Table of Contents

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. The original survey took the temperature of a list of topics deemed important by a sample of approximately 25 literacy leaders.

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.

In 2017, ILA redesigned the survey and launched a broader outreach, reaching a cross-sector of literacy leaders and getting input from nearly 1,600 of them.

This year, ILA partnered with YouGov, a global market research firm, to manage and collaborate on the survey and report. Moving forward, the What's Hot in Literacy survey will move to a biannual schedule, with the next report due out in January 2020.

"

Very interesting survey that can help countries and literacy professionals raise awareness on the importance of literacy in learning.

—Student, Ghana

Methodology

ILA'S GOAL WAS TO CONTINUE TO EXPAND the reach of the survey for 2018 while maintaining an intimate conversation that allows literacy professionals to share their own views in an unprompted fashion.

To this end, the research included three phases:

PHASE 1: An online pretest of the survey was conducted among 26 literacy experts across five countries. They offered feedback on last year's survey and topics to help determine what should be included for 2018.

PHASE 2: An online focus group was conducted with experts from the pretest to further discuss the state of literacy, shape the topics to be included in the 2018 survey, and develop definitions for each topic.

PHASE 3: An online survey was conducted between August 25 and September 18, 2017. Although very similar to the survey instrument used for the 2017 report, this year's survey did not ask people to rate topics at both the country and community level. Rather, ILA focused only on what was hot (topics related to literacy education that are trending and receiving the most attention among educators, policymakers, and the media) and important (topics critical to advancing literacy) at the country level. Additionally, the list of topics was adjusted to reflect the findings from and comments provided in response to the previous survey, along with the findings and comments from Phases 1 and 2.

The survey closed with 2,097 total respondents from 91 countries and territories. The quotes included in this report were sourced from both the open-ended responses offered in the quantitative survey and the pretests and focus group.

"
These questions were well selected; they promote constant reflection.

—Special Education Teacher, United States

"
What's Hot topics help a lot to keep us aware of what's happening around the world.
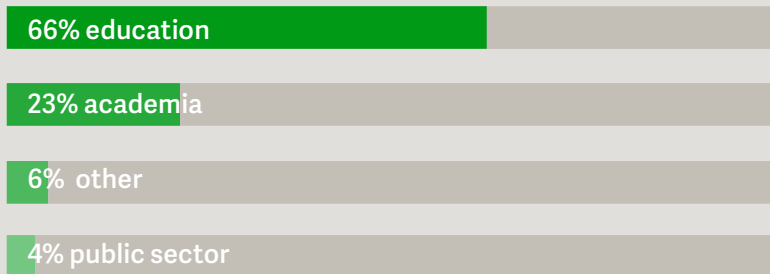
—Professor, United States

WHO were our respondents?

TOP RESPONDING COUNTRIES

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

2,097 total respondents from 91 countries and territories

EMPLOYMENT

- 66% education
- 23% academia
- 6% other
- 4% public sector

EXPERIENCE

Age of Students (among those in education)

- 12% under age 5
- 54% ages 5–7
- 57% ages 8–10
- 41% ages 11–14
- 18% ages 15–18

Education Role

- 27% classroom teacher
- 26% reading/literacy specialist
- 17% other
- 12% pre-K–12 administrator
- 11% literacy/instructional coach
- 7% literacy coordinator/supervisor/consultant
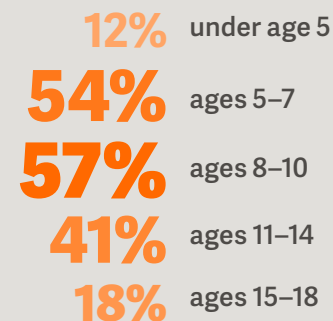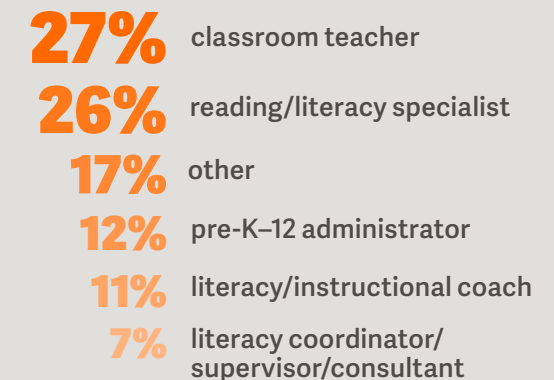
Key Findings

**TO ESTABLISH THIS YEAR'S RATINGS,** topics were ranked according to the percentage of respondents who said each was "extremely" or "very" hot or important. Although two of the items—**Early Literacy** and **Strategies for Differentiating Instruction**—rank among the top five hottest items and the top five most important, no other items are shared across the two lists.
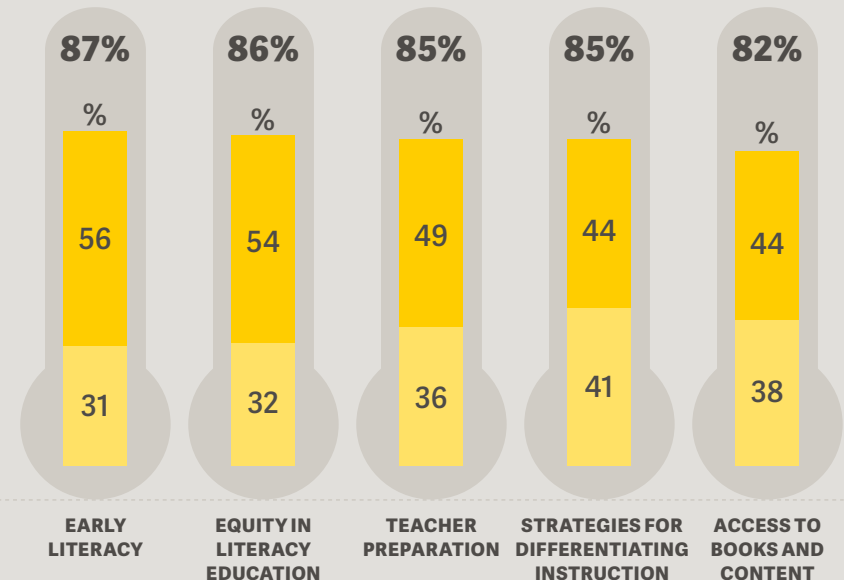
- **Equity in Literacy Education** ranks **No. 8** among hot topics but **No. 2** in importance.
- **Teacher Preparation** ranks **No. 12** among hot topics but **No. 3** in importance.
- **Access to Books and Content** ranks **No. 11** among hot topics but **No. 5** in importance.

Additionally, similar to 2017's findings, both **Digital Literacy** and **Summative Assessments** rank high among hot topics but significantly lower in importance.

TOP FIVE HOT TOPICS

	DIGITAL LITERACY	EARLY LITERACY	SUMMATIVE ASSESSMENTS	FORMATIVE ASSESSMENTS	STRATEGIES FOR DIFFERENTIATING INSTRUCTION
total	63%	57%	57%	56%	55%
extremely %	27	26	24	24	24
very	36	31	32	32	31

TOP FIVE IMPORTANT TOPICS

	EARLY LITERACY	EQUITY IN LITERACY EDUCATION	TEACHER PREPARATION	STRATEGIES FOR DIFFERENTIATING INSTRUCTION	ACCESS TO BOOKS AND CONTENT
total	87%	86%	85%	85%	82%
extremely %	56	54	49	44	44
very	31	32	36	41	38
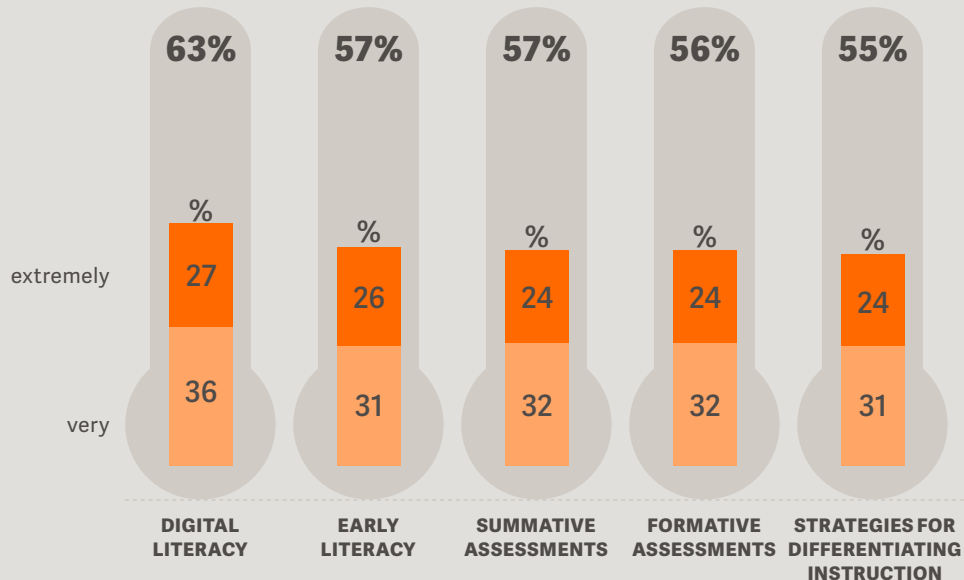
WIDE GAPS IN CRITICAL AREAS ARE REVEALED when important and hot ratings are directly compared to identify discrepancies. We looked at each topic's "extremely" and "very" ratings to see what respondents identified as vitally important but not receiving enough attention. This analysis allows us to pinpoint areas with significantly unmet needs.
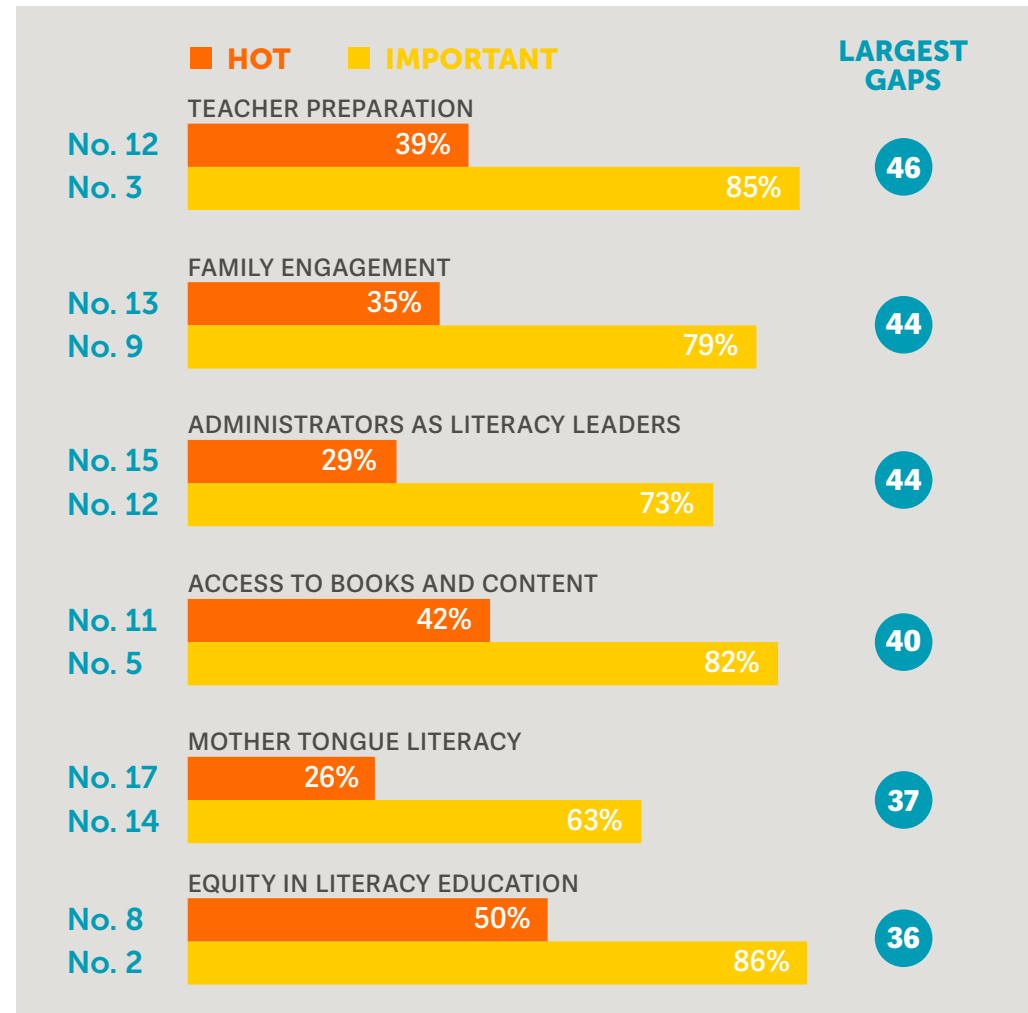
The areas with the six largest gaps include three items that rank in the top five important topics.

- **Teacher Preparation** is ranked **No. 12** among hot topics but **No. 3** in importance, reflecting respondents' views that new teachers often enter the classroom without the skills needed to foster literacy success.

- **Equity in Literacy Education**, at the **No. 2** spot in importance, is **No. 8** among hot topics—proof that respondents believe far more attention should be paid to this critical topic.

- **Access to Books and Content**, which ranks **No. 5** in importance, continues to have one of the largest gaps in ratings for the second year.

Additional topics with large gaps are **Family Engagement**, **Administrators as Literacy Leaders**, and **Mother Tongue Literacy**.

> 66
>
> *Teacher preparation is key to ensuring that our students receive a quality education. The classroom teacher is the most important factor in a student's achievement.* —Teacher, United States

■ **HOT**   ■ **IMPORTANT**   **LARGEST GAPS**

TEACHER PREPARATION
No. 12   39%
No. 3   85%   46

FAMILY ENGAGEMENT
No. 13   35%
No. 9   79%   44

ADMINISTRATORS AS LITERACY LEADERS
No. 15   29%
No. 12   73%   44

ACCESS TO BOOKS AND CONTENT
No. 11   42%
No. 5   82%   40

MOTHER TONGUE LITERACY
No. 17   26%
No. 14   63%   37

EQUITY IN LITERACY EDUCATION
No. 8   50%
No. 2   86%   36

THREE ITEMS RANK SIGNIFICANTLY HIGHER as hot topics than they do as important ones.

- **Digital Literacy** is ranked **No. 1** among all hot topics but ranks **No. 13** in importance.
- **Summative Assessments** is ranked **No. 3** among all hot topics but ranks last in importance at **No. 17**.
- **Formative Assessments** is ranked **No. 4** among all hot topics but ranks **No. 8** in importance.

Respondents shared that they are concerned that digital-everything is being turned to as a quick fix. And some expressed strong feelings that a focus on digital literacy—especially at very young ages—is crowding out a focus on foundational literacy skills.

Assessing the Assessments

In the 2017 What's Hot report, Assessments/Standards ranked as the No. 1 hot topic. We noted that we'd be curious to see how the results would change if these topics were divided. For this survey, we removed standards and split the assessment topic into summative and formative. Respondents from around the globe continued to express frustration and concern that summative assessments did not accurately reflect student learning and growth in reading and literacy and that governments and policymakers use scores from these assessments to draw false conclusions and to attach punitive consequences. In this year's survey, Formative Assessments were ranked as much more important than Summative Assessments (80% vs. 48%), but comments revealed that respondents are concerned that these too are becoming overused while remaining underanalyzed.

SUMMATIVE ASSESSMENTS

The only topic with a hot score that exceeds its importance score

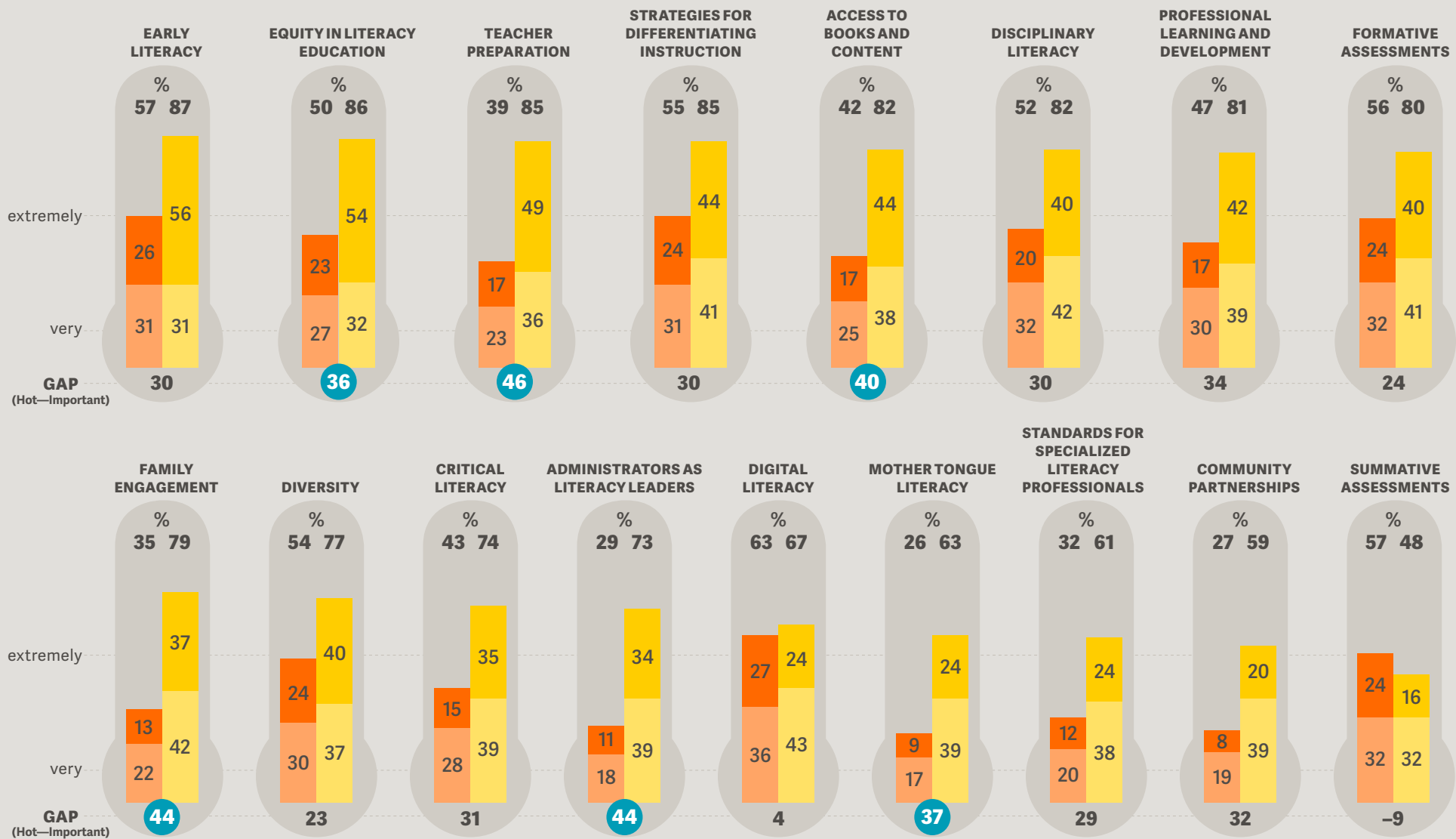extremely or very hot (57%)

extremely or very important (48%)

3
1
among hot topics

17
17
among important topics
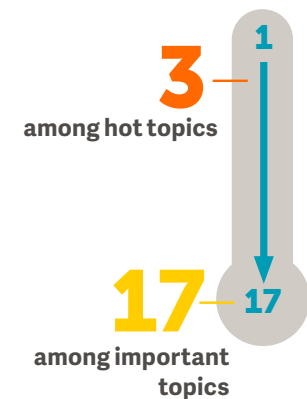
"
We need to get literacy back in the hands of those who are passionate about reading, not passionate about testing.
—Educator, United States

NEXT: Hot and Importance ratings across all topics ▶

ALL TOPICS RANKED BY IMPORTANCE are displayed below, with the percentage of each rated extremely/very hot shown side-by-side with the percentage of each rated extremely/very important. Overall, across all topics, the average hot rating is only **45**, whereas the importance rating (expressed by taking an average of extremely/very scores) is **75**.

■ **HOT**
■ **IMPORTANT**
● **Indicates areas with the largest gaps/unmet needs**

Topic	% Hot	% Important	extremely (Hot)	extremely (Important)	very (Hot)	very (Important)	GAP (Hot—Important)
EARLY LITERACY	57	87	26	56	31	31	30
EQUITY IN LITERACY EDUCATION	50	86	23	54	27	32	36 ●
TEACHER PREPARATION	39	85	17	49	23	36	46 ●
STRATEGIES FOR DIFFERENTIATING INSTRUCTION	55	85	24	44	31	41	30
ACCESS TO BOOKS AND CONTENT	42	82	17	44	25	38	40 ●
DISCIPLINARY LITERACY	52	82	20	40	32	42	30
PROFESSIONAL LEARNING AND DEVELOPMENT	47	81	17	42	30	39	34
FORMATIVE ASSESSMENTS	56	80	24	40	32	41	24
FAMILY ENGAGEMENT	35	79	13	37	22	42	44 ●
DIVERSITY	54	77	24	40	30	37	23
CRITICAL LITERACY	43	74	15	35	28	39	31
ADMINISTRATORS AS LITERACY LEADERS	29	73	11	34	18	39	44 ●
DIGITAL LITERACY	63	67	27	24	36	43	4
MOTHER TONGUE LITERACY	26	63	9	24	17	39	37 ●
STANDARDS FOR SPECIALIZED LITERACY PROFESSIONALS	32	61	12	24	20	38	29
COMMUNITY PARTNERSHIPS	27	59	8	20	19	39	32
SUMMATIVE ASSESSMENTS	57	48	24	16	32	32	–9

Note: Items are ranked from most to least important.

THEMES EMERGED ACROSS TOPICS ranked important by literacy professionals. This year, we sought to understand how topics interact with each other. To this end, a factor analysis was conducted using respondent-level scores on the importance of each topic. Five core themes that captured 16 of the 17 topics were revealed, and the topics within each are shown in descending order according to their importance rank.

1 Equity Issues

- **No. 2** Equity in Literacy Education
- **No. 5** Access to Books and Content
- **No. 10** Diversity
- **No. 14** Mother Tongue Literacy

2 Community–Literacy Connections

- **No. 1** Early Literacy
- **No. 9** Family Engagement
- **No. 16** Community Partnerships

3 Excellence in Literacy Education

- **No. 3** Teacher Preparation
- **No. 7** Professional Learning and Development
- **No. 12** Administrators as Literacy Leaders
- **No. 15** Standards for Specialized Literacy Professionals

4 Personalizing Literacy Instruction

- **No. 4** Strategies for Differentiating Instruction
- **No. 8** Formative Assessments

5 Building 21st-Century Skills

- **No. 6** Disciplinary Literacy
- **No. 11** Critical Literacy
- **No. 13** Digital Literacy

An Issue of Equity

TWO OF THE TOP FIVE MOST IMPORTANT ITEMS in this year's survey are related to equity. This includes the overarching topic of **Equity in Literacy Education** as well as **Access to Books and Content**. Additionally, **Diversity** and **Mother Tongue Literacy** are highly associated with equity and access to resources.

Together, three of the four equity-related topics are among those with the largest gaps. Since equity touches all other themes, addressing issues of equity in order to move the needle on literacy worldwide is critical.

Mother Tongue Literacy

Respondents outside of the United States are more likely to say this is important, but U.S. respondents are much less likely to say this topic is hot.

HOT **41%** **23%**

IMPORTANT **71%** **62%**

Why Replace Literacy in Resource-Limited Settings With Equity in Literacy Education in This Year's Survey?

We defined equity as ensuring all children get what they need not only in situations of poverty and limited resources but also regardless of academic proficiency, geographic remoteness, and any other barrier to school success.

❝

Economic status, culture, geography (especially in rural areas), and disability all affect an individual's access to literacy development. There is not an equal playing field, and our governments do not provide supports necessary to overcome the disparities.

—Special Education Teacher, Canada

EQUITY IN LITERACY EDUCATION
GAP **36**

extremely or very hot (50%)

extremely or very important (86%)

ACCESS TO BOOKS AND CONTENT
GAP **40**

extremely or very hot (42%)

extremely or very important (82%)

DIVERSITY
GAP **23**

extremely or very hot (54%)

extremely or very important (77%)

MOTHER TONGUE LITERACY
GAP **37**

extremely or very hot (26%)

extremely or very important (63%)

Community–Literacy Connections

ONCE AGAIN, EARLY LITERACY takes the **No. 1** place as the most important topic in literacy. Many respondents noted the importance of exposing young children to books, words, stories, and more, early and often. Beyond early literacy, respondents talked about the importance of including families in literacy activities and events. Community organizations can help not only through formal partnerships but also by having a strong voice in the community that shows the relevancy of literacy in the workforce.

The importance of **Early Literacy** is recognized across subgroups of respondents. As might be expected, **those who work with young learners** are in the lead, with **65%** of those who work with learners under the age of 8 saying **Early Literacy** is extremely important, compared with those who work with students ages 8–10 (**61%**) and those who work with students older than 10, when the number dips to **53%**. **Literacy/Instructional Coaches** are also more likely than the total sample to say **Early Literacy** is extremely important.

How We Made the Connection

Comments we received reinforced the factor analysis results, with respondents seeing Community Partnerships as connected to Family Engagement, which in turn is highly connected to Early Literacy.

EARLY LITERACY GAP **30**

extremely or very hot (57%)

extremely or very important (87%)

FAMILY ENGAGEMENT GAP **44**

extremely or very hot (35%)

extremely or very important (79%)

COMMUNITY PARTNERSHIPS GAP **32**

extremely or very hot (27%)

extremely or very important (59%)

"

Early literacy creates the foundation for learning in all subject areas. Many intermediate (and upper) teachers lack training in this area, and the curriculum demands reduce language arts/literacy time allotments drastically after primary grades.

—Classroom Teacher, United States

Striving for Excellence in Literacy Education

LIKE ISSUES OF EQUITY, excellence in literacy education touches every other theme revealed in this year's survey. In fact, access to educators who are well trained in literacy and who create a culture of literacy is often referred to as a matter of equity, with many literacy leaders recognizing the wide variance in the presence and quality of each of the topics listed at right.

> "
> *The attitude of administrators and the stand that they take on literacy influences how parents and teachers perceive the importance of literacy.*
> —Literacy Specialist, United States

> "
> *[Administrators] are vital champions of keeping literacy learning and growth at the heart of the curriculum.*
> —District Administrator, Netherlands

Putting a Greater Focus on Teacher Preparation

Last year, we included "teacher preparation" as an example within the definition of Teacher Professional Learning and Development. However, our pretest and focus group conversations with literacy leaders convinced us that we needed to parse teacher preparation and professional learning (and ensure the professional learning topic was broadened). With the change in definition, Teacher Preparation now holds the dubious distinction of having the largest gap between importance and attention (i.e., how hot the topic is right now).

TEACHER PREPARATION
GAP 46

extremely or very hot (39%)

extremely or very important (85%)

PROFESSIONAL LEARNING AND DEVELOPMENT
GAP 34

extremely or very hot (47%)

extremely or very important (81%)

ADMINISTRATORS AS LITERACY LEADERS
GAP 44

extremely or very hot (29%)

extremely or very important (73%)

STANDARDS FOR SPECIALIZED LITERACY PROFESSIONALS
GAP 29

extremely or very hot (32%)

extremely or very important (61%)

Excellence in Literacy Education (cont.)

More so than with any other theme, the importance that literacy professionals place on elements of literacy education excellence varies according to the role they play. Literacy/instructional coaches are most likely to value **Professional Learning and Development**, **Administrators as Literacy Leaders**, and **Standards for Specialized Literacy Professionals**. They are followed by reading/literacy specialists, with classroom teachers being the least likely of these three groups to say each is important. There is no difference in the importance placed on **Teacher Preparation**—all groups value that to a similar, and high, degree.

Percentage Who Say Each Is Extremely or Very Important

	Literacy/Instructional Coaches	Reading/Literacy Specialists	Classroom Teachers
PROFESSIONAL LEARNING AND DEVELOPMENT	90%	84%	76%
ADMINISTRATORS AS LITERACY LEADERS	81%	76%	66%
STANDARDS FOR SPECIALIZED LITERACY PROFESSIONALS	70%	65%	56%
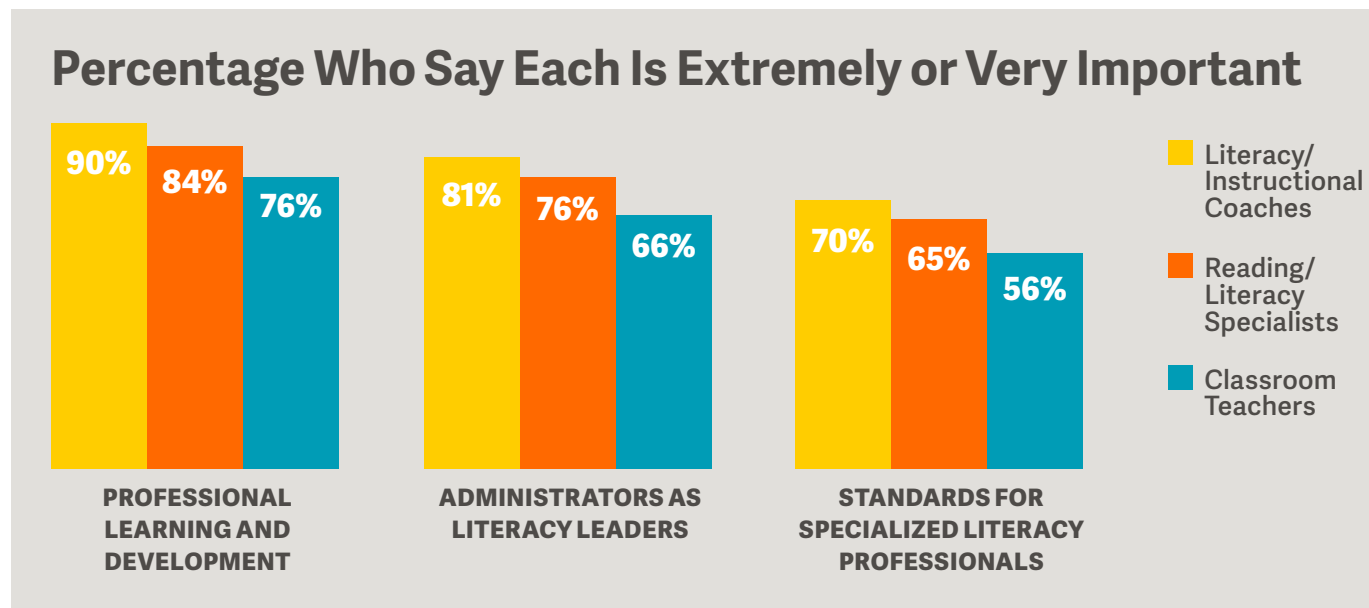
Additionally, respondents in academia are more likely to say **Teacher Preparation** is extremely or very important (**90%**, compared with classroom teachers at **81%**), and they are less likely to perceive that all topics within the Excellence in Literacy Education theme are hot/trending.

> "
> *[Standards for specialized literacy professionals] is very important because we need our teachers to be led by people who are trained and have met certain standards in order to keep uniformity. Teachers deserve mentors who are qualified.*
>
> —Primary/Secondary School Educator, United States

Personalizing Literacy in Today's Classroom

STRATEGIES FOR DIFFERENTIATING INSTRUCTION is a new topic in this year's survey and is among the most important ones identified. Although **Formative Assessments** is lower in the ranking of important topics (**No. 8**, compared with **Strategies for Differentiating Instruction**, which holds a statistical tie for third place), respondents articulated the link between the two in ways that bring to life the relationship revealed through the factor analysis.

At the same time, respondents—and especially teachers—make clear that assessments of any format are only one measure of a child's learning and progress in literacy.

> " *Employing various strategies for differentiating instruction could be one very important way to solve the problem of illiteracy in my community.*
> —Researcher, Nigeria

> " *Everybody is talking about [differentiation], but nobody seems to be doing something about it. Schools haven't changed [either their] curriculum or teacher preparation on this issue.*
> —Classroom Teacher, Peru

Why Weren't Specific Instructional Strategies Included in This Year's Survey?

This was a tough call to make. Last year, we included both Guided Reading and Independent Reading as topics in the survey. Although these and many more strategies were mentioned in the open-ended comments in this year's survey, we had to balance the practical aspects of respondent fatigue (which comes from a too-long survey) with the desire to capture all that is valued in promoting literacy.

STRATEGIES FOR DIFFERENTIATING INSTRUCTION   GAP 30

extremely or very hot (55%)

extremely or very important (85%)

FORMATIVE ASSESSMENTS   GAP 24

extremely or very hot (56%)

extremely or very important (80%)

89% Literacy/ Instructional Coaches

86% Reading/Literacy Specialists

74% Classroom Teachers

Building 21st-Century Skills

DISCIPLINARY LITERACY holds at **No. 6** in importance this year while **Digital Literacy** falls to **No. 13** from **No. 8**. The importance placed on **Disciplinary Literacy** reveals respondents' beliefs that literacy touches all academic subject areas and that instructional methods need to be employed to help students understand, engage with, and convey meaning in their academic subjects.

When combined, the three topics shown at right paint a portrait of key 21st-century skills, but it is clear that respondents believe additional attention must be paid to **Disciplinary Literacy** and **Critical Literacy**.

Overall, there were no significant differences in important and hot ratings within this theme across groups of respondents. Although comments revealed hesitation about the pendulum swinging too far toward technology, especially for young students, ratings did not vary by role or age of learners with whom they work.

DISCIPLINARY LITERACY — GAP **30**

extremely or very hot (52%)

extremely or very important (82%)

CRITICAL LITERACY — GAP **31**

extremely or very hot (43%)

extremely or very important (74%)

DIGITAL LITERACY — GAP **4**

extremely or very hot (63%)

extremely or very important (67%)

> *Digital literacy is being overemphasized... Modeling, moving from support to independence, and critical thinking are far more important than the mode of presentation.*
>
> —Literacy Coordinator, Cameroon

> *Access to digital technology is very limited in Liberia and is even nonexistent in rural parts of the country. Nevertheless, digital literacy is more or less pivotally essential for success in the 21st century.*
>
> —School Administrator, Liberia

What Is Meant By Digital Literacy?

In this year's survey, we provided the following definition of Digital Literacy: "teaching children how to compose and communicate using digital technologies as well as how to comprehend and evaluate information in digital forms." In hindsight, we could have left out the word *evaluate* because that took the topic into the territory of Critical Literacy.

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, whether by country or profession, how topics rank in terms of importance.

K–12 educators are	**MORE LIKELY**	than those in **academia** to say **Early Literacy** is *extremely important.*
Classroom teachers are	**LESS LIKELY**	than **literacy/instructional coaches** and **reading/literacy specialists** to say that **Professional Learning and Development** is *important.*
Literacy/instructional coaches are	**MORE LIKELY**	than **reading/literacy specialists** and **classroom teachers** to say that **Formative Assessments** are *extremely important.*
Those who **work with learners older than 10** are	**MORE LIKELY**	than those who **work with learners under age 8** to say that **Critical Literacy** is *important.*
Literacy/instructional coaches are	**MORE LIKELY**	than **reading/literacy specialists** and **classroom teachers** to say that **Administrators as Literacy Leaders** are *extremely important.*
Literacy/instructional coaches and reading/literacy specialists are	**MORE LIKELY**	than **classroom teachers** to say that **Standards for Specialized Literacy Professionals** are *important.*
International respondents are	**MORE LIKELY**	than **U.S. respondents** to say that **Summative Assessments** are *important.*

> ❝
>
> *It's so important to keep learning and growing your skill set, especially given the nature of our teacher prep programs, and the limited scope of literacy training teachers enter the classroom with.*
>
> —Literacy/Instructional Coach, United States

Spotlight on Developing and Non-U.S. Developed Countries

The following charts show how rankings differ between developing and non-U.S. developed countries to give an additional view of literacy issues in other countries. Hot topics differ more across these developed versus developing countries, with just Early Literacy and Digital Literacy appearing in both top five lists. More similarities are observed in the top five important topics, with the top four items aligning across both groups.

TOP FIVE HOT TOPICS

Developing Countries

1. Summative Assessments (73%)
2. Early Literacy (60%)
3. Teacher Preparation (59%)
4. Mother Tongue Literacy (57%)
5. Digital Literacy (52%)

Non-U.S. Developed Countries

1. Digital Literacy (62%)
2. Early Literacy (54%)
3. Formative Assessments (50%)
4. Diversity (50%)
5. Strategies for Differentiating Instruction (48%)
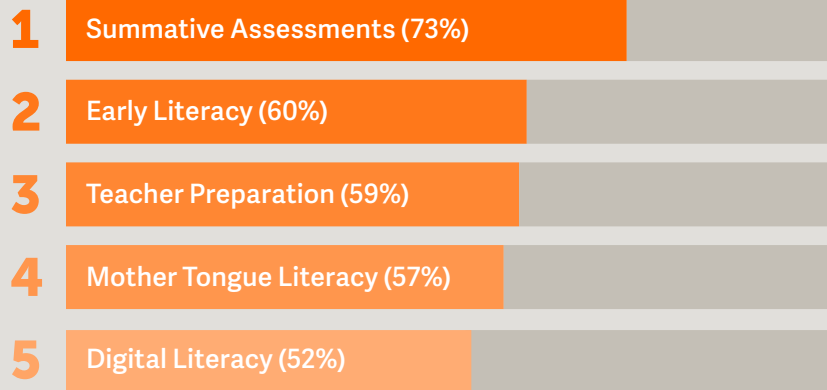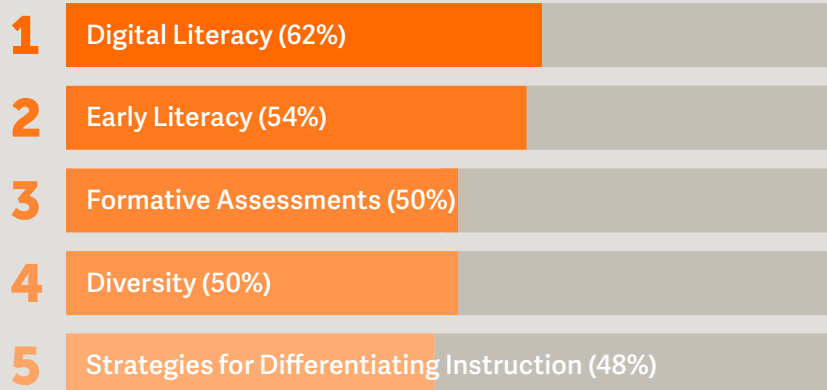
TOP FIVE IMPORTANT TOPICS

Developing Countries

1. Teacher Preparation (86%)
2. Equity in Literacy Education (80%)
2. Professional Learning and Development (80%)
2. Early Literacy (80%)
2. Summative Assessments (80%)

Non-U.S. Developed Countries

1. Equity in Literacy Education (82%)
2. Professional Learning and Development (81%)
3. Early Literacy (80%)
3. Teacher Preparation (80%)
5. Disciplinary Literacy (78%)
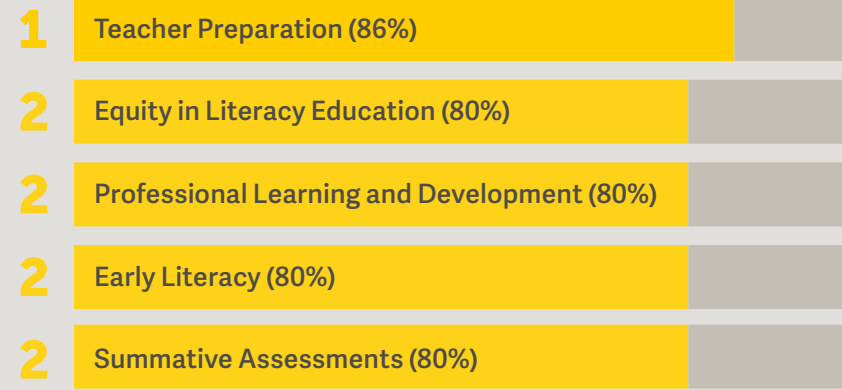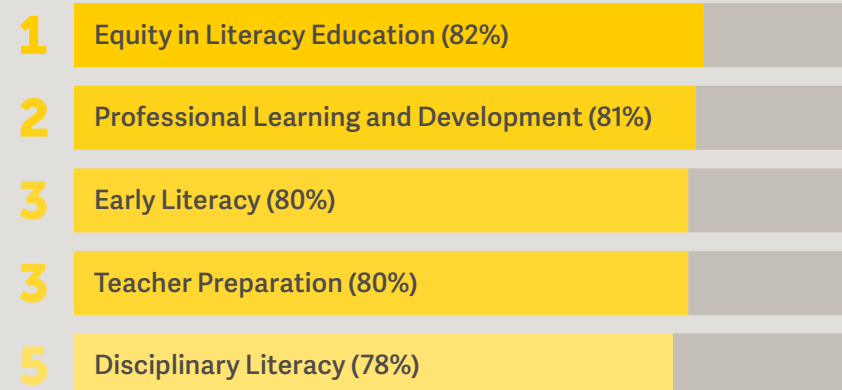
Appendix A: Acknowledgments

Appendix B: Locations Represented

The 2018 What's Hot in Literacy Survey received 2,097 responses from the following 91 countries and territories:

Argentina	Germany	Mali	Slovenia
Australia	Ghana	Mexico	South Africa
Azerbaijan	Greece	Morocco	South Korea, Republic of
Bahamas	Guam	Netherlands	Spain
Bangladesh	Guatemala	New Zealand	Sweden
Barbados	Guyana	Nicaragua	Switzerland
Bermuda	Haiti	Niger	Taiwan
Botswana	Honduras	Nigeria	Tajikistan
Brazil	Hong Kong	Norway	Tanzania
Bulgaria	Iceland	Pakistan	Thailand
Cameroon	India	Panama	Trinidad and Tobago
Canada	Indonesia	Peru	Turkey
Cayman Islands	Ireland	Philippines	Uganda
Chile	Israel	Portugal	United Arab Emirates
China	Italy	Puerto Rico	United Kingdom
Colombia	Jamaica	Qatar	United States
Cuba	Japan	Romania	Ukraine
Czech Republic	Kazakhstan	Russian Federation	Uruguay
Denmark	Kenya	Saba Dutch West Indies	Uzbekistan
Dominican Republic	Kuwait	Saint Lucia	Virgin Islands, British
Egypt, Arab Rep.	Lebanon	Saint Vincent and the Grenadines	Virgin Islands, U.S.
Finland	Liberia	Serbia	Zambia
France	Malaysia	Singapore	

Appendix C: Survey Topics & Descriptions

Access to Books and Content	Ensuring access to books and content (including diverse, multilingual, and digital) for both pleasure and academic reading that are relevant for all learners
Administrators as Literacy Leaders	Engaging in activities related to building a school culture that promotes and supports literacy across content areas, such as leading literacy initiatives and providing necessary resources for effective instruction
Community Partnerships	Engaging communities, including local government, businesses, nonprofits, libraries, and more, to provide intellectual, monetary, or human resources to advance literacy for all
Critical Literacy	Actively consuming information in a way that encourages an understanding and questioning of attitudes, values, and beliefs that are presented in written texts, visual applications, and spoken words
Digital Literacy	Teaching children how to compose and communicate using digital technologies as well as how to comprehend and evaluate information in digital forms
Disciplinary Literacy	Using strategies to help students comprehend content-based texts and critically think, understand, engage, and convey meaning in academic subjects
Diversity	Providing students with opportunities to understand and empathize with experiences and viewpoints that differ from their own, whether based on race, culture, gender, faith, sexual orientation, and more, through literacy
Early Literacy	Promoting emergent literacy and foundational literacy skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension through early childhood and early primary programs and activities
Equity in Literacy Education	Ensuring all students have the opportunities, supports, and tools they need, regardless of economic status, academic proficiency, geographic remoteness, and other barriers to school success
Family Engagement	Working with families to promote and support children's literacy development, including planning and hosting purposeful events that provide families with literacy strategies they can use at home to support their children's learning
Formative Assessments	Conducting formal or informal assessments during learning in order to modify or guide literacy instruction
Mother Tongue Literacy	Recognizing the value of a student's first or home language and creating bridges that foster subsequent language development as well as respecting and celebrating linguistic diversity, biliteracy, and multilingualism
Professional Learning and Development	Developing and providing evidence-based, collaborative, and personalized experiences to improve teacher effectiveness in literacy instruction
Standards for Specialized Literacy Professionals	Creating consistent and rigorous standards for skilled and knowledgeable specialized literacy professionals (e.g., literacy coaches and literacy coordinators) to improve teachers' practice and impact student learning
Strategies for Differentiating Instruction	Tailoring instruction to individual students' needs to enable them to meet literacy goals
Summative Assessments	Using assessments to measure and evaluate student achievement and acquisition of literacy skills at the conclusion of an instructional period, such as the end of a school year or semester
Teacher Preparation	Promoting teacher preparation programs, guidelines, and standards that address literacy instruction at every level to meet the needs of all learners across all grades and in all disciplines

Appendix D: Raw Survey Data

This section displays the raw data for all respondents for each topical question included in the quantitative survey. Topics were presented in a randomized order, and respondents rated how hot each was in their country and then how important the same topic was in their country before moving on to the next topic.

For each topic below, select how hot it is in your country by selecting a point on the scale.

N = 2,097	Not at All Hot (%)	Slightly Hot (%)	Moderately Hot (%)	Very Hot (%)	Extremely Hot (%)	Extremely/Very Hot (Net) (%)
Access to Books and Content	9	19	31	25	17	42
Administrators as Literacy Leaders	16	24	31	18	11	29
Community Partnerships	15	27	31	19	8	27
Critical Literacy	8	16	33	28	15	43
Digital Literacy	2	9	25	36	27	63
Disciplinary Literacy	4	12	31	32	20	52
Diversity	6	13	27	30	24	54
Early Literacy	4	14	26	31	26	57
Equity in Literacy Education	6	14	30	27	23	50
Family Engagement	9	23	34	22	13	35
Formative Assessments	4	11	29	32	24	56
Mother Tongue Literacy	19	24	30	17	9	26
Professional Learning and Development	6	15	32	30	17	47
Standards for Specialized Literacy Professionals	17	22	29	20	12	32
Strategies for Differentiating Instruction	3	13	29	31	24	55
Summative Assessments	6	13	25	32	24	57
Teacher Preparation	9	21	31	23	17	39

For each topic below, select how important it is in your country by selecting a point on the scale.

N = 2,097	Not at All Important (%)	Slightly Important (%)	Moderately Important (%)	Very Important (%)	Extremely Important (%)	Extremely/Very Important (Net) (%)
Access to Books and Content	1	4	13	38	44	82
Administrators as Literacy Leaders	2	6	19	39	34	73
Community Partnerships	2	9	30	39	20	59
Critical Literacy	1	6	19	39	35	74
Digital Literacy	0	6	26	43	24	67
Disciplinary Literacy	0	3	14	42	40	82
Diversity	1	6	16	37	40	77
Early Literacy	0	3	10	31	56	87
Equity in Literacy Education	1	3	11	32	54	86
Family Engagement	1	4	16	42	37	79
Formative Assessments	1	3	16	41	40	80
Mother Tongue Literacy	3	10	24	39	24	63
Professional Learning and Development	1	3	15	39	42	81
Standards for Specialized Literacy Professionals	3	9	27	38	24	61
Strategies for Differentiating Instruction	1	2	12	41	44	85
Summative Assessments	2	15	35	32	16	48
Teacher Preparation	1	3	12	36	49	85

> *I think it's interesting how literacy trends come and go, but there are some basics, some essentials, that we can't leave behind. Kids need basic skills, and [they] need to learn to love reading. All the rest follows from that. If we develop wide readers, they have the tools they need to learn what they want.*
>
> —Professor, United States