


Figure B.1.
A Comparison of Three Major Types of Coaching in Education

	Cognitive Coaching	Content-Focused Coaching	Instructional Coaching
Conversational Focus	Metacognition, decision making, values	Mathematics, instructional decisions, student thinking	Generating information, co-planning, teaching, action research
Intention	Transform the effectiveness of decision making	To inform regarding student needs, pedagogy, curriculum, and provide assistance	To form ideas, approaches, solutions as focus for inquiry
Purpose	Self-directed learning	Increase pedagogical and content knowledge and skills, institutionalize accepted practices	To solve instructional problems and test shared ideas, to learn together
Characteristics of Conversations	Mediation, listening, questioning, withholding advice	Rationale, advice, suggestions, demonstrations	Mutual brainstorming, clarifying, advocating, deciding, testing ideas
Role/Identity of Coaches	Mediator of thinking	Expert	Colleague
Sources of Empowerment	Trust, competence in cognitive processes and tools	Trust, expertise, coaching competence	Trust, competence in forming partnerships, knowledge, and skills
Sources/Criteria for Judgment	Teacher	Coach	Teacher and coach

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