

Characteristics of Consultation, Collaboration, and Coaching

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Role Characteristics	Consultant	Collaborator	Coach
Assumption	You are not doing as well as you could be and I'm here to help	There are concerns and together we can address them	You are highly skilled and valuable and could be even better
Conversations focus on:	Policies, procedures, behaviors, strategies,	Generating information, problem solving and action planning.	Decision making processes, perceptions, values, mental models
Conversations are characterized by:	Recommendations, Rationale, advice, suggestions, and demonstrations.	Mutual brainstorming, clarifying, advocating, deciding, identifying steps to be taken.	Listening, pausing, probing, questioning, paraphrasing, and withholding advice, judgments or interpretations.
You might hear:	"Here are several ways to approach the integration of the use of his AT during reading."	"How can we develop a plan for his AT use during reading?"	"What might be some ways you can incorporate his AT use during reading?"
The goal is:	To inform regarding the law, student needs, policies and procedures, or specific strategies. To provide technical assistance.	To work together to solve instructional problems, to apply and test shared ideas, approaches and solutions.	To transform the teacher's thoughts and perceptions about AT, to develop decision making, self-monitoring, and reflection skills.
The source of accountability is:	The specialist.	The teacher and specialist together	The teacher.
The support role in relation to the teacher:	Expert.	Colleague.	Mediator of thinking.

Bowser, G. and Reed, P. (2012)

Adapted from Costa and Garmston (2002), *Cognitive Coaching*

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