

LETRS Coaching

A Sustainable ROI for Schools



Drive immediate instructional impact and long-term literacy gains with **Lexia® LETRS® Coaching™**.

Coaching Delivers Results

Research shows:

- Coaching significantly improves teacher instruction and student achievement.¹
- Educators with coaching support see greater gains in student decoding and a consistent decrease in number of students in the “at-risk” category.²

LETRS Coaching

aligns with the science of reading, supporting consistent small-group and differentiated instruction.

LETRS Coaching is uniquely designed as a seamless extension of the Lexia LETRS course.

Coaching = Confidence

Key finding:

- Coaching can increase teachers’ self-efficacy and confidence in implementing evidence-based reading strategies, such as those learned in LETRS, in their classrooms.³



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Independent research has demonstrated that coaching can significantly improve the quality of teacher instruction and, more specifically, reading instruction.”

— Kraft et al., 2018

Virtual Coaching: As Effective As—or Better Than—In-Person

Studies reveal virtual coaching:

- Matches or exceeds in-person coaching benefits for teacher fidelity, efficacy, and student literacy outcomes.⁴
- Leads to stronger teacher knowledge AND student literacy gains.⁵

LETRS Coaching

is scalable, flexible, and accessible—empowering more teachers to take ownership of their learning and practice.

Principal Support Matters²

LETRS Coaching keeps administrators informed and aligned with check-in opportunities.

Choose LETRS Coaching

**for proven results
and scalable support—
backed by research.**



References

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2. Carlisle, Joanne & Berebitsky, Dan. (2011). Literacy coaching as a component of professional development. *Reading and Writing*. 24. 773–800. <https://doi.org/10.1007/s11145-009-9224-4>.
3. Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228–245. <https://doi.org/10.1086/605771>
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5. Weiser, B., Buss, C., Sheils, A.P., Gallegos, E., & Murray, M. (2019). Expert reading coaching via technology: Investigating the reading, writing, and spelling outcomes of students in grades K–8 experiencing significant reading learning disabilities. *Annals of Dyslexia*, 69, 54–79. <https://doi.org/10.1007/s11881-018-00175-1>

