

Educator Buying Trends: A National Survey – 2007



How Teachers Make Buying Decisions



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Introduction

The purpose of this survey is to provide a picture of teacher buying patterns for education-related material when using classroom budgets provided by schools as well as their own personal (non-reimbursed) funds. Among key topics explored were the types of materials purchased by teachers, the level of teacher discretion permitted, preferred information sources, factors considered when making purchasing decisions, preferred methods of ordering, and budget and spending cycles. Questions were also asked to determine the amount of teacher spending from both school and personal funds.

Prior research by Market Data Retrieval (MDR) and others has revealed significant shifts in education priorities as a result of the *No Child Left Behind Act* (NCLB). In order to analyze these effects, this survey focused on public schools (which make up 90% of the market). Because of the assessment and accountability measures that are such major features of NCLB, questions were included to shed light on the impact of NCLB and the extent to which districts have increased influence over purchasing decisions.

This 2007 survey is a follow-up to a similar study conducted in 2002 and published in the popular report, *Educator Buying Trends: A National Survey*. The 2002 survey provides useful, comparative data to illustrate buying patterns that have remained the same over the past five years and, more importantly, how things have changed—as indeed they have. The current survey also provides a snapshot of possible future trends as forecasted by teachers.

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