Data-Driven Discussions

Consulting, Collaborating, and Coaching

Coaching and mentoring involve a variety of strategies that fall along a continuum. When partners use **consultation** strategies, one partner is the expert giving advice to the other (learner). In **collaboration,** both partners share expert and learner roles. **Coaching,** through questioning, facilitates thinking, planning, and reflecting around classroom practice

Mentoring and Coaching Approaches	Consultation	Collaboration	Coaching
Purpose	Give advice to... • clarify goals • plan for, observe and provide feedback about teaching practice • improve teaching practice • create resources • provide follow-up	Plan, observe, provide feedback, and refine instructional strategies to... • expand the knowledge base of both partners • improve practice and student learning results • share resources and expertise • develop collegial, professional relationships and diminish professional isolation	Help new teachers think about and reflect on their professional work and its impact on student learning.
Roles	**A mentor or coach who...** • provides formal or informal opportunities to plan, observe, and reflect on professional practice • clarifies problems and successes • gives advice regarding solutions, resources, or changes in practice when needed	**Mentors and new teachers who as colleagues...** • enter a partnership targeting areas of their practices for examination and then providing and receiving feedback • collaborate as critical friends to improve teaching and student learning	**A mentor or coach who...** • asks insightful questions to coach a partner's decision-making and reflective process • helps a colleague examine the relationship between perceptions, attitudes, thinking, and behaviors that will affect student learning
Knowledge	**The mentor or coach...** • is a skillful teacher or administrator • is able to describe or demonstrate effective teaching/administrative strategies • has a thorough understanding of the curriculum being taught • practices good listening and communication skills • is sensitive to other's needs • is effective in establishing rapport	**The mentor and new teacher...** • plan for and focus on developing skills and/or improving practice • practice good listening and communication strategies • are sensitive to each other's needs • are open to observation of and feedback on their teaching practice • are effective in establishing rapport	**The mentor or coach...** • is a good role model • is effective in establishing rapport • practices good listening and communication strategies • asks appropriate questions