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## INTERNATIONAL LITERACY ASSOCIATION'S (ILA) LATEST BRIEF HELPS LITERACY COACHES CHOOSE THE RIGHT INSTRUCTIONAL MODEL

Newark, Del. (March 12, 2018) — Not all models of literacy coaching are the same; “There are choices, and the choices matter,” according to ILA’s latest brief, [Literacy Coaching for Change: Choices Matter](#). Drawing these meaningful distinctions can help teachers and coaches to make an informed decision on the most suitable model.

With the ever-increasing emphasis on reading achievement in today’s schools, many districts are hiring literacy coaches to support teachers. The past two decades have given rise to a wave of major federal and state literacy initiatives that have significantly accelerated the expansion of coaching programs across the United States.

The growth in the scale and diversity of instructional programs has engendered a critical need to define the varying roles and responsibilities of the literacy coach. Although each literacy coach–teacher relationship may have its nuances, the brief says three models of coaching for change are worth noting in detail: coaching to conform, coaching into practice and coaching for transformation:

- When coaching to **conform**, the coach provides expertise and direction on how to implement the features of a program under adoption.
- The coach assuming a **practice** perspective supports teachers in understanding classroom experiences, focusing on students as “the context for teaching growth through reflection.”
- When aiming for **transformation**, the coach creates spaces where teachers can challenge their own practices as well as the historical power structures that operate within schools.

The brief then provides guidance on how to choose a coaching model that’s in line with the teacher’s ideological beliefs, context and goals. The International Literacy Association further conceptualizes the role of coaches and other specialized literacy professionals in *Standards for the Preparation of Literacy Professionals 2017*.

### **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 78 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. 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. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).