

Sibme and Virtual Coaching: The Key to Teacher Growth and Retention at COPESD

Virtual Coaching can break down barriers of time and space, it can help overcome challenges related to physical distance and scheduling. Additionally, [research](#) has shown Virtual Coaching to be just as effective, and in some cases [even more effective](#), than face-to-face coaching.

The challenge for COPESD

Kim Blumke and Kim Peters are the only two Early Literacy Coaches supporting teachers across 13 sites within a 2000-square-mile region in Michigan. They faced challenges in finding sustainable ways to reach teachers and provide ongoing support through traditional coaching methods. Typically, teachers had to visit them for support, and travel was infrequent and difficult to manage. This made it challenging to work one-on-one with teachers in a timely manner and prevented them from being able to observe teachers in schools and provide prompt feedback.

Kim Blumke decided to do some research and find a better solution that was proven to improve student outcomes and teacher effectiveness, while also extending the reach they could have in their region. Teachers have too much to think about while they are teaching and oversee everything that is happening in their classroom.

Why Sibme was the solution to achieve their goals?

COPESD took an approach consistent with Jim Knight’s Impact Cycle. The Sibme platform was critical for collecting evidence throughout the whole cycle.

By working synchronously and asynchronously with coachees, Blumke and Peters were able to flexibly work from anywhere, meaning that day-to-day interruptions in schools never got in the

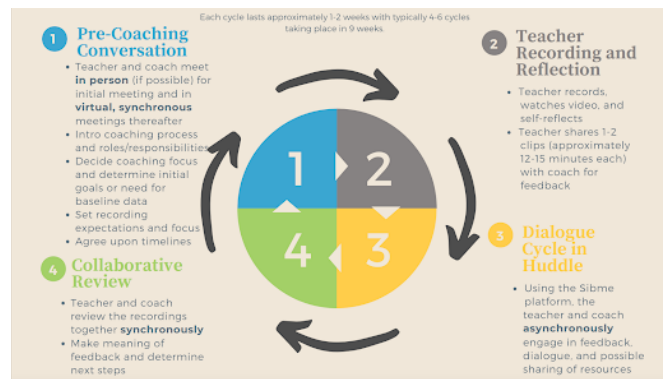
way of their coaching work.

By focusing on implementation, and not just on theory, teacher learning is engaging and relevant. Educators feel empowered to improve or refine and implement quality instruction and improvement goals.

The possibility of commenting on the videos made the feedback much faster and more effective.

Giving teachers actionable feedback on a weekly basis closed feedback loops, making it more timely and relevant.

At first they thought that teachers would feel intimidated by having to watch themselves on video. But teachers were excited to participate after the first week because they could see themselves implementing strategies with success.



Results

99%

of participants reported that they are taking greater responsibility for their own professional learning.

88%

noted an increase in their confidence as teachers.

85%

reported a positive impact on teacher collaboration.

But it's not just statistics. The benefits are far greater!

Video recordings provide teachers with a reflective tool to observe and evaluate their teaching, bridging the gap between perception and reality.

Teachers find value in identifying areas for improvement through video analysis.

This approach empowers self-reflection, collaboration, and professional growth.

Teachers love the convenience and time-efficiency of asynchronous virtual coaching.

Teachers receive valuable, job-embedded feedback without the need to leave their classrooms.

It fosters a sense of ownership over their learning process.

The non-intrusive nature of video analysis is less disruptive to the classroom environment than traditional in-person observations.

"I am excited to be engaging with teachers more consistently at a much deeper level than I ever have"

Kim Blumke

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