

## A Continuum of Coaching Approaches

| Coaching Approach   | Coaching Behaviors  | Need for Information or Structure |
|---|---|-----------------------------------|
| <b>Non-directive</b>  | <ul style="list-style-type: none"> <li>▪ Listen fully and affirm</li> <li>▪ Listen fully and feed back the desired result</li> <li>▪ Ask your partner to generate a few new possibilities</li> <li>▪ Ask your partner to generate many possibilities</li> </ul> | <b>Low Need</b>                   |
| <b>Collaborative</b>  | <ul style="list-style-type: none"> <li>▪ Add to your partner's list of possibilities and, together, create new options</li> <li>▪ Present several possibilities (some contradictory) and follow up with inquiry</li> </ul>                                      | <b>Moderate Need</b>              |
| <b>Direct Informational</b>   | <ul style="list-style-type: none"> <li>▪ Teach a new technique</li> <li>▪ Offer an option</li> </ul>  | <b>High Need</b>                  |
| <b>Directive</b><br>(Supervisory and Evaluative<br><u>Not a coaching stance</u> ) | <ul style="list-style-type: none"> <li>▪ Give advice</li> <li>▪ Give advice by sharing or questioning</li> <li>▪ Give the answer</li> </ul>   | <b>Remediation Required</b>       |

Source: Adapted by Dunne, K. (2015) from Dunne, K. and Villani, S. (2007). *Mentoring New Teachers Through Collaborative Coaching: Linking Student and Teacher Learning*. San Francisco: WestEd.