

Characteristic	Facilitative	Dialogical	Directive
Metaphor	Sounding board	Partner	Expert-apprentice
Teacher knowledge	Knows what they need to know to improve	Has valuable knowledge but may need other knowledge to improve	Must implement new knowledge to improve
Decision making	Teacher	Teacher	Coach
Approach	Does not share expertise	Shares expertise dialogically	Shares knowledge directly
Focus	Teacher	Student	Teaching practice
Mode of discourse	Inquiry	Balances advocacy with inquiry	Advocacy