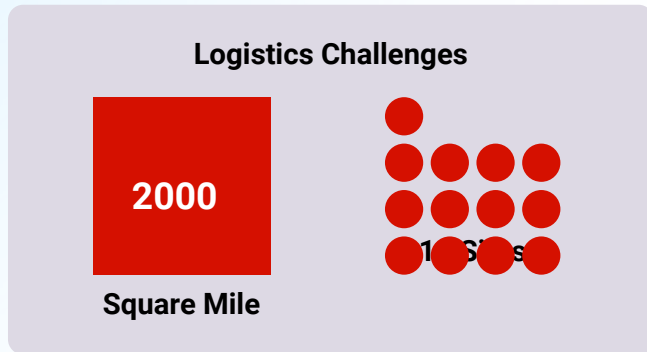## The Challenge

Supporting teachers across 13 sites in Michigan's vast 2,000-square-mile COPESD region posed significant challenges for Early Literacy Coaches Kim Blumke and Kim Peters. With only two coaches for such a wide area, traditional coaching methods—like in-person visits—were unsustainable. Teachers had to travel for support, making one-on-one interactions infrequent and limiting timely feedback. This gap in support hindered efforts to provide consistent, meaningful coaching for educators.

Logistics Challenges

2000

Square Mile

13 Sites

Why Sibme?

Blumke and Peters turned to the Sibme platform to overcome these challenges. Sibme enabled them to coach synchronously and asynchronously, ensuring flexibility and eliminating barriers of time, distance, and interruptions. This solution allowed them to provide actionable feedback on a weekly basis, fostering teacher growth in a timely and relevant manner.

Implementation

Although teachers initially hesitated about using video recordings, they quickly embraced the process. Videos became a powerful tool for self-reflection, allowing educators to observe their own teaching practices and identify areas for improvement. Teachers appreciated the non-intrusive nature of video analysis, which minimized classroom disruptions while enabling deep professional growth.

Sibme's virtual coaching approach empowered teachers to collaborate, reflect, and take ownership of their development—all while staying in their classrooms.

The Results

The results were transformative:

- 99% of teachers reported taking greater responsibility for their professional learning.

- 88% noted an increase in confidence as educators.

- 85% experienced improved collaboration with colleagues.

> "I am excited to be engaging with teachers more consistently at a much deeper level than I ever have.."
>
> **Kim Blumke -** Early Literacy Coach

Transformative Results

Taking Greater Responsibility **99%**

Increase In Confidence **88%**

Improved Collaboration **85%**