Coaching Styles

Directive Coaching

The coach leads with expertise: guiding, modeling, and prescribing

- Coach holds and transfers knowledge; teacher receives
- Clear feedback on specific skills, strategies. or actions
- Observation followed by concrete, actionable next steps
- Most effective when foundational skills are still being built

Facilitative Coaching

The coach listens deeply. unlocking Insight through question and reflection

- Teacher Is trusted to hold their own answers
- Open questioning, paraphrasing. and reflective dialogue
- Coach resists giving solutions; creates space for discovery
- Most effective with experienced or self-motivated teachers

Collaborative Coaching

Coach and teacher as equal partners- co-inquiring and co-creating

- Both bring expertise and lived experience equally to the table
- Joint problem-solving - neither holds all the answers
- Coach brings expertise and invites teacher perspective
- Most effective when building shared ownership of growth

Transformational Coaching

The coach works at the level of identity, belief, and mindset

- Shifts how a teacher sees themselves and their students
- Challenges assumptions. stories. and limiting beliefs
- Emotional intelligence and trust are foundational
- Most effective when skill is present but mindset is the barrier

Thoughts & Jots

Coaching Conversations: Questions & Sentence Stems

QUESTIONS

Directive coaching

c1ar1rylng.Instructl"fl, **checking foru nderstanding**

- o What do you know about [strategy/approach), and where have you seen it used effectively?
- o Can you walk me through what you were Intending when you made that instrucllonal decision?
- o What did you notice happening In the room when *you* transitioned betw n activities?
- Q If you were to teach this lesson again, what's the one thing *you'd* change first?
- o How familiar are you with [specific technique)? Have *you* had a chance to try it yet?

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Directive coaching

Advising.modeling.giving feedbade

- s •one thing I'd suggest trying Is... because It lends to shift the dynamic by..."
- s -Whal I observed was.. and research on this suggests..."
- s "I'd like lo mod I this fOf you so you can see what It looks like In practice.•
- s "Here's a specific next step I'd like you to try befOfe our next conversation. ."
- s "The feedback I want to offer is... and here's why this matters for your students..•
- s "Let me explain what I was noticing and walk *you* through how I'd approach iL."

QUESTIONS

Facilitative coaching

Inquiring.reflectJng.unlockIngInsight

- o What felt most alive or energized In that lesson - and what felt flat?
- Q When you picture your students thriving In your classroom, what does that look like?
- o What'S your Instinct telling *you* about what's getting in the way?
- Q If *you* had no constraints, what would *you* try?
- Q What would feel like a meaningful success for you by the end of this unit?
- Q Whal do you think your students needed In that moment that they didn't gel?

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Facllltatlve coaching

Paraphrasing. affirming.Inviting

- s •11 sounds like you're saying... Is that right?"
- s "I'm curious - what'S underneath that feeling for you?"
- s "Tell me more about that - I want to maxe sure I understand what you're experiencing."
- s "What I'm hearing Is... Whal am I missing?"
- s "You seem to already have a sense of what needs to shifL What would *you* do if you trusted that instinct?"
- 5 "I'd love to hear you think out loud about this - what'S coming up for you?"

QUESTIONS

Collaborative coaching

Co-lnqulr1ng. p,oblem•solvingtogether

- o What's your read on what happened, and canI share what I was noticing too?
- o If we were to brainstorm approaches together, where would you *want* to start?
- o I have an Idea I'd like to offer - but first, what options are you already considering?
- o What would It **look** like If *we* both brought our thinking to this problem and built something together?
- 0 Where do you feel most stuck? That might be where I can be most useful to you right *now*.
- Q What do you think the students would say if we asked them about this?

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Collaborative coaching

Sharing. bulldlng.CO-plaMlng

•1noticed something similar when I was teaching - can I share what I tried?"

"Let's think through this together - you ocing what you know about this group of students, and I'llbring... "

s "Here's what I'm wondering - what does that stir up for you?"

•1 want us to co·create a plan here. not just have me hand one to you."

"I have a perspective on this, and I also think yours matters just as much - so let'S put both on the table."

"What If we tried ... and then checked in together to see what we learn from It?"

QUESTIONS

Transformational coaching

ExplO<lngIdentity,belle!, and purpose

- o What drew you to teaching In the first place - and do you still feel connected to that?
- Q What do you believe, deep down, about what your students are capable of?
- o Where does that self-critical vok:e COfne from - and is It telling you the truth?
- O What kind of teacher do you most want to become - and what's In tho way of that right **now?**
- Q If a student you struggled to reach this year came back and thanked you in ten years. what would *you* want them to say?
- o What assumption are you making about this situation that might be worth questioning?

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Transformational coaching

Challenging. arnrmlng. relramlng

- s ·1 want to gently push back on that - when you say (X], what belief is underneath it?"
- s ·1 see SOfnethlng In you that I'm not sure you see in yovrself yeL."
- s "What If that struggle Is actually the most lmpOftant thing that happened today?"
- s "The story you're tellIng about this situation - Is that tho only story available to you?"
- s •1believe you're capable of this. What would it take for you to believe that too?"
- s "What you just described isn't a fallure - it's data. What is it telling you?"