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Kathleen S. Howe

Park University, kathleen.howe@park.edu

Suzanne M. Tiemann

Park University

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Awareness & Access Matter: Making Professional Associations Available to Support Literacy Teachers' Ongoing PL

by Kathleen S. Howe and Suzanne Tiemann

Historically, professional associations play an important role in literacy teachers' professional lives. Many different education associations exist, and they offer a wide range of resources, supports, and benefits to members, including the development of professional standards for the preparation and ongoing enhancement of the literacy teaching and learning of literacy professionals, for example, *Standards for the Preparation of Literacy Professionals, 2017 Edition* (International Literacy Association, 2018). Both authors are longtime members of various associations and value the myriad ways these groups support and enhance their professional work and enrich their lives. Despite positive individual experiences and research-supported benefits of involvement in associations (Nolker & Ramsey, 2020; Ramsey, 2022), membership numbers for education professional associations, including literacy-specific groups, have declined in recent years (Antonucci, 2022). This reality prompted the authors to better understand the reasons for the declines. First, they explored potential contributing factors by reading further on the topic, and then sought to learn more by conducting related survey research with K-12 literacy teachers and specialists in a midwestern state (Howe & Tiemann, 2023).

The purpose of this article is not to argue for or against specific literacy professional associations nor to prove if any of the potential factors noted within the article contribute to associations' membership declines. In addition, this article does not discuss the authors' research in its entirety (Howe & Tiemann, 2023). Rather, it seeks to introduce readers to two potential factors (diverse generational mix of teachers and technology) and important changes that have occurred to professional learning across time before adding and exploring others: two themes (awareness and access) that emerged from a section of the authors'



Kathleen S. Howe

Suzanne Tiemann

survey research (Howe & Tiemann, 2023). Finally, the research-based findings and other information discussed serve as a springboard for suggesting ways that those who support literacy teachers/specialists' work (i.e., district/building literacy leaders, higher education literacy teacher educators, parents, and community groups) can help raise awareness and improve access to literacy professional associations for K-12 teachers. The authors hope this article prompts current and prospective members of professional groups to engage in their own reflection of associations' membership and benefits that result in ideas for supporting literacy teachers' professional learning needs and addressing factors that may contribute to membership declines.

As previously mentioned, various factors may contribute to membership declines in professional associations. In this article, the authors speculate about two potential factors. For example, today's teaching force in the United States and internationally consists of individuals working and learning side by side who come from several different generational cohorts (Lovely, 2012; Yaakob et al., 2020). Wiedmer (2015) notes

that this factor presents a challenge for professional associations in that they must figure out how to respect generational similarities and differences and address the individual needs and interests of their diverse membership. Failure to do so may contribute to associations' inability to recruit or retain members across different generational groups.

Another possible factor for associations' membership decline may be technology. More specifically, easy and often free access exists that enables a range of professional networking and training options via various technologies, including social media platforms. Not only does technology such as Twitter, YouTube, Pinterest, Facebook Groups, and more offer teachers choices to support their learning (Bean & Goatley, 2021; Dagen & Bean, 2020), but they may also contribute to declining association membership. Technology options disrupt the traditional pathway educators previously relied on to engage in professional networking and collaboration (i.e., professional associations). Existing availability and range of newer technology options may prompt educators to re-examine if or how association-sponsored resources and options, both free or for purchase and including similar technology-based networking channels, fit their existing individual learning preferences and needs.

In addition to both of the previously noted factors (diverse generational mix of teachers and technology) and before discussing further or introducing others, it is worth exploring key changes that have occurred across time to professional learning that may also impact association membership declines. The next section unpacks this important shift.

An Important Shift: Professional Development (PD) to Professional Learning (PL)

A shift occurred over time, resulting in key changes to the concept that describes ongoing support for teachers within the field of education, including literacy education. This concept is known by several different names, beginning with "inservice" (1950s-1960s) to "staff development" (1970s-1980s) to "professional

development" (1990s-2000s) to "professional learning" (2000s-present) (Dagen & Bean, 2020, p. 414). Unpacking and understanding the changes highlights the possibility of their combined contribution to membership declines. The changes that resulted in the concept known as professional learning were set into motion by research. Research findings about adult learning, effective components of professional development, school change, and leadership drove the need for new terminology and a more appropriate model for teacher professional learning (Bean & Goatley, 2021).

According to Bean and Goatley (2021), the shift changed the common acceptance that professional development (PD) is something done to teachers to a recognition that PD instead needs to focus on ongoing teacher learning that results in student improvement (Learning Forward, 2011; Lieberman & Miller, 2008). In addition, the shift recognized the need for teacher agency and active involvement in their own PD based on individual student, classroom, and building needs (Hicks et al., 2018). Therefore, the terminology changed from professional *development* (PD) to professional *learning* (PL), a more accurate label for the concept and process of ongoing support for teacher growth (Learning Forward, 2011; Lieberman & Miller, 2014). Furthermore, new research called attention to out-of-step approaches to training teachers described as "sit and get," "one-size-fits-all," and "top-down," and prompted the need for a new model for PL (Bean & Goatley, 2021). A synthesis of the research resulted in the need for a PL model that is job-embedded, sustained over time, provides the opportunity for reflection, involves active learning, and provides support to practice new learning (Darling-Hammond et al., 2017). In addition, these changes impacted the preferred mode and method (i.e., approaches and activities) by which PL occurs.

A wide range of options exist. Dagen and Bean (2020) identify several different approaches (i.e., coaching, teacher research, walk-throughs, PLCs) literacy leaders may adopt within PL plans, of which membership and engagement within a literacy professional association are noted. In addition, book studies, reading journals,

and attending conferences, to name a few, are popular activities teachers may engage in to address professional learning needs. Furthermore, widely available and ever-changing digital options exist for literacy learning and engaging individually or collaboratively with other educators both synchronously and asynchronously. The internet and social media such as Twitter, FaceTime Live, TikTok, and more allow teachers to easily connect and engage with other educators (Bean & Goatley, 2021; Dagen & Bean, 2020).

As research and models for PL were evolving, so was the introduction of new technologies available and integrated into PL. Free and easily available social media options and other online and digital tools, including websites, blogs, and more, disrupted the traditional approach to accessing and collaborating with a network of professionals through association membership. The authors speculate that this disruption caused teachers to reevaluate the need to join associations, resulting in membership declines. Furthermore, the COVID Pandemic that began in 2020 forced a temporary halt to face-to-face meetings, conferences, and trainings but made it possible for geographically diverse groups of educators to come together with relative ease and often at no additional costs through the use of online video-conferencing technologies such as Zoom. Additionally, technology made it possible to rapidly share and discuss popular and scholarly articles and ideas across social media. The use of technology far outpaced the time it took for associations to publish and distribute peer-reviewed journals or for members to travel to gather at an annual conference. Also, the technology reduced or eliminated costs associated with both activities. Despite post-pandemic anecdotal reports by educators and association leaders of tech-burnout and other downsides to Zoom or online-only PL options (which also might contribute to membership declines), technology, in general, has disrupted traditional approaches to the delivery of PL.

In short, the availability of new and ever-changing technologies and countless approaches and activities for engaging in literacy professional learning makes for a crowded and more cost-efficient field of options from

which teachers can choose. No longer are professional associations the sole providers of many popular professional learning approaches and activities. Rather, teachers and associations need to reimagine how associations' resources and supports fit within a job-embedded model. Failure to do so by either party may contribute to membership declines.

Collaborating with peers inside and outside of school has many benefits, such as improved teacher confidence, pedagogy, student achievement, and school culture (Reeves et al., 2017). Despite research support for teachers engaging within professional networks such as those made possible through literacy professional associations, membership numbers declined across the timeline when the research and model for professional learning evolved. The generational mix of educators working side by side in schools also changed during this same timeline and may also have contributed to the decline in association memberships, which the next section explores.

Today's Teaching Force: Multiple Generational Groups

As previously introduced, a potential factor contributing to the membership decline of professional associations is the generational mix of today's teaching force and the different cohorts' PL needs and preferences. Research indicates that generational differences exist in teachers' participation in and preferences for professional learning (Yaakob et al., 2020). Recent research found that teachers' knowledge, perceptions, and preferences for professional learning vary across different generations, thus supporting the need for differentiated PL versus one-size-fits-all (Yaakob et al., 2020). Professional associations face a challenge to respect their members' generational similarities and differences and meet their unique professional learning goals (Wiedmer, 2015).

Strauss and Howe (1992) introduced Generational Cohort Theory (GCT), which proposes that individuals born within the same generational cohorts (see Table 1) tend to share certain attitudes and values. Researchers across many fields have used GCT as a lens to consider

and explain differences between the values and attitudes for all aspects of different generational groups’ life, work, and health. New generation “cohorts” emerge every 18 to 24 years and are often characterized by the music, media, cultural moments, and norms they share

in common (Lovely, 2012). Others suggest taking GCT with Gessell’s Maturation Theory, which suggests that individuals’ values, beliefs, attitudes, and more change as they grow and mature (Nolker & Ramsey, 2020).

Table 1
Generational Cohorts

Generation	Birth years	Age range in 2023	Common characteristics/traits & shared attitudes/values
Baby boomers	1940-1959	64-83	Hard workers and committed, may not be comfortable with technology, may resist change, desire to mentor colleagues from younger generations, but also value working independently
Generation X	1960-1979	44-63	Independent, prefer email or voicemail, desire mentors from an older generation, pragmatic, direct, highly educated, prefer engaging and interesting work, value work-life balance
Generation Y (Millennials)	1980-1999	24-43	Tech savvy, highly connected via social media, multi-taskers, socially conscious, need structure, clear goals, and feedback, but embrace workplace flexibility and change
Generation Z	2000-2019	4-23	Tech savvy, prefer working with other GenZers, socially and environmentally aware, prefer customized learning, enjoy problem-solving and seek instant answers, often using digital tools

Note. Adapted from Lovely (2012), Nolker and Ramsey (2020), Trent (2019), and Wiedmer (2015).

Research conducted across the field of education can inform professional associations striving to understand and meet the collective and unique needs of their members of different generational groups. For example, Yaakob et al. (2020) found differences between the type of PL preferred by Boomers and Gen X teachers in Malaysian schools compared to their Gen Y colleagues. In addition, Boomer and Gen X teachers preferred participation in seminars, workshops, or other classes versus their Gen Y colleagues, who preferred learning through more informal activities (Yaakob et al., 2020). Furthermore, study findings indicated that Boomers did not prefer learning through online activities while Gen X teachers indicated less interest in research activities (Yaakob et al., 2020).

Another study involving association leaders of music education professional associations sought to understand perspectives and experiences to inform their group's relevance to a new generation (Gen Z) of members (Ramsey, 2022). Communication, engagement, and professionalism emerged as themes. Findings within each theme suggest that association leaders must go beyond generational stereotypes and generalizations to inform decisions and action steps designed to meet members' needs across multiple generations. For example, despite using a range of communication modes (face-to-face, social media, and digital) to share important information and invite participation in activities, both leaders and Gen Z members found the excess of methods to be overwhelming and resulted in messages getting ignored (Ramsey, 2022). One participant found it difficult to get a response from Gen Z members when sending a text and experienced more success in response and participation in activities when making a request or sharing information face-to-face.

Given that our K-12 schools consist of a teaching force comprising individuals from multiple generation groups, it is important to understand defining characteristics of different generations while recognizing individuals' uniquenesses and professional learning needs. Just as others have written about ways the different generations' characteristics translate to the business workforce (Wiedmer, 2015) or military battlefield (Trent,

2019), so must professional associations within the field of education understand the generational nuances of prospective and existing members. The authors wondered how professional associations fit within today's teachers' professional learning toolbox and what associations might need to know about potential generational differences to inform their membership services.

Awareness and Access

Howe & Tiemann (2023) surveyed K-12 literacy teachers and specialists working in a midwestern state to understand the generational differences and preferences for literacy professional learning. In addition, the study sought to understand how professional associations can support literacy teachers' ongoing PL to meet their needs best and differentiate PL for a cross-generational group of literacy educators. As previously noted, participation within literacy professional associations is one of several vehicles for professional learning that provides members with a range of opportunities and resources to meet their individual needs for ongoing literacy teaching and learning growth, development, and reflection for literacy teaching. Popular choices of professional associations for literacy professionals to join include the International Literacy Association (www.literacyworldwide.org), Association of Literacy Educators (www.aleronline.org), National Council of Teachers of English (www.ncte.org), and Literacy Research Association (www.literacyresearchassociation.org). Groups that gained popularity in light of recent dyslexia and science of reading policy state mandates include The Reading League (www.thereadingleague.org) and International Dyslexia Association (www.dyslexiaida.org). Several of these associations also have local chapters and statewide affiliates. These associations offer a range of print, digital, online, and live access to resources, collaboration options, networking opportunities, and other benefits for members, including but not limited to journals, newsletters, social media channels and blogs, special interest groups, trainings, speaker series, conferences, book clubs, professional books, white papers and policy briefs, professional standards, awards, and job postings.

A different study investigated what motivates individual members to engage in professional associations,

not limited to education associations, and found that individuals' perceived support received from their professional associations motivated their engagement with the associations (Wang & Ki, 2018). In addition, Wang and Ki (2018) found that volunteer behaviors existed between junior and senior members as identified by their career status (i.e., entry-level, middle-level, senior level, or chief executive or owner/partner).

Although this article does not address the entirety of the survey research and its findings conducted by Howe & Tiemann (2023), a section of it is especially germane to membership declines and offers valuable information to advise ways literacy professional associations can and do support K-12 literacy educators' ongoing professional learning. For example, *awareness* and *access* are two themes that emerged from the analysis of the open-response questions within the survey. Responses across several open-ended questions indicated that participants across all generational groups lacked general knowledge or specific information about existing literacy professional associations. Such responses were grouped together within the theme labeled *awareness*. Some participants stated they could not name any associations whose mission and membership focused on supporting literacy and literacy professionals. However, when asked about available resources or membership benefits, comments indicated those without specific knowledge of existing associations believed membership within literacy professional associations would be beneficial only if they and others were made aware of "what [associations] are and how they can help." In addition, other comments throughout the open-ended responses indicated that participants are interested and willing to learn more about association resources and member benefits.

A second theme was labeled *access*. Comments such as "money [is a factor] in utilizing literacy professional associations" or "joining or maintaining membership" speaks to a larger issue of *access*. In addition, comments that identified "time" as a barrier also fit within the *access* theme. For example, one respondent mentioned being on "overload," and another referenced experiencing constant change such that "every year seems to be a new thing thrown at us." These comments suggest that

lack of time and district or building PL focus contributes to pressures on teachers' energy and schedules, making it challenging to add one more thing to their PL toolboxes. Such comments were shared across all generations of participants. Therefore, not only is joining an association cost prohibitive but lack of time and energy is perceived as barriers by teachers that interfere with access to associations as viable options to support their ongoing literacy PL.

These findings suggest a need exists to build better awareness of who and what professional associations are and ways they can add value to educators' ongoing literacy professional learning. In addition, fully understanding all barriers that prevent access to professional associations is warranted. Some changes in professional learning may contribute to pressures on teachers' time or energy and aid membership declines. For example, the introduction of job-embedded literacy coaching or the prevalence of state literacy initiatives that mandate the use of commercial programs provide teachers with specific resources to use such as MAISA GELN ELTF's (2023) *Literacy Essentials* documents or require completion of trainings provided by for-profit companies (i.e., Lexia-Cambium Learning Group's LETRS/*Language Essentials for Teachers of Reading and Spelling*). These options compete for teachers' limited time or energy to participate in (*access*) associations. Therefore, in order for membership numbers to thrive, associations and literacy leaders must focus on raising teachers' awareness and knowledge of associations, and demonstrate how membership and resources may be used in conjunction, not in competition, with teachers' time and energy already dedicated to implementing state initiatives or other PL changes such as job-embedded coaching. Additionally, associations and literacy leaders must show teachers how doing so adds important support or context to information shared as part of these or other PL changes.

What Can Literacy Professional Associations Do?

Based on the above, what else do associations need to know or consider to create specific action items relative to raising awareness and creating access?

1. *Awareness* – Associations should directly target teachers as part of their marketing efforts. Often information is sent to district or building leaders and is not filtered down to classroom teachers. In addition, parents and community members should receive information about existing associations, especially since many associations produce or provide access to research and activities of significance to family and community literacy engagement. For the importance and power of associations partnering with parents to help circulate a particular literacy message or promote a specific literacy agenda, look no further than recent social and popular media efforts driven by parent advocacy groups that resulted in dyslexia legislation in almost every state. In addition, with so many association choices and limited time and money available to join them all, it makes sense for literacy professionals to collaborate across like-minded groups. Alternatively, build bridges if philosophical differences between groups exist. The field of literacy wins when we listen to one another and put more heads together. A great example of a recent collaboration is the decision of Drs. Rita Bean, Ginny Goatley, and Diane Kern from ILA to reach out to ALER's specialized literacy professional group to invite them to be part of ILA's efforts to replicate the 2015 national survey research on specialized literacy professionals. This research impacted ILA's *Standards for the Preparation of Literacy Professionals*, updated in 2018. Casting the net as wide as possible to involve more literacy professionals in this research makes for stronger findings that better inform the entire field. What other partnerships might exist across various literacy associations to include the voices of all literacy professionals, regardless of the association to which they belong?
2. *Access* – Associations can and should provide no-cost trial memberships to graduate students and classroom teachers so they may explore life as an association member before opting to pay to join. Many associations already offer a mix of free and members-only paid access to various resources such as journal articles, speaker series, and more. However, access to one or more resources is not the

same as the opportunity across an extended period to fully explore what an association offers, including the ability to meet and interact with existing members. When asked following the completion of a virtual field trip and discussion of two literacy associations a class explored, students of Kathleen Howe indicated they would all select the same association to join. Students' responses were surprising since the association they selected was not what they indicated they preferred during the class discussion. When pressed to explain why, students immediately indicated that their decision was based solely on the fact that they could receive a free 1-year membership, and as a result, they figured they had nothing to lose by giving it a try. The cost of joining associations is only one of several potential barriers to teacher access. Time and opportunities for active engagement within associations may also interfere with access. However, granting no-cost trial memberships is one step associations can take to address cost barriers.

Suggestions for Raising Awareness and Opening Access

Various opportunities exist to raise awareness and improve access to literacy associations for key stakeholders who embrace associations' shared goal of ensuring K-12 teachers engage in ongoing professional learning that best equips them to help all learners achieve at high levels. For example, associations should partner with higher education institutions and K-12 school districts to ensure teachers and teacher candidates know about the wide range of literacy professional associations. Teachers must first be aware that associations exist and the many ways associations can support their ongoing learning before teachers are in a position to decide whether to join a group or determine their potential level of involvement. In addition, parents and parent or community groups can support access by partnering with associations and districts. Below is a list of ideas for various stakeholders to consider. It is not an exhaustive list. Rather, it is intended as a jumping-off point and hopefully will generate more ideas from current and prospective members of professional groups to positively impact teachers' awareness and access to associations.

1. *District, building, and literacy leaders and PL providers* – Districts et al. should explore ways to financially support teachers' access to association membership. For example, one state affiliate of the International Literacy Association (ILA) partnered with an urban public school district in the Midwest to offer 500 teachers a three-year membership to their state association and local chapter at a reduced cost. This partnership allowed teachers full access to a professional association. In addition, it opened the door for district PL providers to partner with the association on PL offerings related to their district interests and needs. Furthermore, districts et al. should consider providing more financial support for teachers to attend professional conferences that require regional or national travel. Not only did participants make this suggestion within the previously mentioned survey research (Howe & Tiemann, 2023), one respondent added a rationale. They noted the value of networking with teachers from across the country and learning about literacy through a wider lens than what their school or district provides as perceived benefits of attending conferences and belonging to literacy professional associations. Moreover, districts et al. should expand PL offerings beyond what companies provide to support commercial programs and include services and resources available through literacy professional associations. Often professional associations maintain a list of consultants affiliated with or vetted by the professional association who can customize PL for a school or district. Such services may include assistance with PL planning, literacy coaching, literacy standards alignment as part of curriculum development or lesson study, and more. In addition, many associations offer a range of resources and PL support that include online and onsite options for supporting the differentiated PL needs of a diverse and mixed-generational group of teachers. Lastly, many ideas exist for use in teacher preparation programs (see below #2), but easily can be included (or modified) for use as part of districts' new teachers' academies, mentoring programs, and literacy coaching.
2. *Teacher preparation programs* – Introduction to

professional associations should begin at the undergraduate level and be revisited and expanded upon throughout teachers' careers. Undergraduate programs should intentionally introduce teacher candidates to professional associations as an important option to consider adding to their PL toolbelts for ongoing literacy support and as a channel for getting involved and giving back to the larger literacy community. For example, university literacy teacher educators can work with their students to compile a list of existing professional associations. Lists should include a brief overview and contact information for each association so their students can easily explore further. Another suggestion is to assign students to use the list they compile to select an association or two of interest and then take a virtual field trip to learn more. Follow up by hosting a class discussion to allow students to compare and contrast what they learned and share which groups they are most interested in joining. Alternatively, literacy teacher educators may consider forming a local chapter on campus for an association to which they belong. McNair and Aker (2020) describe steps they used to launch a chapter at their university and include insights about their experience to help guide others interested in doing the same. Another idea is inviting association members to serve as guest speakers in university classes to share information about their experiences, membership opportunities, and benefits. Lastly, as part of the introduction to literacy associations, be sure to engage students in a critical evaluation of associations' missions and visions, including their standards, publications, or other sources of print or digital information through which associations circulate information about literacy and literacy teaching. Be sure teacher candidates learn how to become informed consumers of information specific to the various professional associations and other "literacy advocacy" groups active online and through social media. Hence, they know how to evaluate the difference between scholarly and popular works (i.e., peer-reviewed or not), determine the expertise of individuals espousing literacy information (i.e., researchers vs. social media "influencers,"

bloggers, and more), and understand what, if any, agenda is behind each group's efforts.

3. *Graduate programs* – Teachers enrolled in graduate programs should receive more than an overview of existing literacy associations, be granted access to opportunities that invite active involvement within association committees, and more. Graduate literacy teacher educators can assist by providing instruction and incorporating assignments that guide graduate students to engage in various scholarship opportunities available through professional associations. For example, graduate-level literacy teacher educators can assign students to investigate grant, conference, journal, or award opportunities within associations, then select one to pursue that is of interest to them or their classroom needs. For example, various associations or special interest groups within national or international associations offer grants for which classroom teachers and other literacy professionals may apply. In addition, associations often publish peer-reviewed journals such as *The Reading Teacher* and welcome submissions from practitioners. Furthermore, graduate instructors should strive to create opportunities for their students within professional associations. Graduate literacy teacher educators are likely already involved with a professional association. They can contact committee chairs or journal editors to suggest ways their graduate students can assist with committees, community outreach, or journal activities. One idea includes volunteering their graduate students to write and submit a steady stream of reviews for existing or recently published professional books, children's literature, or adolescent literature that include teaching tips or other ideas inspired by their use of any of these resources. Associations likely appreciate having submission choices available for consideration within their newsletters, social media posts, or journals. Another idea includes requiring a service component within a graduate course that may be fulfilled by volunteering at a local, regional, or national conference or assisting at a community literacy event sponsored by an association state affiliate, or local chapter. Lastly, graduate programs and literacy association

boards should collaborate to explore ways to develop a pipeline for the next generation of their association's leaders (i.e., establishing mentoring or shadowing experiences for graduate students with association board members, committee chairs, or serving as a committee member). Like the research involving music education association leaders (Ramsey, 2022), literacy associations should seek to understand how to maintain relevancy across generational groups, including the next generation of association leaders.

4. *Parents and parent or community groups* – Parents and community groups can show their appreciation for teachers by purchasing memberships to literacy associations for classroom teachers, ordering professional texts off teachers' wish lists, or contributing to a literacy conference "travel fund" to help underwrite the cost of teachers attending or presenting at a regional or national conference. In addition to providing financial support that helps teachers access resources and opportunities available through literacy associations, they can advocate for teachers' needs to district administrators and school boards at no cost. Learning directly from teachers working in their community about their PL beliefs, interests, ideas, needs, and more as they relate to utilizing literacy associations can provide parents and parent or community groups with the best information for which to advocate on teachers' behalf to district and building leaders.

Literacy professional associations can and do play an important role in supporting many literacy teachers' ongoing professional learning. Various factors may contribute to the decline of membership experienced by literacy and other education professional associations. However, literacy associations and other stakeholders can take steps to raise awareness and access for K-12 literacy teachers. These steps may ignite renewed interest in literacy professional associations. In addition, they may lead to more teachers across all generational groups actively engaging with associations to support and enhance their ongoing literacy teaching and learning efforts.

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Author Biographies

Kathleen S. Howe, Ph.D. is an Associate Professor of Literacy Education at Park University in Parkville, Missouri, where she teaches undergraduate and graduate courses in the School of Education. She is the program coordinator for a Master's in Language and Literacy that has pathways leading to certification in reading and ELL. She worked in K-12 public education for over 25 years in roles ranging from reading specialist to deputy superintendent in a large, diverse, urban district in the Atlanta Metro area. Her research interests include literacy teacher education, professional learning, and education policy issues. She can be reached at kathleen.howe@park.edu.

Suzanne Tiemann, Ph.D. has had the opportunity to work with teachers, leaders, students, and the community in Texas, Missouri, Delaware, and Québec, Canada. She has served in the role of teacher, K-12 administration, leader of the Center of Educational Excellence, and is currently the Chair of the School of Education and an Assistant Professor at Park University in Parkville, Missouri. Her research interests include literacy, Project Lead the Way preservice teacher training, and college students' first-year experiences. She can be reached at suzanne.tiemann@park.edu.



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Make your voice heard

- Support ILA's advocacy efforts through our network of councils, national affiliates, and special interest groups

Connect with a community of literacy champions

- Turn to our network of teachers, experts, and leaders (in person at our conference and on social media) for advice and ideas

Come to the ILA conference for connections, knowledge, and inspiration—and for less money

- Enjoy significant registration savings and learn from engaging, motivating speakers

Get revitalizing resources

- ILA E-ssentials: E-publications with practical teaching techniques
- ILA Bridges: Interactive, interdisciplinary modules with step-by-step lesson planning guides
- And only Members are able to subscribe to ILA journals:
 - *The Reading Teacher*: The most popular journal for educators of students up to age 12
 - *Journal of Adolescent & Adult Literacy*: The ONLY literacy-focused journal for educators of older learners
 - *Reading Research Quarterly*: The leading global journal offering multidisciplinary scholarship on literacy among learners of all ages

...and freebies

- *Literacy Today*: Our bimonthly magazine that covers the latest literacy education trends and ILA news
- Members receive a 20% discount on more than 200 ILA books, DVDs, and more

Help us transform the world for the better. literacyworldwide.org/membership

Follow these 5 steps to join ILA today!

1. Choose your MEMBERSHIP OPTION (required) and add journal subscriptions (optional):

OPTION 1: BASIC or ONLINE (please choose one)

BASIC Membership \$39
(Literacy Today delivered in print)

ONLINE Membership \$29
(Literacy Today and added journals available Online Only)

ADD YOUR JOURNALS:

	Print & Online	Online Only
<i>The Reading Teacher</i> For educators of students up to age 12	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24
<i>Journal of Adolescent & Adult Literacy</i> For educators of older learners	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24
<i>Reading Research Quarterly</i> The leading journal of literacy research	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24
Access ILA Online access to all journals		<input type="checkbox"/> \$100
RRQ Library Online access to RRQ archives to 1965—only available to RRQ subscribers		<input type="checkbox"/> \$36

SUBTOTAL OPTION 1: _____

OPTION 2: STUDENT

STUDENT Membership \$24
Requirements: The discounted rate applies for up to five years to students enrolled in an undergraduate or graduate degree program. Please include proof of current student status with payment.

ADD YOUR JOURNALS:

	Print & Online	Online Only
<i>The Reading Teacher</i> For educators of students up to age 12	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14
<i>Journal of Adolescent & Adult Literacy</i> For educators of older learners	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14
<i>Reading Research Quarterly</i> The leading journal of literacy research	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14
Access ILA Online access to all journals		<input type="checkbox"/> \$60
RRQ Library Online access to RRQ archives to 1965—only available to RRQ subscribers		<input type="checkbox"/> \$22

SUBTOTAL OPTION 2: _____

OPTION 3: EMERITUS

EMERITUS Membership \$24
Requirements: Discounted rate applies to retired Members with 10 or more years of continuous Membership. Please include proof of retirement status.

ADD YOUR JOURNALS:

	Print & Online	Online Only
<i>The Reading Teacher</i> For educators of students up to age 12	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14
<i>Journal of Adolescent & Adult Literacy</i> For educators of older learners	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14
<i>Reading Research Quarterly</i> The leading journal of literacy research	<input type="checkbox"/> \$18	<input type="checkbox"/> \$14

SUBTOTAL OPTION 3: _____

OPTION 4: 25-YEAR

25-YEAR Membership FREE
Requirements: Discounted rate applies to Members with 25 years of continuous Membership, regardless of retirement status.

ADD YOUR JOURNALS:

	Print & Online	Online Only
<i>The Reading Teacher</i> For educators of students up to age 12	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24
<i>Journal of Adolescent & Adult Literacy</i> For educators of older learners	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24
<i>Reading Research Quarterly</i> The leading journal of literacy research	<input type="checkbox"/> \$30	<input type="checkbox"/> \$24

SUBTOTAL OPTION 4: _____

2. Enter your SUBTOTAL here: _____

My Membership is: NEW RENEWAL

2-year Membership (lock-in rates!) Subtotal x 2 = _____

3-year Membership (save 10%!) Subtotal x 3, minus 10% = _____

Enroll me in AUTO-RENEWAL. ILA will charge future annual dues to my credit card. Contact Customer Service to cancel.

Add a DONATION for ILA literacy efforts: _____

TOTAL enclosed: _____

3. Enter your PAYMENT information here:

Credit card number (Visa, Mastercard, Amex, Discover)

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Zip/Postal code Country E-mail Telephone Work Home

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PHONE: 800.336.7323 (U.S. and Canada) | 302.731.1600 (all other countries) **FAX:** 302.737.0878