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# NCTE Survey Market Research Report

*Prepared for L&H*

School Education Group Strategic Marketing  
January 4, 2011

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**School Education Group**

## NCTE Survey

### Purpose for Research

L&H Marketing requested research to understand the perceptions and needs inherent to members of the National Council of Teachers of English (NCTE). Specifically, they sought to:

- Gain insights into the secondary reading/language arts/literature classroom with regards to:
  - Instructional materials currently in use
  - Technology availability and frequency of use
  - Attitudes toward online-only teacher materials
  - Preferred delivery method of student materials
  
- Gather background information of NCTE members, including geographic location, current responsibilities, and years of experience

### Methodology

- The survey was open to all NCTE members during their Annual Convention held November 18-21, 2010 in Orlando, FL.
  
- Attendees were invited to participate in a brief self-administered Internet survey at the exhibit booth.
  
- The survey contained questions designed to disqualify those not directly responsible for reading, language arts, or literature at the middle and/or high school levels. So although over two hundred NCTE convention attendees completed the survey, this report is a compilation of the data gathered from the 129 respondents who met the survey criteria.

## NCTE Survey

### *In which state is your school/district located?*

Not surprisingly, Florida had the largest number of respondents with 38 (29 percent). The 129 respondents were divided among 31 states and the District of Columbia.

### Geographic Distribution

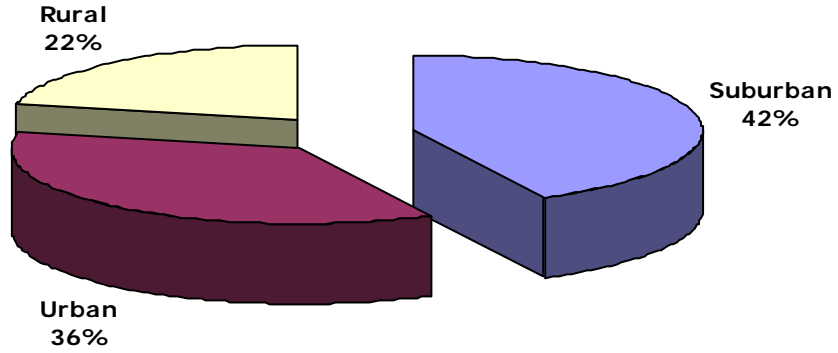
| State                | Number of Respondents |
|----------------------|-----------------------|
| Alabama              | 4                     |
| Arkansas             | 2                     |
| Colorado             | 1                     |
| District of Columbia | 2                     |
| Florida              | 38                    |
| Georgia              | 7                     |
| Hawaii               | 1                     |
| Idaho                | 3                     |
| Illinois             | 2                     |
| Indiana              | 3                     |
| Iowa                 | 1                     |
| Kansas               | 1                     |
| Kentucky             | 1                     |
| Louisiana            | 5                     |
| Maine                | 1                     |
| Maryland             | 5                     |
| Massachusetts        | 5                     |
| Michigan             | 3                     |
| Minnesota            | 3                     |
| Missouri             | 3                     |
| Nebraska             | 1                     |
| New Hampshire        | 4                     |
| New Jersey           | 1                     |
| New York             | 4                     |
| North Carolina       | 1                     |
| Ohio                 | 5                     |
| Oklahoma             | 2                     |
| Pennsylvania         | 4                     |
| South Carolina       | 3                     |
| Tennessee            | 3                     |
| Texas                | 6                     |
| Virginia             | 4                     |
| <b>Total</b>         | <b>129</b>            |

## NCTE Survey

### *How would you describe your school/district?*

Most respondents are educators in suburban locales (42 percent). This is followed by urban areas with 36 percent representation and rural communities with 22 percent.

**Most Work in Suburban Areas**



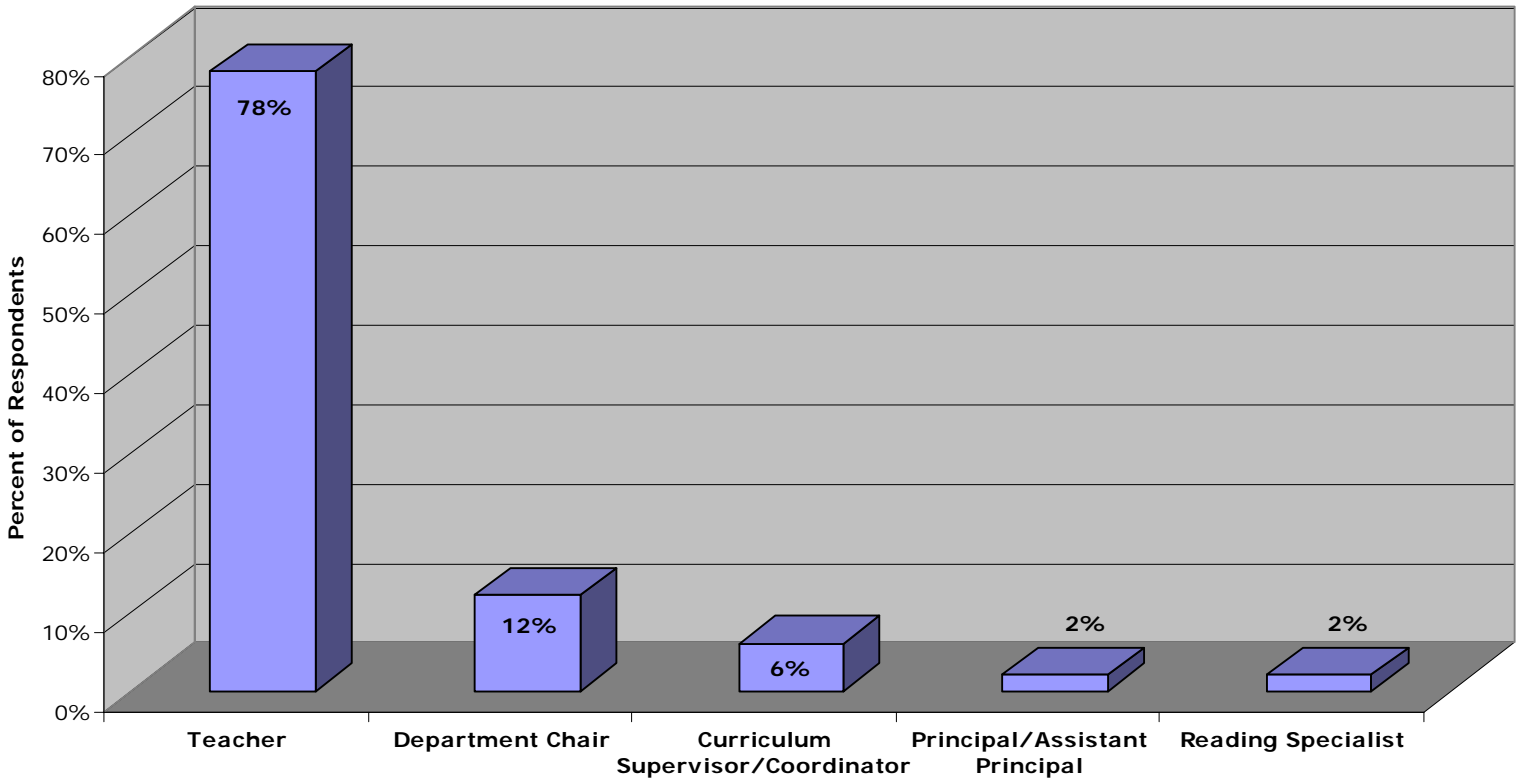
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## NCTE Survey

### *Which of the following titles most closely describes your current position?*

The majority of respondents, 78 percent, identify as teachers. Department Chairs account for 12 percent. The remaining ten percent is divided between Curriculum Supervisors/Coordinators (six percent), Reading Specialists (two percent), and Principals/Assistant Principals (two percent).

### Almost Eighty Percent are Teachers



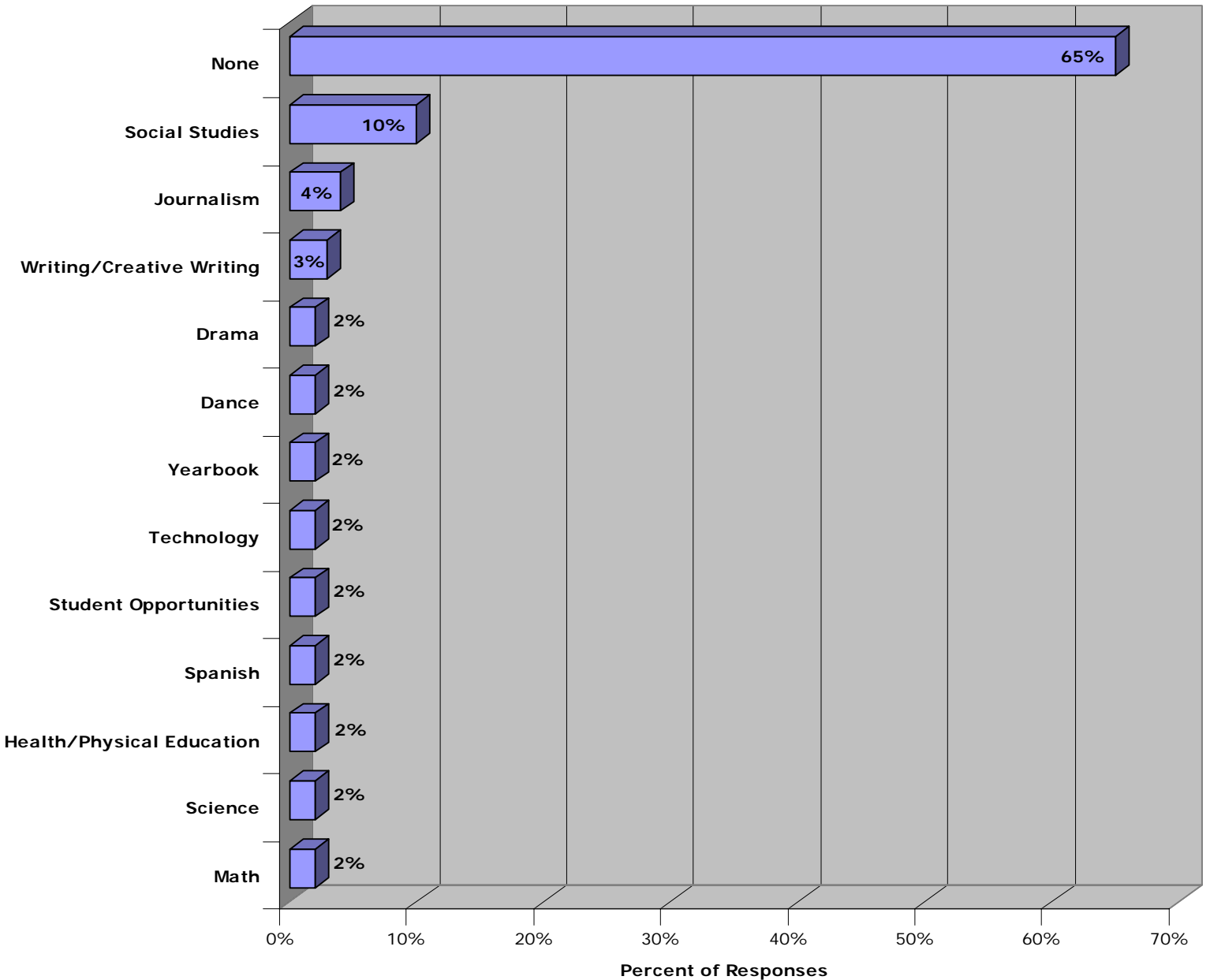
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## NCTE Survey

### *Other than reading/language arts/literature, what subject(s) do you teach or are responsible for?*

Sixty-five percent of respondents indicated that reading, language arts, and/or literature are the only subjects for which they are responsible.

#### Majority Indicate No Other Discipline Responsibilities



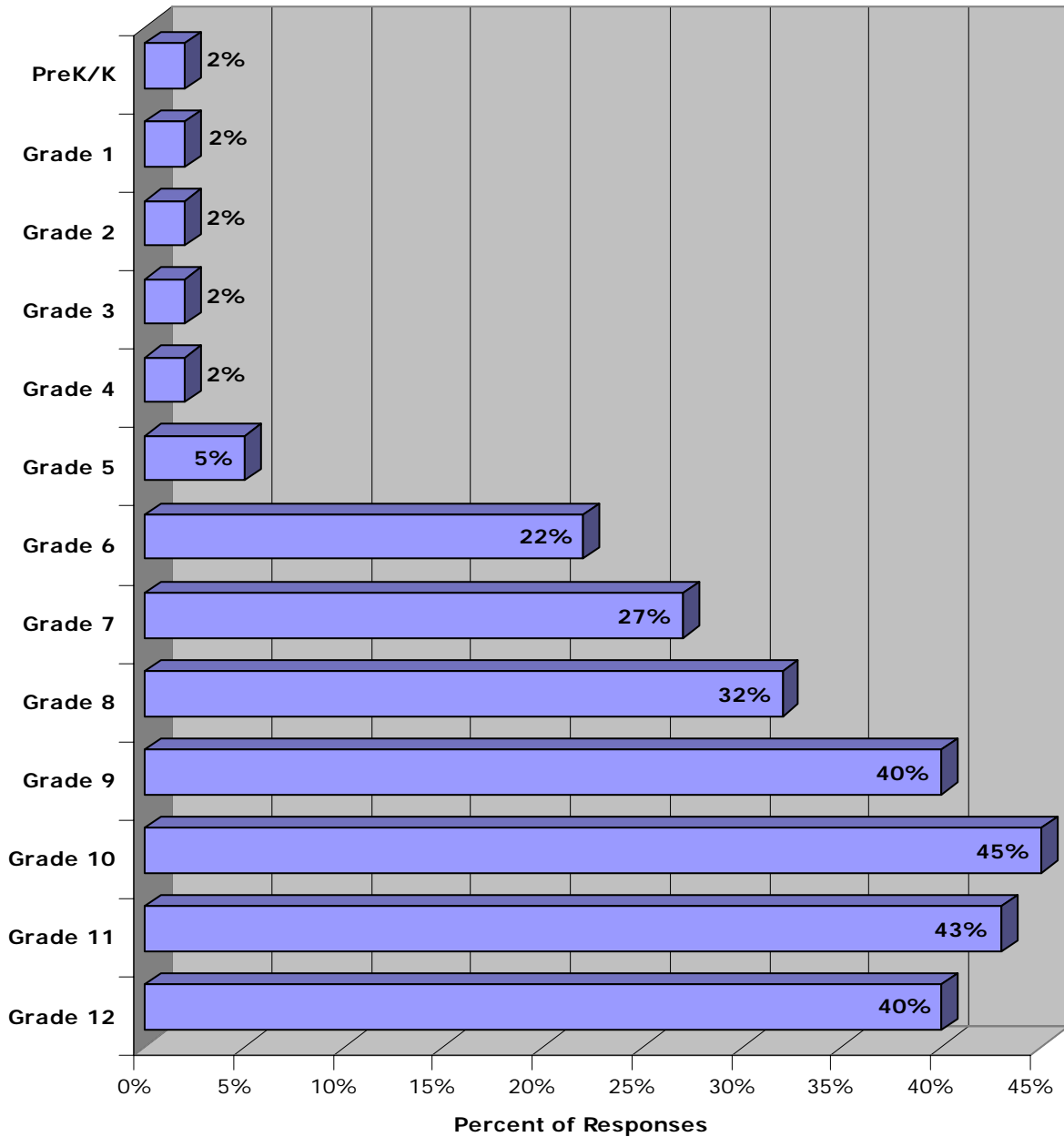
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## NCTE Survey

### *Which grade(s) do you currently teach or are responsible for?*

Grades 6-12 were all well represented, with a peak at grade 10 (45 percent). As expected, few respondents indicated they have responsibilities at the elementary level.

#### Most Responsible for Grades 9-12



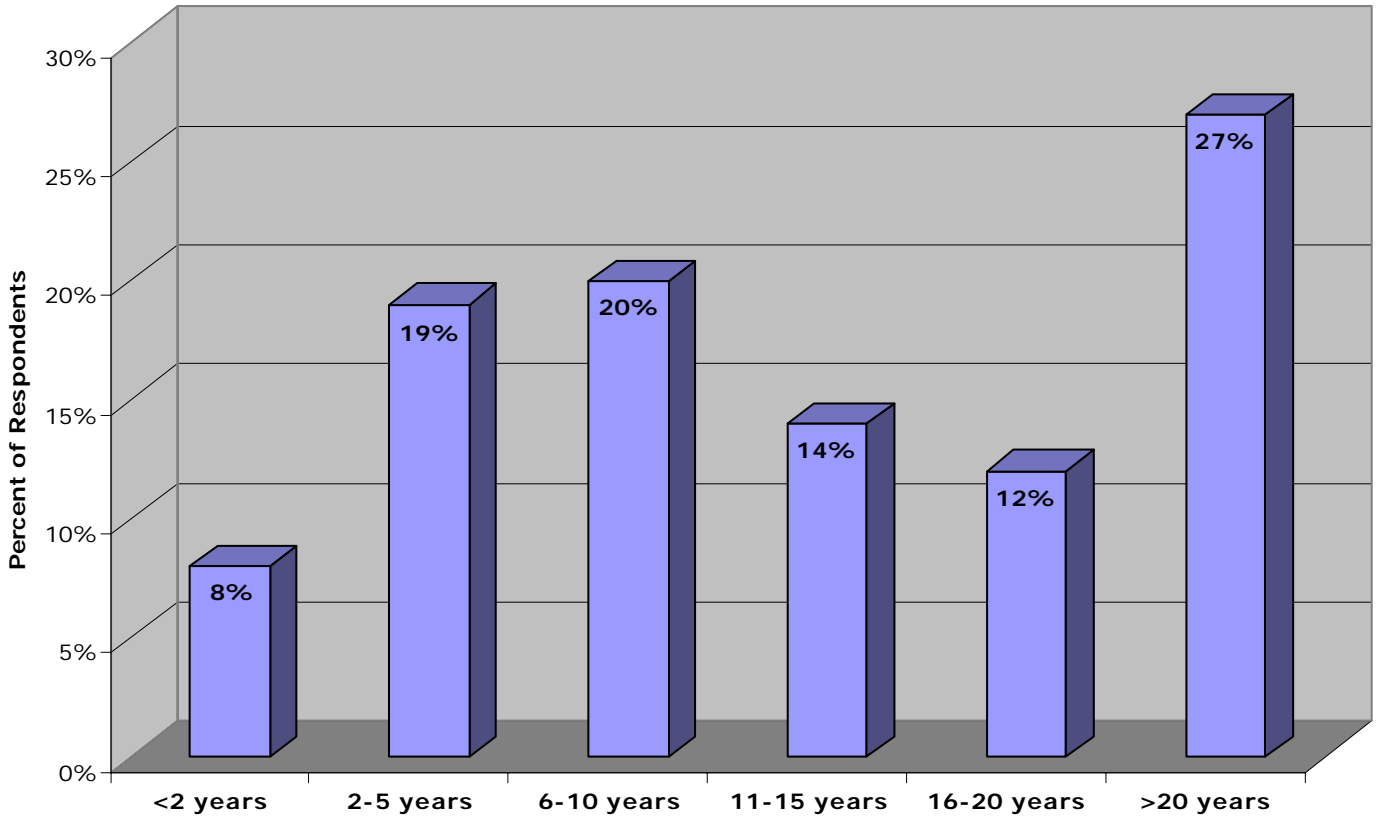
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## NCTE Survey

### *How many years of experience do you have in education?*

More than 50 percent of respondents have 11 years or more of education experience. Only a small number (eight percent) are inexperienced, citing fewer than two years in education.

#### Majority of Educators Experienced



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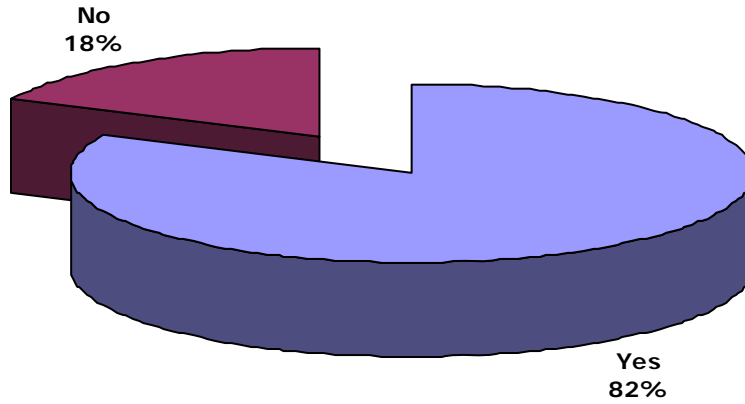


## NCTE Survey

### *Do you use a literature textbook?*

While the majority of respondents (82 percent) use a literature textbook in the classroom, approximately 18 percent do not.

#### Nearly One Fifth Do Not Utilize Literature Textbook

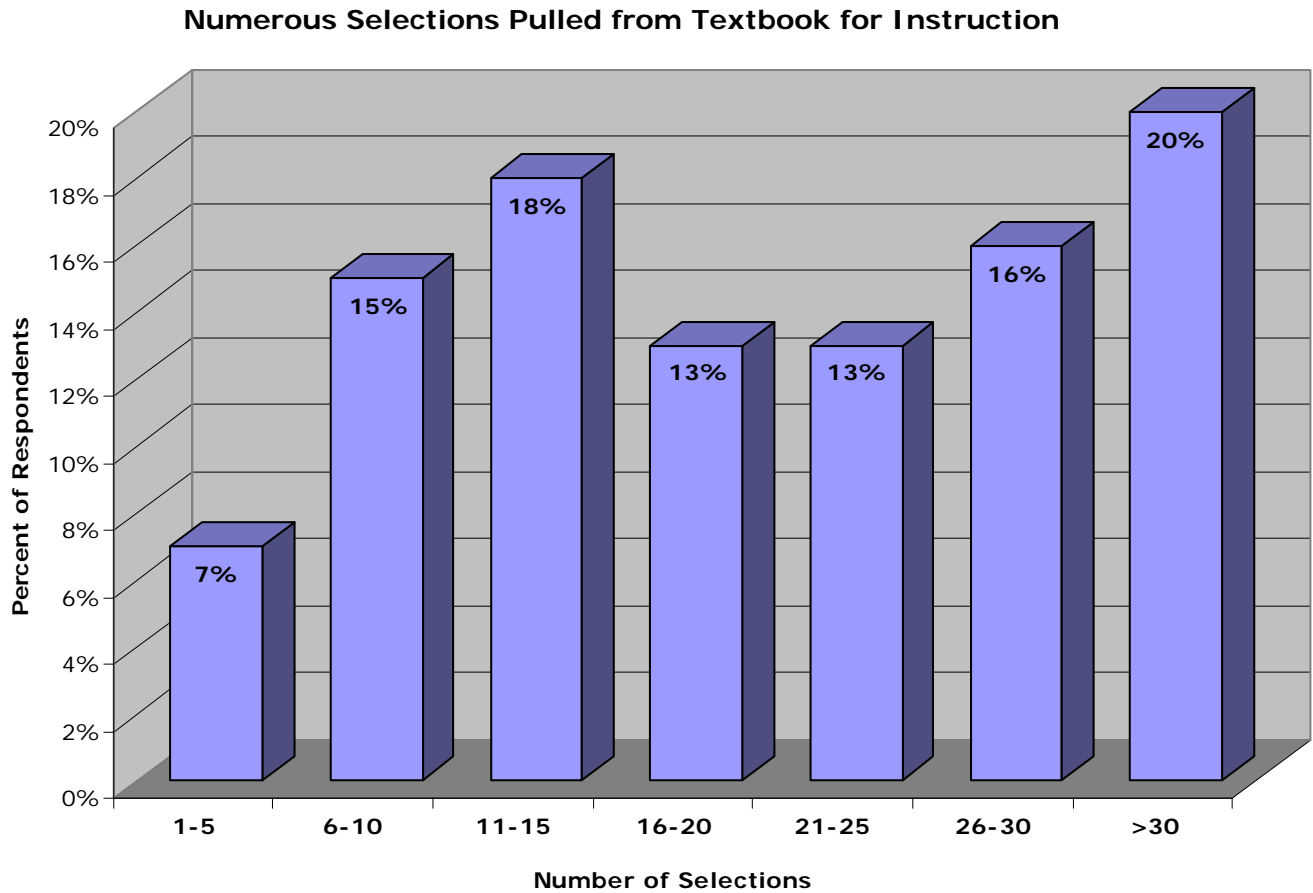


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## NCTE Survey

***How many selections (e.g., essays, poems, nonfiction, short stories) do you teach from your literature textbook during the school year?***

Nearly half of respondents use more than 20 selections from their literature textbook for classroom instruction during a typical school year.



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## NCTE Survey

### *How many selections do you use in each of the following genres during the school year?*

Poems and short stories account for the greatest number of selections, while fewer selections are chosen in the genres of nonfiction and essays.

#### Poems and Short Stories Used the Most

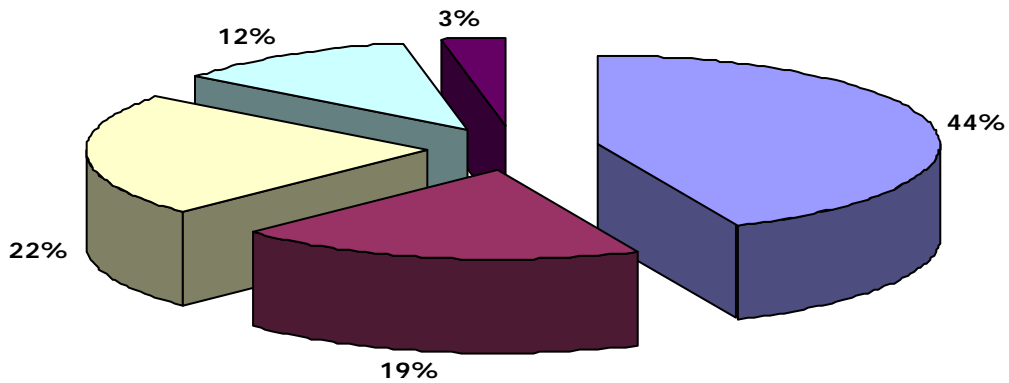
| Number of Selections | Genre |               |                     |            |        |
|----------------------|-------|---------------|---------------------|------------|--------|
|                      | Poems | Short stories | Informational texts | Nonfiction | Essays |
| 1                    | 4%    | 1%            | 11%                 | 5%         | 16%    |
| 2                    | 7%    | 2%            | 15%                 | 15%        | 17%    |
| 3                    | 7%    | 14%           | 10%                 | 8%         | 10%    |
| 4                    | 6%    | 11%           | 5%                  | 14%        | 7%     |
| 5                    | 16%   | 17%           | 17%                 | 15%        | 25%    |
| 6                    | 4%    | 9%            | 6%                  | 7%         | 7%     |
| 7                    | 4%    | 4%            | 2%                  | 4%         | 2%     |
| 8                    | 1%    | 12%           | 2%                  | 4%         | 2%     |
| 9                    | 4%    | 2%            | 3%                  | 3%         | 1%     |
| 10                   | 14%   | 3%            | 6%                  | 5%         | 3%     |
| > 10                 | 34%   | 26%           | 22%                 | 18%        | 10%    |

## NCTE Survey

***How interested would you be in a customized anthology/reader which contains only the selections chosen by your school/district?***

Eighty-five percent of respondents indicated interest in a customized anthology/reader, with more than half of those responding they are very interested. Only 15 percent indicated little or no interest.

**Interest in Customized Anthology High**



■ Very interested ■ Interested □ Somewhat interested □ Not very interested ■ Not at all interested

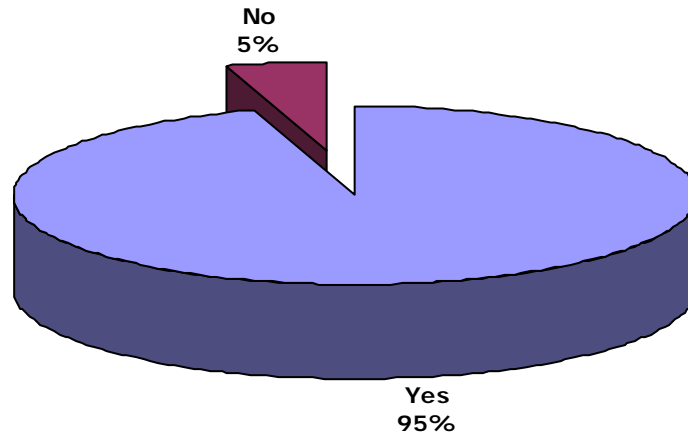
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## NCTE Survey

### *Do you use novels in your course?*

Novels are used in the classroom by 95 percent of respondents.

#### Almost All Use Novels

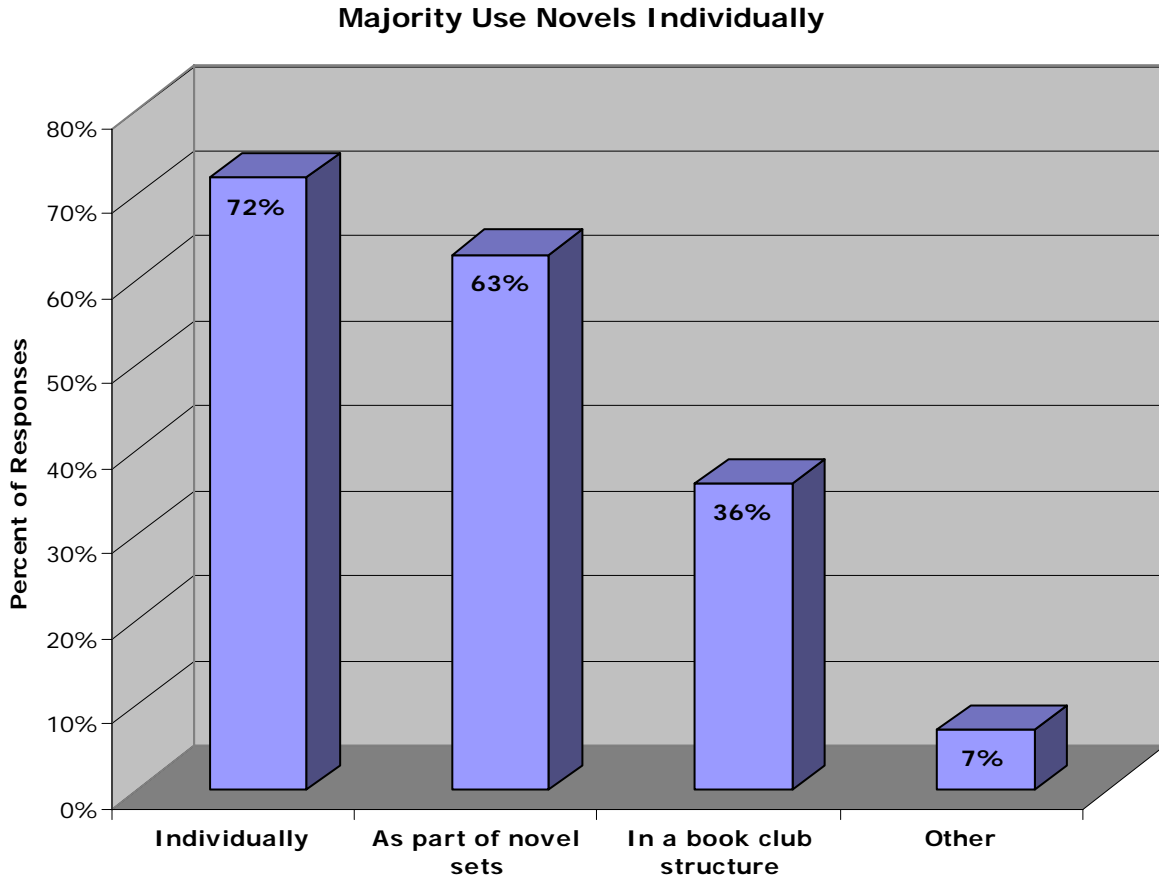


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## NCTE Survey

### *How do you currently use novels?*

Nearly three quarters of respondents use novels individually, followed by over 60 percent who use them as part of novel sets. Just over one third utilize novels in a book club structure.



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"Other" responses were: *In thematic units, Literature circles (4 responses), Read aloud, Summer reading and in-class reading, and Varies upon availability*

## NCTE Survey

***How many novels do you use in each of the following categories during the school year?***

Young adult fiction is the most popular type of novel chosen by respondents for classroom instruction, with one quarter of respondents indicating they teach more than ten novels from this category.

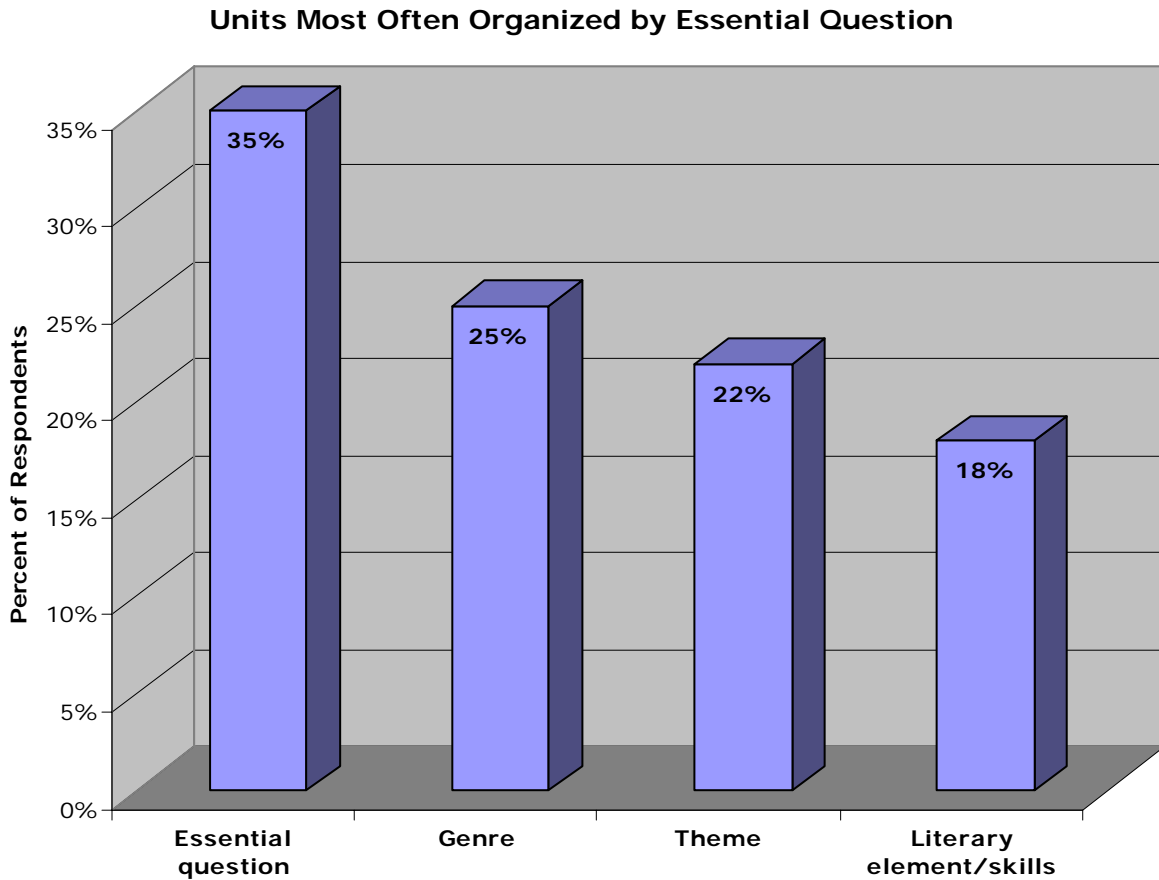
### Young Adult Fiction Most Popular

| Number of Novels | Category            |                  |                |                 |
|------------------|---------------------|------------------|----------------|-----------------|
|                  | Young adult fiction | Nonfiction books | Classic titles | Modern classics |
| 1                | 21%                 | 50%              | 29%            | 32%             |
| 2                | 21%                 | 20%              | 28%            | 24%             |
| 3                | 7%                  | 7%               | 16%            | 20%             |
| 4                | 10%                 | 3%               | 7%             | 7%              |
| 5                | 9%                  | 3%               | 8%             | 9%              |
| 6                | 4%                  | 0%               | 4%             | 1%              |
| 7                | 1%                  | 1%               | 2%             | 2%              |
| 8                | 1%                  | 1%               | 0%             | 0%              |
| 9                | 0%                  | 0%               | 0%             | 1%              |
| 10               | 0%                  | 3%               | 1%             | 0%              |
| >10              | 25%                 | 12%              | 6%             | 5%              |

## NCTE Survey

### *How do you organize your units of study?*

Over one third of respondents (35 percent) organize their units of study by essential question. This is followed by those who organize their units by genre (25 percent), theme (22 percent), and literary element/skills (18 percent).



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## NCTE Survey

### ***Which technology options do you currently have and how frequently do you use each to support instruction?***

Not surprisingly, the Internet is the technology used daily by most (80 percent). Over one fifth of respondents use a computer with DVD drive or document projector weekly. Roughly half use a DVD player for TV on a monthly basis. EReaders are the technology chosen by the most respondents (76 percent) as the one they do not currently have, but would like to use. Overhead projectors were selected as both the technology that teachers have, but do not use (14 percent) and do not have, and would not use (32 percent).

### Current Technology Usage

| Technology                 | HAVE      |            |             |            | DO NOT HAVE |               |
|----------------------------|-----------|------------|-------------|------------|-------------|---------------|
|                            | Use Daily | Use Weekly | Use Monthly | Do Not Use | Would Use   | Would Not Use |
| Clickers/Response devices  | 8%        | 12%        | 12%         | 18%        | 40%         | 9%            |
| Computer with CD-ROM drive | 63%       | 14%        | 13%         | 7%         | 1%          | 3%            |
| Computer with DVD drive    | 50%       | 21%        | 20%         | 5%         | 2%          | 2%            |
| Document projector         | 34%       | 21%        | 9%          | 7%         | 22%         | 7%            |
| DVD player for TV          | 10%       | 15%        | 52%         | 8%         | 5%          | 9%            |
| eReaders                   | 3%        | 7%         | 1%          | 4%         | 76%         | 9%            |
| Hand-held mobile devices   | 14%       | 0%         | 2%          | 7%         | 68%         | 9%            |
| InFocus/LCD projector      | 56%       | 12%        | 8%          | 4%         | 12%         | 7%            |
| Interactive white board    | 37%       | 10%        | 3%          | 7%         | 39%         | 4%            |
| Internet                   | 80%       | 14%        | 5%          | 0%         | 1%          | 0%            |
| Overhead projector         | 24%       | 14%        | 10%         | 14%        | 6%          | 32%           |
| Slate/Airliners            | 5%        | 6%         | 4%          | 3%         | 54%         | 27%           |

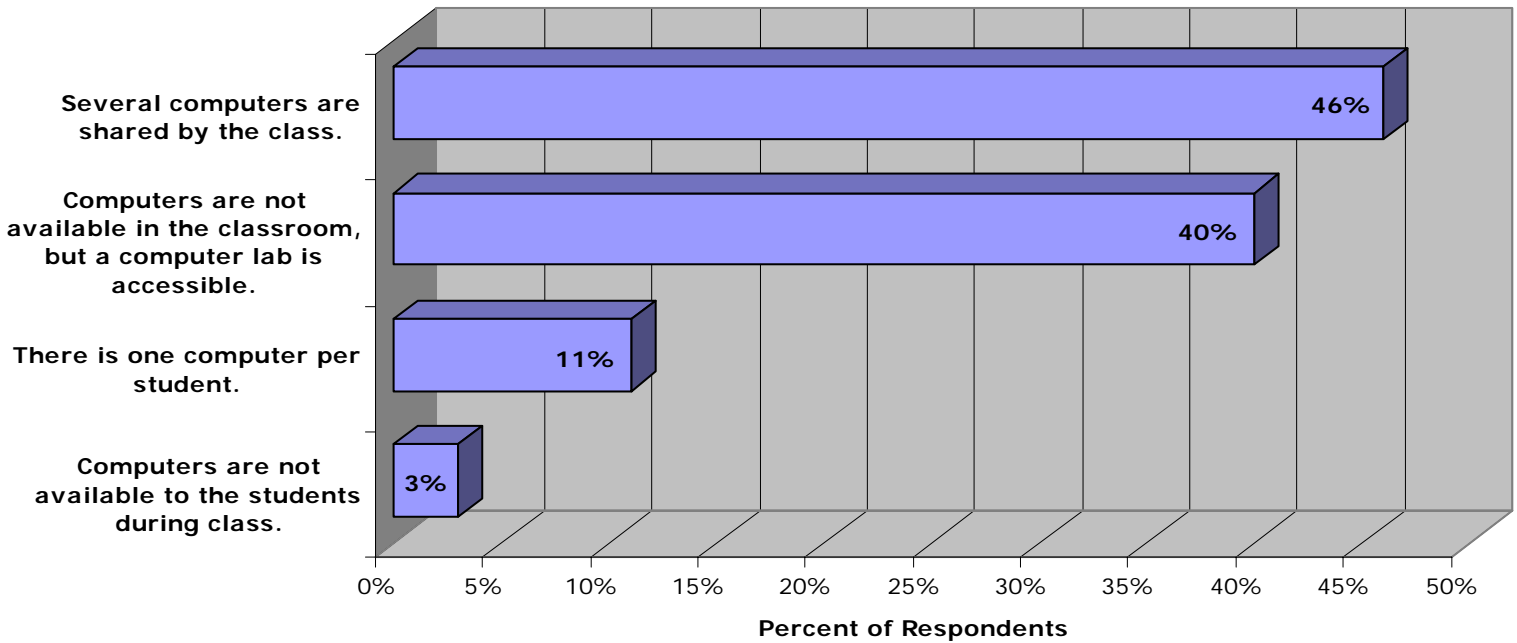
The highest number of responses in each category regarding use and availability

## NCTE Survey

### *How many computers are available in your classroom?*

Respondents indicated that the majority of their students have access to computers either in the classroom (46 percent) or computer lab (40 percent). Very few, three percent, indicated that computers are not available to students during class time.

#### Nearly Half of Classrooms Contain Student Computers

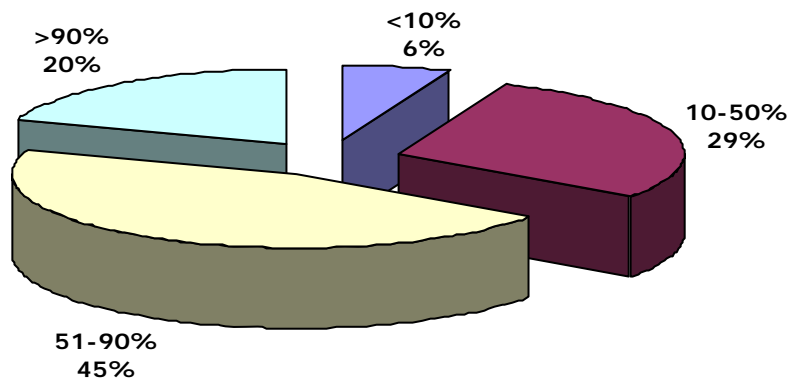


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### *What percentage of your students has computer access at home?*

Sixty-five percent of respondents indicated that more than half of their students can access a computer at home.

#### Majority of Students Access Computers at Home

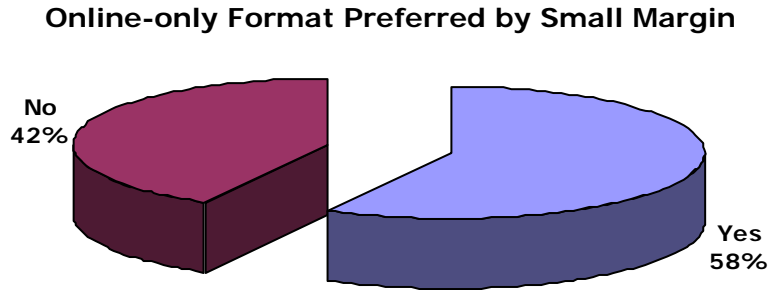


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## NCTE Survey

### *Would you prefer to use teacher materials that were offered in an online-only format?*

The majority of respondents, 58 percent, indicated they would prefer an online-only format for their teacher materials.



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## NCTE Survey

### ***Why would you not use online-only teacher materials?***

This open-ended question was asked only of the 54 respondents who indicated they would not prefer to use teacher materials that were offered in an online-only format. Of these, many cited concerns that internet access is unreliable in the classroom, hardware inadequacies – both in the classroom and at home, and a disinterest in being tied to a computer to access their planning and instructional materials. Several respondents simply stated a preference for hard copies of teacher materials. Many, however, indicated that they would enjoy the opportunity to use online materials if they were accompanied by print versions (a hybrid approach).

Their verbatim comments are below.

- *Access at times can be difficult.*
- *As an Intensive Reading teacher who has to run and maintain an online reading program, I need to present and be presented with text.*
- *At this point, not enough access in terms of hookup/availability in classroom.*
- *Because I am old fashioned and like access to paper and online materials.*
- *Difficult to access*
- *Having a print copy is important, if Internet is down at school, which often happens.*
- *Having to find technology and guarantee every child had access is difficult.*
- *I have an easier time reading a hard copy.*
- *I cannot assume that all students would respect the integrity of the online process.*
- *I do use online teacher materials almost all the time. But, technology fails at times so at least one paper set per grade level is very useful.*
- *I like being able to manipulate the items. If it were only available online, I would have to print it all out.*
- *I like being able to take my materials with me away from the computer so that I can plan and think through the information from another place.*
- *I like having the option of using online and hard copies of teaching materials.*
- *I like print.*
- *I like the flexibility of having both web-based and paper sources.*
- *I like the option of seeing and holding the actual book- a hybrid is best for me.*
- *I like to browse and highlight, mark pages, etc.*
- *I like to handle the materials myself.*
- *I like to have texts as well.*
- *I like to hold books!*
- *I like to mark my books and add notes in the margins to help me remember what I did to improve a lesson. I also find it faster than a computer and always there, no computer problems*
- *I like to use a hybrid method.*
- *I like to have a hard copy.*
- *I prefer a text.*
- *I teach at the university level, and not all of my students have online access at the times they can access the internet (due to class schedules, work schedules, lab hours, etc.). This has been an issue in the past.*
- *I would do either, but it would need to be in a user-friendly format in which I could edit and modify to meet the needs of all of my students.*

## NCTE Survey

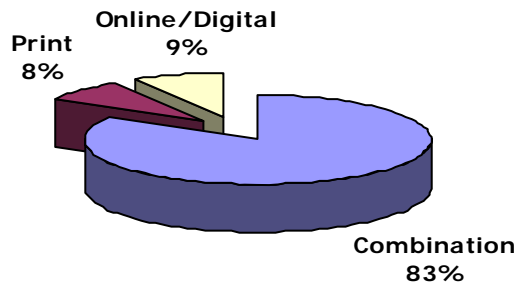
- *I would like both.*
- *I would like some sort of hard copy to flip through.*
- *I would need to look over what I then would access on the computer. Have trouble reading too long on the computer.*
- *I would use teacher materials in the online format, but would like to have an alternate format available in case a lack of internet availability occurs.*
- *I would use them and do but my current text book site (hrw) is clunky, difficult to navigate and slow because of my ancient computer. It is helpful to have hard copies of materials in a pinch though I prefer having online access to view and plan from home.*
- *I would use them, but I like having something that is also a hard copy.*
- *I would like to use both.*
- *I'm not wild about being tied to a computer and internet to access materials.*
- *Instability of web platforms, have issues accessing material*
- *Internet is not reliable in classroom.*
- *My county blocks certain websites, and sometimes internet access goes out. It would make me nervous to have ONLY online access, but I would love to have AND online access, and would probably use it most.*
- *Need a variety of text presentation*
- *Not always available*
- *Not enough consistent access*
- *Our internet goes down too much.*
- *Some teachers do not have online access at home and inadequate computers in their buildings.*
- *Sometimes I still like to read the book.*
- *Students do not have continuous, classroom computer access.*
- *There is not enough computer access at my school to support that however if there were I would LOVE to.*
- *They need computers at home and they don't have them.*

## NCTE Survey

***Please indicate your preferred content delivery method for the following student materials.***

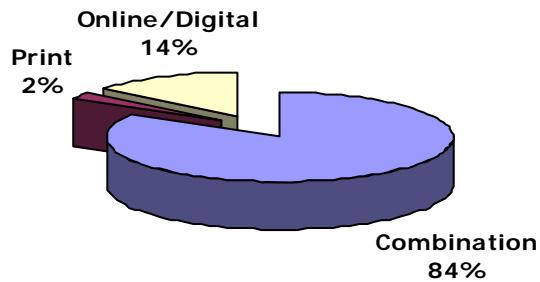
As expected, the majority of respondents (over 70 percent) prefer a combination of print and online/digital delivery for their student materials. For the Student Edition, an almost equal number of respondents indicated a preference for online/digital-only or print-only delivery (nine percent and eight percent, respectively). Fourteen percent indicated they would prefer an online/digital-only platform for skills practice activities. Roughly one quarter of respondents prefer their student novels in a print-only version.

### Student Edition



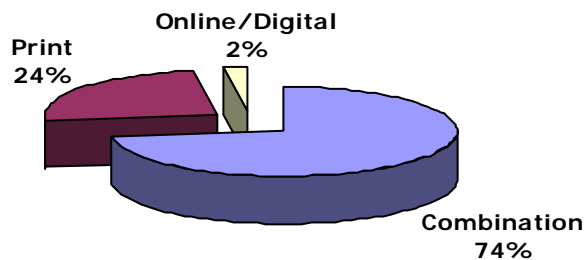
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### Skills Practice Activities



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### Novels



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## NCTE Survey

***If you have a preference regarding content delivery for any other student materials, please let us know.***

Few respondents took advantage of this open-ended opportunity. Their comments are below.

- *At present I would like to see more standardized tests online.*
- *Audio books. Online testing.*
- *I would love to have an electronic version of all student materials available to use in class, and hard copies to use when they are home, or when technology is not available to them.*
- *I would prefer to have something that I can edit to meet the needs of my students.*
- *My kids work in centers; one of which is computer-based, one of which is independent work, and the last of which is teacher-led (mainly print).*
- *Podcast format or something that kids can access via iPhones.*