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NEW EDITORIAL TEAM APPOINTED TO LEAD *THE READING TEACHER*

NEWARK, Del. (September 25, 2026) — The International Literacy Association (ILA) has announced the appointment of a new editorial team for *The Reading Teacher* (RT), ILA's leading journal for educators of children up to age 12. Bringing complementary expertise across early and middle childhood literacy, teacher preparation, and research methodology, the incoming editors say are committed to maintaining RT as a trusted source of rigorous, relevant, and accessible literacy scholarship.

The six-person team represents institutions across North Carolina, each bringing extensive experience in literacy research, teacher education, classroom practice, and scholarly publishing.

- **Dennis S. Davis**, professor of literacy education, North Carolina State University
- **Jill F. Grifenhagen**, associate professor of literacy education, North Carolina State University
- **Yolanda Dunston**, professor, North Carolina Central University
- **Annemarie Horton Hindman**, professor of applied developmental science and special education, University of North Carolina at Chapel Hill
- **Rebecca Lee Payne Jordan**, associate professor of literacy education, Salem College
- **Jackie Eunjung Relyea**, associate professor of literacy education, North Carolina State University

"In our view, there is no other journal in the educational research landscape quite like RT. It occupies a unique space as a practitioner journal that carefully balances usable insights with methodological rigor," the team said. "We are proud to be in a discipline with such a vibrant community of authors dedicated to moving knowledge across the so-called knowing-doing gap."

Davis and Grifenhagen have collaborated for a decade at North Carolina State University, and the larger team brings together literacy leaders from a range of higher education institutions, including large public universities, a historically Black university, and a small private college.

Together, the editors plan to build on RT's longstanding role as a trusted resource for educators, supporting scholarship that addresses the most pressing questions in literacy while providing clear and actionable implications for practice.

The incoming team's term begins this year and concludes in 2030.

RT provides the latest peer-reviewed scholarship to literacy educators working with children up to age 12. RT's classroom-ready articles cover topics from curriculum, instruction, and assessment to strategies for teaching diverse populations of literacy learners. Full text views of RT articles garner more than a half million per year.

For more information about RT, visit [ILA's website](https://www.reading.org).

About the International Literacy Association

The International Literacy Association (ILA) is a professional membership organization of literacy educators, researchers and experts spanning 128 countries. For 70 years, ILA has set the standard for how literacy is defined, taught and evaluated, connecting research and practice to improve the quality of literacy learning across the globe. Through its Standards for the Preparation of Literacy Professionals, ILA provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, which include three peer-reviewed and edited journals—*The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*. Learn more at literacyworldwide.org.

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