Abstract: Rural schools may be viewed as “low wealth” areas as they have less access to quality professional development, highly trained specialists, and ongoing support, despite the large number of students identified as having some type of learning disability that require additional resources. The webcam coaching method used by the Targeted Reading Intervention (TRI), an intervention for struggling readers and their teachers, has several goals including improving the reading instruction given by the classroom teachers. The purpose of this paper is to compare face-to-face consultation to webcam technology-mediated consultation given by a reading coach. Results suggest there are many benefits associated with technology-mediated professional development for teachers. This paper will explore how technology-mediated consultation is equally effective as face-to-face consultation.