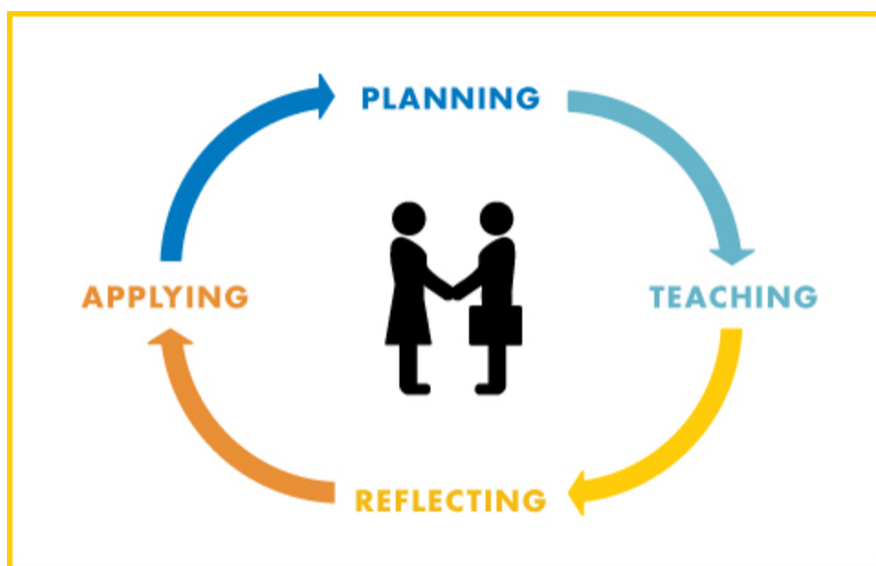


Coaching Helps Bridge the Implementation Gap



Literacy How Mentors continuously use this four-step coaching process to refine teaching behaviors and increase effectiveness.

From Knowledge to Practice: The Implementation Challenge

Every school, district, principal, and administrator faces a common challenge—how to provide *effective* professional development that changes teachers' practice and improves students' learning. [The Center for Public Education](#) examined this issue and the assumption that professional learning that fills a knowledge gap will be sufficient to transform instruction. In fact, most teachers' greatest challenge is not the content knowledge, per se, but *implementing* what they have learned in PD.

The struggle to put new learning into practice has been dubbed the "implementation dip" (Fuller, 2001). Research shows that teachers change their underlying beliefs about how to teach something only *after* they see success with students (Guskey, 2002). If it can take 20 or more attempts to master a new skill (Joyce and Showers, 2002), how can we help teachers stick with and refine new practices until they see results? The answer is coaching!

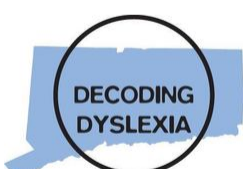


One Teacher at a Time: Cognitive Coaching, Accountability, and the Gradual Release of Responsibility

In their role as coaches, Literacy How Mentors use two proven processes to support teachers as they endeavor to enhance their practice. Mentors follow a cognitive coaching cycle (Costa and Garmston, 2015), working with teachers side-by-side to plan, teach, reflect, and apply new learning. The use of data to drive coaching conversations is key. Literacy How has developed content-specific protocols which are useful for providing teachers with specific feedback.

Literacy How Mentors also follow a gradual release of responsibility process. They clearly articulate the expectation that teachers will eventually take the reins as they practice instructional routines and techniques that the Mentor models and discusses.

First, the Mentor models a lesson or technique (I do). "Modeling has been found to be highly effective in helping teachers understand a new practice" (Gulamhussein, 2013). Next, co-teaching (We do) builds trust, allowing coaches to explore the quality of teaching in a supportive, non-evaluative way. Finally, the teacher flies solo (You do). The Mentor and teacher can then initiate a new "I do-We do-You do" process for the next concept or skill they need to implement.



Help Support CT Dyslexia Legislation: It's Easy!

Decoding Dyslexia-CT is looking for Connecticut constituents to sign up to email their legislators. Please help request support for a bill pending that will create a Dyslexia Advisory Council to examine implementation and accountability of current Connecticut dyslexia legislation.

All guidance and step by step instructions will be provided. Click [here](#) to sign up. Thanks for your support!



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Our Mission is to EMPOWER TEACHERS to ensure that every child learns to read by third grade.