
Issue Date: December 30, 2025

Read Vermont Literacy Institute Memorandum of Understanding (MOU)

Our Collective Memorandum of Understanding

A memorandum of understanding (MOU) is a shared agreement that helps everyone start a project with the same expectations and understandings. This memorandum of understanding (MOU) establishes a shared foundation for the Read Vermont Literacy Institute by clearly defining the purpose of the work, the roles and responsibilities of each partner, and the project timeline. It is intended to create common expectations, support clear and consistent communication, and provide structure for collaboration. By clarifying how the work will be carried out, this MOU supports smooth implementation and long-term sustainability in service of students.

Participants in this MOU

This MOU is established among each participating school team, Vermont Agency of Education (AOE), and Literacy Consulting, LLC.

Description of the Read Vermont Literacy Institute

The Read Vermont Literacy Institute provides a meaningful journey of structured learning, practice, and reflection designed to support schoolwide instructional change. The Institute features engaging, interactive virtual professional learning (PL) sessions, office hours with related practice activities, and in-person coaching. The coaching model is intentionally designed for school leaders and educators to participate side-by-side, fostering shared understanding and coordinated action across roles.

Participants will reflect on current literacy practices, identify areas for adjustment, and strengthen what is working well. Literacy Consulting coaches will support school teams and the Vermont Agency of Education in deepening shared knowledge and applying evidence-based strategies to sustain literacy growth within a student-centered school culture.

Participating School Leaders

Throughout this institute, participating school leaders - including principals and other administrators - will be guided and supported by Literacy Consulting coaches to engage in meaningful learning and coaching experiences that connect vision to action - building the culture, capacity, and systems needed to sustain literacy success.



Each participating school team should include the school principal to support decision-making, alignment of resources, and implementation of instructional changes. In limited or extenuating circumstances, when the principal is unable to participate, another leader with positional authority within the school may participate.

Participating School Educators

Throughout this institute, participating educators will be guided and supported by Literacy Consulting coaches to engage in meaningful learning and coaching experiences that build knowledge about evidence-based literacy practices and connect that knowledge to the classroom.

What Are the Expected Outcomes for School Teams Participating in the Read Vermont Literacy Institute?

With full and active participation, we anticipate that school leaders will be able to:

- Have a clear understanding of what teachers engaged in coaching are learning and practicing.
- Reflect on the school's vision for literacy and expectations for teaching and learning.
- Model and reinforce high expectations for student learning and instruction.
- Scaffold a professional culture grounded in continuous learning and collective efficacy.
- Scaffold alignment of schedules, staffing, and structures to support explicit, systematic, cumulative literacy instruction.
- Conduct literacy-focused walkthroughs and engage in collaborative feedback cycles.
- Scaffold sustainable systems (literacy teams, assessment selections, data use and meetings, and PD) that center the shared vision for literacy.
- Engage family stakeholders to support literacy.

With full and active participation, we anticipate that educators will be able to:

- Recognize research-based components of foundational literacy instruction.
- Identify the language systems that support reading and the four main parts of the reading brain.
- Recognize research-based reader profiles.
- Conduct a systematic review of core and supplemental reading resources and assessments in use.
- Identify gaps in curricular and assessment materials.
- Differentiate direct, explicit, systematic instructional practices from typical literacy practices.

- Demonstrate understanding of how the layers of language are woven into evidence-based instructional practices.
- Practice high-leverage, whole-class and small-group differentiated instructional practices.
- Identify four types of assessment and their characteristics and purposes.
- Explore common misconceptions about assessments (myths/facts).
- Understand how to use data to make decisions/identify risk.

Learning and Coaching Cycles

There will be three learning and coaching cycles between Jan 12, 2026, and June 5, 2026, followed by a summer 2026 summit. Cycle 3 spans more than six weeks to take into account school vacation days and shortened weeks.

- **Cycle 1:** January 12 - February 20, 2026
- **Cycle 2:** March 9 - April 17, 2026
- **Cycle 3:** April 27 - June 5, 2026

Here is a link to a monthly [Learning & Coaching Calendar](#). We did our best to take into account each school's calendar and preferences submitted by school leaders. We recognize that we may need to accommodate specific school team scheduling needs and will be as flexible as possible.

Summer 2026

During the summer of 2026, participants will come for a 1-2 day in-person summit to celebrate achievements, exchange insights, and build lasting connections among Vermont educators and leaders.

- **2026 Summer Institute:** date(s) TBD early in 2026

Vermont Literacy Institute Cycles

Each cycle will follow this format:

2025-2026 School Year

January 12 – June 5, 2026

Week/Format	Session
Week 1 (PL: Virtual, Visit: in-person)	Professional Learning Session Note: Week of January 12, 2026, coaches will also be coming in-person to meet your team.
Week 2 (virtual)	Office Hours to discuss practice exercises and network with other participants
Week 3 (virtual)	Professional Learning Session
Week 4 (virtual)	Office Hours to discuss practice exercises and network with other participants
Week 5 (in-person)	Coaching visits
Week 6 (virtual)	Reflections with coaches

LITERACY CONSULTING AGREES

Approach to Learning and Coaching

- Literacy Consulting commits to:
 - respecting and valuing the knowledge and experience participants bring to the work
 - respecting the unique context in which participants work
 - engaging participants in a manner that fosters support and collaboration

Provision of Learning and Coaching

- Literacy Consulting will provide a meaningful journey of structured learning, practice, and reflection that features engaging, interactive virtual professional learning (PL) sessions, office hours with related practice activities, and in-person coaching.
- Literacy Consulting will guide and support participants as they reflect on current literacy practices, identify areas for adjustment, and strengthen what is working well.
- Literacy Consulting agrees to support school teams and the Vermont Agency of Education in deepening shared knowledge and applying evidence-based strategies to sustain literacy growth within a student-centered school culture.

Scheduled in-person visits

- Literacy Consulting coaches agree to cancel scheduled in-person visits with at least five business days' notice.

Communication

- Literacy Consulting agrees to include the Agency Education in general communications related to the Institute.

Confidentiality

- Literacy Consulting agrees to de-identify all information gathered through school-site interactions and report it only in aggregate when sharing with the Agency or others.

Literacy Consulting Assurances

Literacy Consulting understands and commits to the stated expectations for supporting and participating in the Read Vermont Literacy Institute.

Date: _____

Literacy Consulting representative printed name: _____

Title: _____

Literacy Consulting representative signature: _____

Literacy Consulting representative email: _____

Literacy Consulting representative phone number: _____

PARTICIPATING SCHOOL SITE AGREES

Approach to Learning and Coaching

- Participating schools commit to engaging in the learning and coaching work with a shared intention to reflect, learn, and grow in service of continuous improvement.

Attendance and Participation

- School team leader will ensure that each participant reads and agrees to what is outlined in this MOU.
- School team leader and educators agree to attend and participate in the coaching cycles (PL sessions, office hours and related practice exercises, and coaching) in the [Learning & Coaching Calendar](#) linked on page 2).
- Participation by the full school team in live sessions is critical. Teams are responsible for promptly contacting their coach if there are scheduling conflicts to determine an alternative plan. It is essential all educators are current with learning and applying the content in the Institute sequence.
- School team leader agrees to lead the design and implementation of a plan for literacy sustainability and effective literacy culture and practices.

Scheduled in-person visits

- School team leader agrees to cancel any scheduled in-person visits with at least five business days' notice.

Communication

- School team leader agrees to act as the primary point of contact with the Agency of Education and the Literacy Consultant coaches.

Program Impact Data

- School team leader agrees to complete brief periodic impact surveys to help Literacy Consulting and the Agency of Education evaluate and refine the Institute structure and content.
- School team leader agrees to ensure that educators complete brief periodic impact surveys to help Literacy Consulting and the Agency of Education evaluate and refine the Institute structure and content.
- School team leader agrees to provide de-identified baseline student impact data agreed upon by the school leader and Literacy Consulting.

School Leader Consulting Assurances

Our school team understands and commits to the stated expectations for participation in the Read Vermont Literacy Institute.

Date: _____ School name: _____

Principal Name: _____ Principal signature: _____

Email: _____ Phone: _____

AGENCY OF EDUCATION AGREES

Management of the Literacy Institute

- The Agency is responsible for managing the Literacy Institute contract with Literacy Consulting, LLC.
- The Agency will communicate relevant updates and opportunities to the full coaching cohort.
- The Agency will provide support for Literacy Consulting and participating schools in fulfilling work outlined in this MOU.
- The Agency will evaluate ongoing outcome data to celebrate successes and guide future work.

Attendance and Participation

- Selected participants from the Vermont Agency of Education agree to attend and participate in the professional learning sessions, office hours and related practice exercises, and potentially some pre-determined coaching opportunities noted in the [Learning & Coaching Calendar](#) linked on page 2.

Support and Collaborative Conditions

- The Agency of Education agrees to support and reinforce the work taking place at school sites while also honoring the professional boundaries required for coaching to be effective. This approach preserves coaching as a safe, reflective space while enabling the Agency of Education to understand emerging needs and align systems-level policies and resources that sustain the work over time.

Confidentiality

- The Agency of Education agrees to de-identify all information gathered through school-site interactions and report it only in aggregate.

Agency of Education Assurances

The Agency of Education understands and commits to the stated expectations for supporting and participating in the Read Vermont Literacy Institute.

Date: _____

Agency of Education representative printed name: _____

Agency of Education representative signature: _____

Agency of Education representative email: _____

Agency of Education phone: _____