instructional coaches were **MORE LIKELY** to give **Teacher Professional Learning and Development** “*extremely hot*” or “*extremely important*” ratings than either classroom teachers or reading/literacy specialists.

“Literacy coaching is a must. [It deserves] more attention, promotion, advocacy, and presence in standards, literature, and all recommendations.”

—Academician, Arkansas

What Surprised Us

BEYOND THE KEY FINDINGS, the results included revealing statistics that surprised us. Here are a few.

Dual Language Literacy Skills & Programs

Only **38%** of all respondents felt Dual Language Literacy Skills and Programs was *very or extremely important* in their country, and **30%** felt it was *not at all* or just *slightly important*.

And yet:

It's estimated that more than half the world's population is at least bilingual. (1) Looking just at English, the number of children and adults around the world expected to be learning or using the language by 2020 is **2 billion**. (2)



2 billion English speakers and learners by 2020

In the United States alone, **9.3%** of public school students are ELs, representing **4.5 million** learners. (3)



4.5 million EL students in U.S. public schools

But:

Only **18%** of U.S. respondents viewed Dual Language Literacy Skills and Programs as *very or extremely hot* in the country, and **50%** stated it was *not at all* or *slightly important*.

Interestingly, when it came to the topic of English Learners, **53%** of U.S. respondents rated it as *very or extremely hot* in the country, and **73%** as *very or extremely important*, which means there could be a lack of emphasis on biliteracy and translanguaging practices.

(1) <https://www.psychologytoday.com/blog/life-bilingual/201011/bilingualisms-best-kept-secret>

(2) <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>

(3) <https://nces.ed.gov/fastfacts/display.asp?id=96>

DUAL LANGUAGE LITERACY SKILLS & PROGRAMS

All Respondents

very or extremely important (38%)

not at all or slightly important (30%)

U.S. Respondents

very or extremely hot (18%)

not at all or slightly important (50%)

ENGLISH LEARNERS

U.S. Respondents

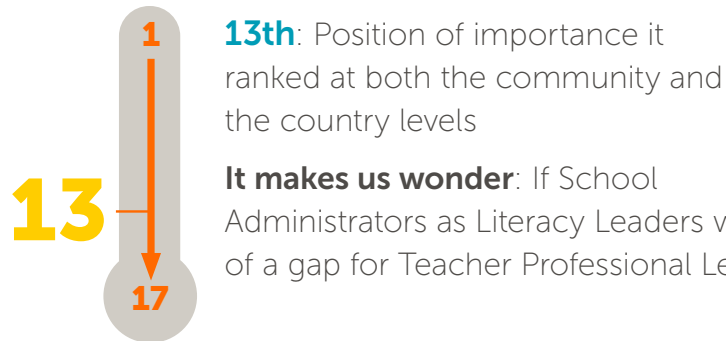
very or extremely hot (53%)

very or extremely important (73%)

School Administrators as Literacy Leaders

Fostering an environment that promotes a culture of literacy starts with the school's leadership. However, respondents placed School Administrators as Literacy Leaders toward the bottom of all four charts.

29%: Amount of respondents who said the topic was *not at all hot* in their community



SCHOOL ADMINISTRATORS AS LITERACY LEADERS

All Respondents

not at all hot (29%)

Independent Reading

Students who read independently—choosing books on their own and reading them alone—have a higher rate of academic success than those who do not read independently. (4)

Knowing this, it's no surprise that **66%** of respondents stated Independent Reading is *very* or *extremely important* in their community and **59%** saw it as *very* or *extremely important* in their country.

However, only **37%** of respondents stated that it is *very* or *extremely hot* in their community and **30%** said it's *very* or *extremely hot* in their country.

29% more important than hot

29%: Difference in both the community and country between Independent Reading's importance and heat

INDEPENDENT READING

In my community

very or extremely hot (37%)

very or extremely important (66%)

In my country

very or extremely hot (30%)

very or extremely important (59%)

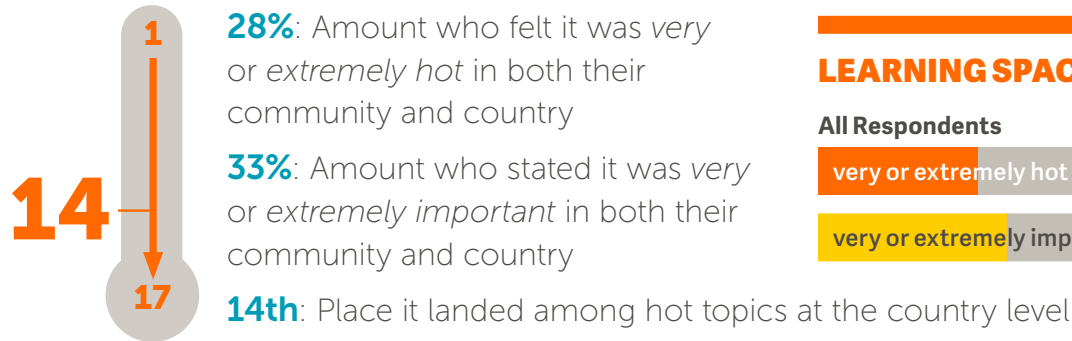
"This survey is revealing, especially for those of us in developing countries."

—Academician, Nigeria

(4) <http://literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf>

Learning Space Design

With flipped instruction, blended learning, makerspaces, and collaborative environments receiving so much coverage in the news and on social media, it seems to us like the idea of learning space design is pretty trendy. However, our respondents didn't feel the same way.



LEARNING SPACE DESIGN

All Respondents

very or extremely hot (28%)

very or extremely important (33%)

Digital Literacy

Digital Literacy ranked among the top five hot topics at both the community and country levels, to no real shock in today's multimodal landscape.

However, considering the role new technologies play in the evolving definition of literacy, we thought it would be rated more important.

41%: Amount of respondents who stated the topic is *not at all, slightly, or moderately important* in their community

37%: Amount who stated it's *not at all, slightly, or moderately important* in their country

Topics rated more important: Early Literacy, Teacher Professional Learning and Development, Literacy in Resource-Limited Settings, Access to Books and Content, Diversity, Parent Engagement, Disciplinary Literacy, English Learners, Independent Reading

DIGITAL LITERACY

Not at all, slightly, or moderately important

in my community (41%)

in my country (37%)

9 topics rated
more
important

"One of the most challenging issues in my education community involves meeting the needs of all readers in a diverse classroom when staff is limited."

—Classroom Teacher, Texas

What Surprised You? What findings stood out to you? What topics do you think should or should not have been on this year's report? Share your thoughts on social media with the hashtag #ILAWhatsHot or e-mail whatshot@reading.org.

Appendix A: Acknowledgments

THE WHAT'S HOT IN LITERACY SURVEY RESULTS have been a trusted resource for classroom teachers, teacher educators, and literacy leaders across the spectrum thanks to **Jack Cassidy**, past president of IRA. We thank him for his dedication to the project.

We'd also like to thank those who played a part in the launch of this new edition, particularly **Peter Freebody**, **Diane Lapp**, and **Sheila Valencia** of ILA's Literacy Research Panel for working with us to validate the approach, questions, and data tabulation. Additionally, we appreciate the contributions of the 19 literacy leaders we interviewed during the qualitative phase. Their feedback was used to select the topics included in this year's survey. They are:

- **Marty Abbott**, American Council on the Teaching of Foreign Languages
- **Lois Bridges**, Scholastic Professional
- **Bernadette Dwyer**, St Patrick's College, Drumcondra, Ireland
- **Julia Firestone**, Pearson and Project Literacy
- **Kip Glazer**, Frontier High School, California
- **Kimberly Jones-Goods**, North Carolina Agricultural and Technical State University
- **Nafiz Khan**, Bangladesh Reading Association
- **Jim Knight**, Instructional Coaching Group
- **Donalyn Miller**, Scholastic
- **Liliana Montenegro**, Center of Excellence for Research and Dissemination of Reading and Writing, Pontificia Universidad Católica Madre y Maestra, Dominican Republic
- **Kristine Mraz**, New York City Public Schools
- **Susan Neuman**, New York University
- **Sam Patterson**, Echo Horizon School, California
- **Stephen Peters**, Laurens County School District 55, South Carolina
- **Tim Shanahan**, University of Illinois at Chicago
- **Paul Taylor**, RRRKIDZ, Inc.
- **Nancy Veatch**, U.S. Department of Education Classroom Fellow; Bend Elementary School, California
- **Christie Vilsack**, USAID
- **Jennifer Williams**, Calliope Global Education Initiatives, Florida

Appendix B: Countries Represented

The 2017 What's Hot in Literacy survey received 1,594 responses from the following 89 countries and territories:

Anguilla	Denmark	Liberia*	Singapore
Antigua and Barbuda*	Dominica*	Malawi*	Slovenia
Argentina*	Dominican Republic*	Malaysia*	South Africa
Australia	Ecuador*	Malta	South Korea
Austria	Egypt*	Mauritius*	Spain
Bahamas	Estonia*	Mexico*	Suriname*
Bangladesh*	Finland	Moldova*	Sweden
Barbados*	France	Netherlands	Taiwan
Belgium	Georgia*	New Zealand	Tajikistan*
Bermuda	Germany	Nicaragua*	Tanzania*
Botswana*	Ghana*	Niger*	Thailand*
Brazil*	Greece	Nigeria*	Tortola
British Virgin Islands	Grenada*	Norway	Trinidad and Tobago*
Bulgaria*	Guatemala*	Pakistan*	Turkey*
Canada	Hong Kong	Peru*	United Arab Emirates
Cayman Islands	India*	Philippines*	United Kingdom
Chile*	Indonesia*	Poland*	United States
China*	Ireland	Portugal	Uzbekistan*
Colombia*	Israel	Qatar	Vietnam*
Costa Rica*	Jamaica*	Romania*	Zambia*
Croatia*	Japan	Russia*	
Cuba*	Kenya*	Rwanda*	
Cyprus	Latvia*	Saudi Arabia*	

* Developing country

Appendix C: Survey Topics & Descriptions

The following topics in literacy were selected on the basis of the qualitative survey interviews. Each topic description was approved by representatives from ILA's Literacy Research Panel and included in the quantitative survey. This does not represent a comprehensive list of every important topic, but rather a list of the topics currently trending in literacy, as determined by our qualitative interviewees.

Access to Books and Content	Access to Books and Content encompasses: access to books for both pleasure and academic reading (including supplemental books), relevant content for all social/economic/gender groups (including diverse, multilingual, and digital forms), etc.
Assessment/Standards	Assessment/Standards encompasses: accountability, testing, assessment (including authentic, state, next generation), Common Core State Standards, diagnosis, Programme for International Student Assessment (PISA), alignment to standards, etc.
Digital Literacy	Digital Literacy encompasses: digital books, computer-based reading, ability to read and interpret media, digital storytelling, reproduction of data and images through digital manipulation, technology for literacy instruction (including game-based literacy, tech-assisted literacy, augmented reality and literacy, artificial intelligence-assisted literacy), etc.
Disciplinary Literacy	Disciplinary Literacy encompasses: cross-content literacy, reading and writing across curriculum, STEM literacy, etc.
Diversity	Diversity encompasses: cultural awareness, responsiveness and literacy, racism, gender issues, sexual orientation, tolerance, cultural inclusion, segregation/resegregation, teacher diversity, social/emotional needs of students, social justice, inclusive education, etc.
Dual Language Literacy Skills and Programs	Dual Language Literacy Skills and Programs encompasses: learning two languages during school day, reading materials in multiple languages, translanguaging, biliteracy, multilingualism, etc.
Early Literacy	Early Literacy encompasses: early education, pre-K, universal pre-K, early childhood education, early grades education, primary-level education, emerging literacy, emergent literacy, etc.
English Learners (ELs)	English Learners (ELs) encompasses: linguistic diversity, struggling learners, English Language Assessment (ELA), biliteracy, transitional content, etc.
Guided Reading	Guided Reading encompasses: small-group reading that allows for differentiation, etc.
Independent Reading	Independent Reading encompasses: choice reading, reading with little or no assistance, etc.
Learning Space Design	Learning Space Design encompasses: makerspaces, innovation labs, blended learning environments, collaborative learning environments, flipped instruction, etc.
Literacy in Resource-Limited Settings	Literacy in Resource-Limited Settings encompasses: educational equity, poverty, economic diversity, proficiency of students in low-income areas, attendance and literacy development, etc.
Multimodal Literacy	Multimodal Literacy encompasses: visual literacy, media literacy, "reading" visual messages, wordless books, etc.
National and Global Education Initiatives	National and Global Education Initiatives encompasses: education reform, education laws, Every Student Succeeds Act (ESSA), Literacy Education for All, Results for the Nation Act (LEARN), Global Education First Initiative, etc.
Parent Engagement *	Parent Engagement encompasses: parents as teachers, partnering with parents, community engagement, family engagement, etc.
School Administrators as Literacy Leaders	School Administrators as Literacy Leaders encompasses: administrator training, principals as literacy leaders, building literacy culture in schools, administrator-led literacy initiatives, etc.
Teacher Professional Learning and Development	Teacher Professional Learning and Development encompasses: teacher resources and best practices, teacher preparation, validity of professional development, conference/unconference, microcredentialing, teacher staff development, etc.

* Although *parent engagement* is the term that came up during the qualitative interviews, ILA recognizes that the topic encompasses caregivers and other family members, and as such we plan to use the term *family engagement* in the survey moving forward.

Appendix D: Raw Survey Data

This section displays the raw data for all respondents for each topical question included in the quantitative survey. These questions were presented in a randomized order and respondents could skip certain questions if they so desired.

Q1: Hot/Trending (Access to Books and Content)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	9.75% 130	18.68% 249	32.56% 434	24.31% 324	14.70% 196	1,333
hot in my country	8.50% 105	18.45% 228	37.14% 459	24.68% 305	11.25% 139	1,236

Q2: Importance (Access to Books and Content)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.26% 30	9.02% 120	21.50% 286	35.64% 474	31.58% 420	1,330
important in my country	1.95% 24	9.44% 116	24.65% 303	34.50% 424	29.45% 362	1,229

Q3: Hot/Trending (Assessment/Standards)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	4.47% 59	9.70% 128	20.83% 275	31.82% 420	33.18% 438	1,320
hot in my country	2.95% 36	7.95% 97	20.41% 249	35.41% 432	33.28% 406	1,220

Q4: Importance (Assessment/Standards)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	3.18% 42	12.41% 164	28.24% 373	33.69% 445	22.48% 297	1,321
important in my country	2.38% 29	11.15% 136	26.72% 326	36.80% 449	22.95% 280	1,220

Q5: Hot/Trending (Digital Literacy)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	6.14% 82	15.88% 212	27.64% 369	29.44% 393	20.90% 279	1,335
hot in my country	2.75% 34	10.42% 129	29.73% 368	36.35% 450	20.76% 257	1,238

Q6: Importance (Digital Literacy)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.25% 30	12.00% 160	26.48% 353	39.46% 526	19.80% 264	1,333
important in my country	1.30% 16	8.85% 109	27.35% 337	41.64% 513	20.86% 257	1,232

Q7: Hot/Trending (Disciplinary Literacy)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	6.35% 84	16.19% 214	28.59% 378	30.94% 409	17.93% 237	1,322
hot in my country	4.46% 55	14.99% 185	30.71% 379	33.79% 417	16.05% 198	1,234

Q9: Hot/Trending (Diversity)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	8.14% 108	17.50% 232	27.00% 358	25.94% 344	21.42% 284	1,326
hot in my country	3.65% 45	10.88% 134	27.03% 333	31.09% 383	27.35% 337	1,232

Q11: Hot/Trending (Dual Language Literacy Skills and Programs)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	36.46% 486	23.56% 314	19.50% 260	13.05% 174	7.43% 99	1,333
hot in my country	19.25% 236	28.71% 352	30.34% 372	15.74% 193	5.95% 73	1,226

Q8: Importance (Disciplinary Literacy)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.49% 33	9.52% 126	23.89% 316	39.68% 525	24.41% 323	1,323
important in my country	1.94% 24	8.51% 105	24.39% 301	40.28% 497	24.88% 307	1,234

Q10: Importance (Diversity)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.71% 36	11.15% 148	20.72% 275	34.59% 459	30.82% 409	1,327
important in my country	1.46% 18	7.87% 97	20.70% 255	36.53% 450	33.44% 412	1,232

Q12: Importance (Dual Language Literacy Skills and Programs)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	17.28% 230	24.12% 321	27.80% 370	19.98% 266	10.82% 144	1,331
important in my country	8.07% 99	22.25% 273	31.54% 387	26.24% 322	11.90% 146	1,227

Q13: Hot/Trending (Early Literacy)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	3.46% 46	13.09% 174	25.81% 343	35.14% 467	22.50% 299	1,329
hot in my country	1.79% 22	11.57% 142	32.44% 398	35.94% 441	18.26% 224	1,227

Q14: Importance (Early Literacy)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	0.75% 10	4.68% 62	14.42% 191	37.21% 493	42.94% 569	1,325
important in my country	0.49% 6	4.37% 54	17.00% 210	38.70% 478	39.43% 487	1,235

Q15: Hot/Trending (English Learners)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	12.20% 162	17.85% 237	26.58% 353	24.25% 322	19.13% 254	1,328
hot in my country	4.88% 60	13.58% 167	32.44% 399	32.36% 398	16.75% 206	1,230

Q16: Importance (English Learners)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	5.20% 69	12.13% 161	19.82% 263	36.17% 480	26.68% 354	1,327
important in my country	2.44% 30	6.67% 82	22.60% 278	41.22% 507	27.07% 333	1,230

Q17: Hot/Trending (Guided Reading)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	11.99% 160	19.63% 262	27.94% 373	24.79% 331	15.66% 209	1,335
hot in my country	10.58% 131	22.21% 275	34.89% 432	23.34% 289	8.97% 111	1,238

Q18: Importance (Guided Reading)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	3.60% 48	12.13% 162	25.02% 334	34.83% 465	24.42% 326	1,335
important in my country	3.24% 40	13.67% 169	30.83% 381	33.58% 415	18.69% 231	1,236

Q19: Hot/Trending (Independent Reading)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	12.14% 162	21.74% 290	29.39% 392	23.99% 320	12.74% 170	1,334
hot in my country	12.57% 155	22.55% 278	34.31% 423	22.63% 279	7.95% 98	1,233

Q20: Importance (Independent Reading)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.40% 32	11.34% 151	21.04% 280	37.79% 503	27.42% 365	1,331
important in my country	2.84% 35	12.18% 150	26.14% 322	35.23% 434	23.62% 291	1,232

Q21: Hot/Trending (Learning Space Design)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	21.73% 289	25.86% 344	24.66% 328	17.82% 237	9.92% 132	1,330
hot in my country	15.13% 187	24.51% 303	32.28% 399	19.34% 239	8.74% 108	1,236

Q22: Importance (Learning Space Design)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	11.50% 153	21.94% 292	33.28% 443	23.82% 317	9.47% 126	1,331
important in my country	8.51% 105	21.23% 262	37.28% 460	24.31% 300	8.67% 107	1,234

Q23: Hot/Trending (Literacy in Resource-Limited Settings)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	13.33% 176	18.56% 245	26.29% 347	26.59% 351	15.23% 201	1,320
hot in my country	7.17% 88	16.46% 202	33.99% 417	28.36% 348	14.02% 172	1,227

Q24: Importance (Literacy in Resource-Limited Settings)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	4.94% 65	9.27% 122	17.33% 228	34.04% 448	34.42% 453	1,316
important in my country	2.12% 26	7.84% 96	20.16% 247	35.76% 438	34.12% 418	1,225

Q25: Hot/Trending (Multimodal Literacy)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	17.89% 237	24.23% 321	32.23% 427	19.02% 252	6.64% 88	1,325
hot in my country	11.78% 144	25.45% 311	35.60% 435	21.11% 258	6.06% 74	1,222

Q26: Importance (Multimodal Literacy)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	7.11% 94	17.55% 232	34.11% 451	29.20% 386	12.03% 159	1,322
important in my country	5.14% 63	17.94% 220	36.22% 444	28.96% 355	11.75% 144	1,226

Q27: Hot/Trending (National and Global Education Initiatives)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	25.11% 330	26.56% 349	26.33% 346	15.37% 202	6.62% 87	1,314
hot in my country	12.80% 156	24.36% 297	31.34% 382	22.97% 280	8.53% 104	1,219

Q28: Importance (National and Global Education Initiatives)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	10.51% 138	23.31% 306	32.98% 433	23.91% 314	9.29% 122	1,313
important in my country	7.06% 86	17.49% 213	34.07% 415	29.47% 359	11.90% 145	1,218

Q29: Hot/Trending (Parent Engagement)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	9.02% 120	22.16% 295	31.25% 416	24.19% 322	13.37% 178	1,331
hot in my country	7.28% 89	24.12% 295	36.63% 448	23.14% 283	8.83% 108	1,223

Q31: Hot/Trending (School Administrators as Literacy Leaders)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	29.04% 386	24.23% 322	25.06% 333	14.90% 198	6.77% 90	1,329
hot in my country	21.77% 265	28.84% 351	30.24% 368	14.79% 180	4.35% 53	1,217

Q33: Hot/Trending (Teacher Professional Learning and Development)

	not at all hot	slightly hot	moderately hot	very hot	extremely hot	Total
hot in my community	4.96% 66	15.26% 203	25.71% 342	31.50% 419	22.56% 300	1,330
hot in my country	3.64% 45	16.76% 207	32.39% 400	31.66% 391	15.55% 192	1,235

Q30: Importance (Parent Engagement)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	2.26% 30	7.77% 103	22.40% 297	39.74% 527	27.83% 369	1,326
important in my country	1.55% 19	9.88% 121	25.88% 317	38.29% 469	24.41% 299	1,225

Q32: Importance (School Administrators as Literacy Leaders)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	9.85% 131	14.51% 193	23.53% 313	32.03% 426	20.08% 267	1,330
important in my country	6.64% 81	15.90% 194	28.03% 342	31.15% 380	18.28% 223	1,220

Q34: Importance (Teacher Professional Learning and Development)

	not at all important	slightly important	moderately important	very important	extremely important	Total
important in my community	1.36% 18	6.56% 87	15.30% 203	39.19% 520	37.60% 499	1,327
important in my country	1.30% 16	7.32% 90	20.81% 256	39.19% 482	31.38% 386	1,230







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About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 75 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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