



Study Guide

Deliberate Coaching:

A Toolbox for Accelerating Teacher Performance

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in the book by providing guided reading and reflection questions. Hopefully it will serve as a useful companion piece for individuals, small groups, or an entire faculty.

Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 1

What is a system?

What issues does this chapter highlight regarding the educational system? Does this align with your views?

What is Project Follow Through? Given the outcomes, why do you believe DI is not used in all schools across the country?

Chapter 2

What is the major difference between the two approaches used in the “Tale of Two Classrooms”?

What is the most critical aspect of getting people to “believe” in their ability, and why?

Compare and contrast declarative and procedural knowledge.

Declarative	Both	Procedural

Chapter 3

What does the book suggest a major reason behind teacher attrition is? Does this align with your views? Why or why not?

According to the book, what are some suggestions for improving teacher and leadership preparation programs?

Do you agree with the approach advocated by Dr. Joe Harless? Why or why not?

Chapter 4

Behavior analysis has been applied to a large array of areas with positive results and sustainable outcomes. Name some of these areas.

What do the authors mean by the “right” behaviors?

What are some key questions that can be asked when looking for leadership solutions in education?

Chapter 5

What are the “ABCs” of school leadership? Define each term.

Provide examples of positive and negative reinforcement.

What are habits and how do you build habits?

Chapter 6

Describe how a teacher can set up learning environments to encourage more reinforcement.

How can helping to understand why people do what they do help you build a productive and positive classroom environment?

Provide three ways you can measure the success of training systems.

Chapter 7

What are the four variables you should focus on when organizing your training content?

Describe Behavioral Skills Training (BST).

Provide a few areas to consider when looking to maximize the impact of training services on performance problems.

Chapter 8

Compare and contrast the differences between mentoring, training, and coaching.

How do training and coaching approaches work together to improve performance?

How can simulations foster performance improvement? Provide an example of how you might use simulations in your current position.

Chapter 9

Compare and contrast the approaches taken by Team Deliberate, Team Quick, and Team Chill.

Describe the three main categories of leadership systems related to coaching and performance-improvement efforts.

What are the guiding principles of Deliberate Coaching? Compare and contrast these principles compare to common coaching approaches?

Chapter 10

What is prompt dependency and how can you avoid it?

List and describe the 8Ws of Deliberate Coaching.

Provide an example of FAST feedback.

Chapter 11

How to SMART Pinpoints differ from traditional SMART Goals?

What should be considered when choosing the appropriate Pinpoints?

What is a task analysis? Identify one skill a teacher or school leader might use and task analyze it.

How can this task analysis be used as a tool to improve performance?

Chapter 12

Why is it important to be precise with your interactions?

Describe the four areas of the Performance Diagnostic Checklist.

How can you maximize the use of performance evaluations?

Chapter 13

Why should the coaching telephone game be avoided? What should be done instead?

Describe how Deliberate Coaching can be used to gain support from senior leadership.

Data is important for growth; however, traditionally, education has put a heavy emphasis on results-oriented data. While this is important, what else should be measured, and why?

Chapter 14

What is social validity and why is it important?

Provide an example of how Deliberate Coaching can be applied at all levels of a school.

Explain how training, administration, and coaching are related to your overall success as a leader.