


Continuum of Coaching and Developmental Support



Directive	Collaborative	Consultative/Non-Directive	Transformative
The capacity builder controls the coaching interactions.	The capacity builder guides the interaction without controlling it.	The educator guides the interaction with support from capacity builder.	The educator leads the interaction with the capacity builder, while the coach provides support and cognitive disequilibrium.
Modeling lessons, providing resources, role playing, journaling, short term goals, shows “the way”. Coach often provides goals.	Guiding activities, focused observations, providing limited options, encouraging workshop attendance, conducting peer observations. Coach and educator often agree on goals and craft them together.	Facilitating transition into new roles, analysis of own performance in absence of coach, peer collaboration, action research on own practice, reviewing curriculum and development. Educator has own goals and works on them willingly.	Providing many options for growth, networking with other professionals, reviewing self-growth goals, the power to become a change agent, supporting the work of other colleagues. Educator has own goals, seeks out new ones, and expects to be supported and challenged.
The person being developed can be unaware, rigid, fearful, and/or sometimes self-protective, and generally remains in the conventional way of doing work.	The person being developed is rule oriented, concerned with acceptance, and still has a tendency to return to the conventional while interested in what is new.	The person being developed is conscientious, goal oriented, self-critical, efficient, and developing inner standards.	The person is developing new paradigms and shows signs of autonomous growth. They are flexible, deals openly with complex issues, welcomes options and opportunities, strives for interdependence within their school/district environment, unselfishly wishes for others to grow. Often shows great frustration in difficult, static school settings.