

FOR IMMEDIATE RELEASE



**NEW CO-EDITORS APPOINTED TO THE READING TEACHER BY
THE INTERNATIONAL LITERACY ASSOCIATION**

NEWARK, Del. (March 13, 2015) – The International Literacy Association (ILA) announced today the appointment of Jan Lacina and Robin Griffith as new co-editors of *The Reading Teacher* (RT), the leading peer-reviewed journal for educators of literacy learners up to age 12. Their editorship will begin on June 1, 2015, and run through May 31, 2021.

Jan Lacina is a professor of literacy and the associate dean for graduate studies in the College of Education at Texas Christian University (TCU) in Fort Worth, Texas. Her research interests include literacy, writing instruction and English language learning. She has served as the editor for the Childhood Education column *Technology in the Classroom* for six years, and completed service in 2014 as editor in chief for the *Journal of Research in Childhood Education* (JRCE). Jan holds a Doctorate in Curriculum and Instruction/Teaching English to Speakers of Other Languages (TESOL) from the University of Kansas and a Master of Education in Elementary Education/English as a Second Language (ESL) from Texas Woman's University.

Robin Griffith is an associate professor of literacy education in the College of Education at TCU. Her research focuses on the critical role that teachers play in helping students become successful readers and writers, including teacher preparation programs and decision-making in literacy instruction. Robin previously taught in several public schools in Texas and has trained literacy coaches across the country. She holds a Doctorate in Curriculum and Instruction and a Master of Education in Language and Literacy Education from Texas Tech University.

"The *Reading Teacher* has provided educators with practical teaching ideas that are grounded in theory and research for more than 60 years," said Marcie Craig Post, Executive Director, International Literacy Association. "Jan and Robin's impressive classroom and research experience will be critical in our mission to continue to provide the insightful and relatable content that readers of *The Reading Teacher* have come to expect."

The *Reading Teacher* focuses on primary and elementary classroom instruction and is written by educators for educators. The journal provides practical, evidence-based teaching ideas, articles to help educators transform research into effective practice and information on the most critical issues in teaching and professional development. Its readership consists of school-based educators, university researchers and scholars, literacy consultants, administrators and policymakers.

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 60 years of experience in the field, ILA believes in the transformative power of literacy to create more successful societies, healthy communities and prosperous economies. 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. The International Literacy Association publishes several peer-reviewed journals, including The Reading Teacher, Journal of Adolescent & Adult Literacy and Reading Research Quarterly. For more information, visit literacyworldwide.org.

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