



RESEARCH BRIEF

Coaching Helps Educators Integrate LETRS Learnings into Daily Classroom Practice

Key Findings

- Educators' self-reported **use of LETRS-aligned teaching practices increased** after participating in coaching.
- Coaching helped educators **integrate LETRS learnings into their classroom practice.**

Introduction

Lexia® Language Essentials for Teachers of Reading and Spelling (LETRS®) is comprehensive professional learning designed to provide early childhood and elementary educators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to master the foundational and fundamental aspects of reading and writing instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. After completing LETRS, educators have a strong understanding of the science of reading and are prepared to apply this learning to transform literacy instruction in their own classrooms.

LETRS Coaching is intended to provide LETRS graduates with continuous support to help effectively integrate LETRS learnings into daily classroom practice. LETRS Coaching extends the journey for LETRS graduates by providing collaborative, personalized, one-on-one coaching that emphasizes teacher voice, reflection, and classroom application. Through LETRS Coaching, educators refine their instructional practice, foster professional growth, and deepen their engagement with the science of reading.

In preparation for the launch of LETRS Coaching, Lexia conducted a small-scale coaching pilot during Spring 2025. During this pilot, two LETRS coaches supported a total of 12 educators. All participating educators completed LETRS 3E Volumes 1 and 2. Coaching began in February 2025 and concluded in June 2025. Lexia researchers analyzed data from this implementation to pilot measures and methods for future studies of LETRS Coaching.

Method

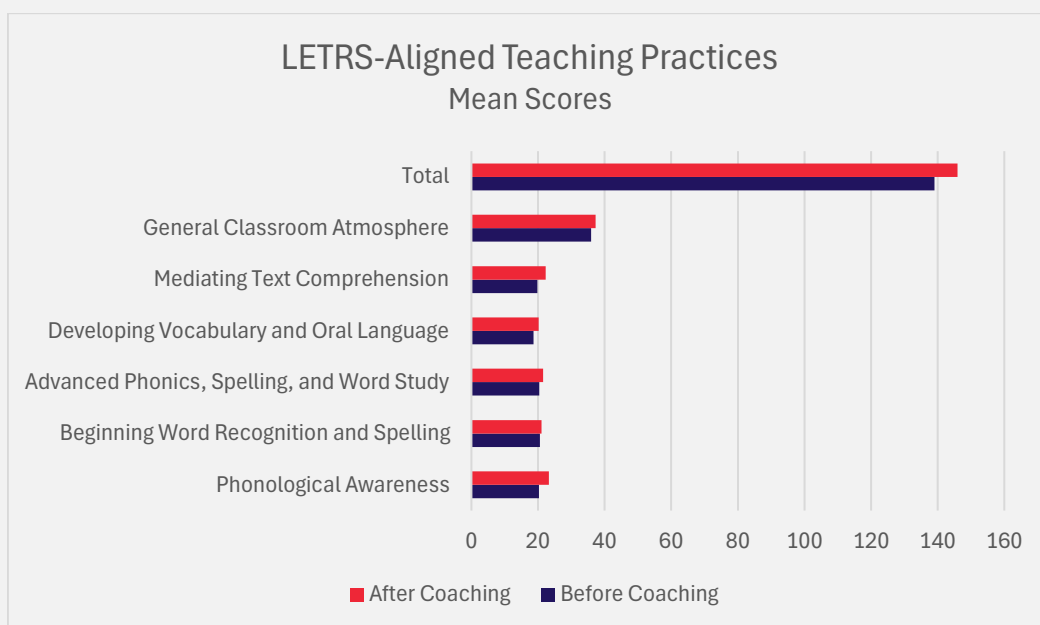
The overarching purpose of LETRS Coaching is to provide LETRS graduates with continuous support to help integrate LETRS learnings into daily classroom practice. The degree to which educators in the coaching pilot utilized LETRS-aligned teaching practices was assessed via self-report survey. All participating educators were asked to complete this survey prior to their coaching experience (February 2025) and again at the conclusion of coaching (June 2025). Participants responded to a total of 56 items at each time point. For each item, participants were asked to indicate the degree to which they were currently practicing a LETRS-aligned skill

or strategy using a 3-point scale: Not Currently Practicing (1), Partially Practicing (2), Confident/Practicing (3).

These 56 items are organized into 6 domains that correspond to the knowledge and skills learned in LETRS: Phonological Awareness, Beginning Word Recognition and Spelling, Advanced Phonics and Word Study, Developing Vocabulary and Oral Language, Mediating Text Comprehension, and General Classroom Atmosphere. Each domain contains 8-13 items. The combination of all items produces a Total score. Additionally, educators were asked to provide qualitative feedback about their coaching experience by providing responses to several open-ended items. Lexia researchers calculated mean scores at each time point to assess changes in educators' use of LETRS-aligned instructional practices during the coaching experience and analyzed qualitative feedback for themes. The study design and small sample size precluded more rigorous analyses.

Results

Educators' self-reported use of LETRS-aligned teaching practices increased after participating in coaching.



Educators showed modest improvements across all domains of LETRS-aligned teaching practices after participating in coaching for approximately 3 months.

Coaching helped educators integrate LETRS learnings into their classroom practice.

Qualitative feedback from educators who participated in the coaching pilot highlights aspects of coaching that educators found most positive. Educators found coaching beneficial in helping integrate LETRS learnings into their regular classroom practice. Representative examples of participant feedback include:

"[My coach] was amazing to work with! She was knowledgeable and has great suggestions and resources for me to reference and use. We focused on vocabulary instruction, and she had great ideas to tweak our curriculum to integrate LETRS strategies."

"I enjoyed working with my coach. She listened to my concerns and helped me come up with strategies and provided me with tools (ideas, checklists, and examples) to help me improve my teaching of opinion writing."

"I have incorporated repeated readings into my instruction at the advice of my coach. As a result, I saw growth in the fluency rates of my lowest performing students."

Want to Learn More?

For additional information or updates on research related to LETRS Coaching, please contact research@lexialearning.com.



Lexia®, a Cambium Learning Group brand, is a leader in science-of-reading-based solutions. For over 40 years, the company has focused on pre-K-12 literacy and today provides solutions for every student and educator. With a complete offering of professional learning, curriculum, and embedded assessment, Lexia helps more learners read, write, and speak with confidence.



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