

Issue Date: November 13, 2024, Updated November 18, 2024

Overview of Read Vermont Job-Embedded Coaching Opportunity

Purpose

This document describes job-embedded literacy coaching available to PK-3 teachers through Read Vermont and explains how Vermont Supervisory Unions and Supervisory Districts (SU/SDs) or schools can qualify for coaching. This document includes:

- Coaching: A Read Vermont Priority
 - Who Can Apply and How to Apply
 - About Read Vermont Coaching
- What to Expect from Read Vermont Coaching
- Participant Responsibilities and Commitments
 - Form Teams
 - Participant Commitments
 - Time Commitment Summary
- Coaching Qualification Process
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- Appendix A: Coaching Cycle Overview

Coaching: A Read Vermont Priority

The Agency of Education (AOE) is committed to empowering educators as they equip each student with the tools they need to become lifelong readers. Building upon [Act 139 of 2024](#), Read Vermont is a comprehensive initiative dedicated to improving literacy outcomes for all students. A priority of Read Vermont is supporting Vermont districts in building their capacity to teach students how to read through professional learning and coaching. Coaching educators on the job as they teach students is a key priority research suggests that this is one of the most effective ways to build a culture of continuous improvement, shift practices, and impact student learning. Coaching, practice, and feedback are what drive change in classrooms and build capacity in systems. Skilled, responsive coaching helps transform classroom and district practices and, ultimately, student outcomes.

Who Can Apply and How to Apply

The first phase of Read Vermont coaching offers free, intensive, personalized support for at least 100 PK-3 educators and 40 educational



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leaders/administrators in Vermont elementary schools, from January 2025 through February 2026. To be considered for this winter's coaching, districts and schools must complete an [interest inventory](#) by December 3, 2024 and hold a participation call with the AOE and the Stern Center by December 19, 2024. The AOE will work with interested districts and schools to determine if coaching is the right fit for them this winter. The AOE will select schools and/or SU/SDs for participation based on need, commitment, and geographic diversity. Schools eligible for Comprehensive and Targeted Support and Improvement will have priority. If demand is high, additional coaching phases may be launched in the spring and fall of 2025, with opportunities potentially available beyond February 2026.

About Read Vermont Coaching

The AOE has contracted with the Stern Center to provide responsive, collaborative, job-embedded coaching for PK-3 teachers and administrators through February 2026. Stern coaches will help educators integrate knowledge of evidence-based, explicit, and systematic literacy teaching methods into their daily teaching practices, while supporting administrators in building and implementing systems and structures that promote and sustain effective literacy practices.

The Read Vermont Stern Center coaching is personalized and cyclical, fostering collaboration and trust between participants and coaches as non-evaluative thought partners. Educators and administrators will work with coaches to establish a clear understanding of needs in each school and district, set data-driven goals, and implement strategies to achieve goals in iterative improvement cycles. Coaches will work with educators and administrators in distinct but aligned capacities.

What to Expect from Read Vermont Coaching

Participating schools and SU/SD can anticipate:

- **Personalized Coaching:** Compassionate and empathetic coaching will meet teachers and leaders at their current skill level, providing tailored strategies for individual and group needs.
- **Hands-on Coaching:** Coaches will use the “I do, we do, you do” model, offering real-time support in classrooms.
- **Context-Driven Approach:** Coaches will honor and recognize the unique characteristics of each school, classroom, and teacher, including a variety of instructional approaches, curriculums, and assessments.
- **Bridging Knowledge and Practice:** Participants will grow their understanding of evidence-based practices and apply these practices in the classroom.
- **Selecting and Implementing Instructional Materials and Assessments:** Guidance in selecting and implementing high-quality instructional materials and assessments.

- **Explicit, Systematic Instruction:** Increased understanding of the why, what, and how of explicit, systematic instruction.
- **Data-Driven Instruction:** Improved skills in using screening, diagnostic, and progress monitoring data to inform instruction.

Appendix A illustrates the coaching cycle and how it applies to both teachers and administrators.

The Agency of Education will serve as the coordinating body responsible for organizing and managing the overall coaching program and contract with the Stern Center. The Stern Center is responsible for providing tailored coaching for participants and supporting the AOE in the overall management of the program.

Participant Responsibilities and Commitments

Form Teams

Participating SU/SDs and/or schools will form teams to actively engage in coaching. Each school or SU/SD team must include:

- **Team Lead:** One leader (administrator or teacher leader) from each participant team will coordinate with Stern coaches to optimize the coaching experience for the school or SU/SD team. Specific responsibilities include serving as a lead point of contact for the team, coordinating in-person and virtual coaching sessions, and communicating needs to the AOE and Stern Center. Includes a 30–60-minute monthly leadership and coordination meeting.
- **Educators:** A minimum of two educators per site, committed to applying evidence-based practices in their classrooms. Educators are expected to attend at least one 45–60-minute coaching session monthly, with more frequent sessions encouraged. Depending on the need and established goals, these coaching sessions may occur individually or in small groups of up to five educators. This may involve finding coverage, release time, or shifting duties/schedules to accommodate coaching.
- **District and/or School Leadership:** Leadership teams will engage in 45–60-minute coaching sessions monthly with coaches to monitor progress and track goals. Leaders will set expectations for teacher engagement, fostering a culture of trust and collaboration.

Participant Commitments

To ensure effective coaching, participating schools or SU/SD must commit to the following:

- **Engage fully:** View coaching as an opportunity for growth.

- **Implement Evidence-Based Practices:** Implement high-leverage evidence-based practices and strategically abandon practices that are not evidence-based.
- **Meet Timelines:** adhere to the established coaching schedule outlined below and refined with your coach.
- **Use Coaching Platform:** Use of the vendor’s online coaching platform, GoReact, to record and upload instructional videos. This may involve IT support and/or working with staff to help record instruction.
- **Attend Monthly Coaching Sessions:** Schedule and participate in a minimum of one monthly educator or administrator coaching sessions.
- **Join Facilitated Professional Learning:** Participate in at least five Read Vermont [Facilitated Professional Learning Series Workshops](#) held live the second Wednesday of every month starting in November 2024 or viewing recordings of the workshops. Participants are highly encouraged to participate in as many workshops as possible.
- **Engage in Literacy Learning Network:** Attend a minimum of three virtual convenings with peers across the state to share, learn, and collaborate around implementation with others across the state. This may include an option to participate in an in-person Literacy Learning Summit.

Additionally, **district and/or school leaders** commit to:

- Clearly defining the roles of existing in-building and/or in-district literacy coaches to differentiate their responsibilities from those of administrators or teachers. Read Vermont/Stern Center coaches will focus on instructional improvement rather than evaluative or administrative duties.
- Sharing aggregate data three times a year to measure the impact of coaching. Assessments may be those already in use by the SD/SU or selected in partnership with Read Vermont upon selection for participation. Anonymous aggregated data will be shared by the school leader(s) and reviewed by the AOE and vendors at established points throughout the duration of the project. Coaches will frequently work with teachers on specific data but will not collect or share these data.
- Establishing specific learning goals in collaboration with coach based on school-wide data, school culture, current materials used, personnel resources available, school or district-wide goals, etc.

Time Commitment Summary

Summary of time commitment over the 18-month Coaching Cycle for both educators and administrators:

- At least one coaching session per month
- A minimum of five literacy workshops held the 2nd Wednesday of the month (live participation is strongly encouraged, but not necessary)
- A minimum of three Literacy Learning Network convenings scheduled on:

- February 5, 2025, from 3:30-4:30 p.m.
- April 9, 2025, from 3:30-4:30 p.m.
- October 8, 2025, from 3:30-4:30 p.m.
- January 21, 2026, from 3:30-4:30 p.m.

In addition, the team lead will participate in one additional 30-60 minute planning, coordination, and leadership team meeting a month.

Coaching Qualification Process

To be considered for the coaching opportunity starting in January 2025, a school representative must complete the [interest inventory](#) by December 3, 2024. A review team, including AOE staff and Read Vermont coaching provider, the Stern Center, will review interest inventories and schedule participation calls by December 6, 2024. Participation calls will focus on the [interest inventory](#), coaching needs, current school or SU/SD practices, and what coaching may look like in an SU/SD and/or school. The review team will work in partnership with the SU/SD and/or school to determine if coaching is the right fit or what additional resources are available to meet local need.

Key criteria the AOE will use to identify SU/SDs or schools for participation include:

- **Priority Support:** Schools eligible for Comprehensive and Targeted Support and Improvement will have priority.
- **Demonstrated Need:** Priority given to schools with high academic or demographic needs, as identified by AOE data or local assessment data.
- **Team Commitment:** Demonstrated alignment and commitment from educators, building leaders, and administrative leaders, with availability for coaching.
- **Professional Learning Participation:** Capacity to engage in Read Vermont Facilitated Professional Learning Series workshops.
- **Geographic Representation:** Preference for coaching recipients from diverse regions of Vermont.
- **Current Involvement:** Priority for schools who are not currently participating in other PK-3 literacy professional learning or receiving other similar supports from the AOE.

The AOE will notify all who submitted interest inventories of their ability to receive coaching starting in the winter of 2025, no later than December 19, 2024. All participants will need to sign a partnership commitment before coaching begins January 6, 2025. If demand is high, additional coaching phases may be launched in the spring and fall of 2025, with opportunities potentially available beyond February 2026.

Next Steps and Timeline

- 11/18/24: Open [“Office Hours” Q&A Session](#) for Administrators or Teacher Leaders (this includes existing instructional or literacy coaches) with questions and answers distributed afterward.
- 12/3/24: SU/SDs and/or schools submit [interest inventory](#) form to indicate interest.
- 12/6/24: The AOE and Stern team will reach out to schedule a participation call to determine if coaching is the right fit for an SU/SD or school.
- 12/6/24 – 12/18/24: Participation calls held.
- 12/19/24: Selected SU/SDs and/or schools notified and receive participation commitment template.
- 1/6/25: Coaching begins and schedules confirmed with all participating SU/SDs and/or schools.
- 1/6/2025 –2/2/2026: At least one coaching cycle held per month.
- Depending on availability and demand, additional phases may be available in spring and fall 2025.

Appendix A: Coaching Cycle

A Framework for Growth

The coaching cycle offers targeted, ongoing support to help teachers and leaders advance their literacy instruction and leadership skills. Find a graphic illustrating what the coaching cycle may look like for a teacher and an administrator [in this slide deck](#). Key benefits of the coaching cycle include:

- **Personalized and Iterative:** Coaching is tailored to individual needs and involves continuous refinement of goals aligned to [grade-level standards](#).
- **Reflective and Analytical:** Sessions emphasize self-reflection, data analysis, and instructional planning.
- **Guided Growth:** Educators receive support in setting clear, actionable goals for continuous improvement.
- **Data-Driven Decision Making:** The use of formal and informal data helps educators make informed decisions about their instruction and leadership.
- **Comprehensive Perspective:** Coaching considers the broader context, including the educator's role, school environment, and student population.
- **Transformative Impact:** School-wide implementation can significantly improve student literacy outcomes.

Format

The AOE and Stern Center will work with schools and/or SUSD team to determine a coaching schedule that will include:

Small Group Coaching

Coaching sessions most often use small group settings of up to five individuals (i.e., special educators, interventionists, and classroom teachers) working with the same cohort of students or who have similar roles (a small group of kindergarten teachers, first grade teachers, etc.). In these small group coaching sessions, participants discuss common obstacles, challenges, solutions, and positive outcomes. With guidance, educators collaborate to share ideas, techniques, strategies, and methods with one another.

Individual Coaching

One-on-one coaching is available. Individual coaching allows for a tailored approach to set and track goals, deeply reflect, and specifically problem-solve and plan. These sessions are focused and highly personalized based on the needs of the individual teacher.

Leadership and Administrator Coaching

Leadership and Administrator coaching sessions will focus on how to lead and manage literacy change, create internal systems and structures that support collaboration and data analysis, and implement systems-based approaches to supporting teachers. Evidence-based templates and resources including walk-through checklists and scheduling templates will be shared. Find an example [here](#).

In-Person and Virtual Coaching

In-person and virtual coaching with an assigned coach will take place over the course of 18 months. All schools will have a minimum of three in-person coaching site visits to buildings and classrooms. An unlimited number of virtual coaching sessions are available and will utilize video recording software for participants to gain objective insights into their individual practice.

Recording and watching oneself on video can be uncomfortable and sharing that video with a coach can be intimidating. However, using video is a proven method of supporting teacher growth and development, *and* improving student achievement.

Virtual coaching will include:

- Recorded lessons as an artifact for analysis and tool for reflection and growth.
- Use of GoReact, a secure video platform compliant with industry standards (SOC, SSAE, FERPA, HIPAA, COPPA). Videos are not shared with anyone and viewed only by coaches. Access to the platform is secure.
- Opportunities for participants to record themselves teaching, upload videos, and engage in self-reflection using targeted prompts. Stern Center coaches (and only Stern Center coaches) watch submitted videos, provide feedback, and respond to reflections.