

APPENDIX

BOOK STUDY GUIDE



The following questions are meant to offer you suggestions for how to reflect on the learning from each chapter. I suggest you alternate between independent time to reflect on your own and time with your colleagues to reflect together. You may want to view the videos that go along with each chapter with your colleagues before you begin your discussions. Following each set of reflection questions is an extra challenge. The challenges are meant for you to take some immediate action. Have fun with them, and playfully lean into whatever comes. They are called challenges because they may push your edges a bit. That is likely where the most impactful learning will happen. Don't feel the need to do all of this or to do this in the order presented here. Make it your own. Choose the questions and challenges that speak loudest to you. Add in your own, and change the sequence to match your most pressing goals.

CHAPTER 1

- What would the people across my entire life say is my most unique strength?
- Apart from what others might say, what do I consider my most unique talent or strength?
- How does my authentic self show up in the classroom?
- **Challenge:** Ask your students to name and list your unique strengths as a teacher. Then ask your colleagues and mentors to do the same. Take ownership of the list.

CHAPTER 2

- What are my core beliefs about teaching?
- What are my core beliefs about learning?
- Is there a person I attribute my core beliefs to—a parent or a mentor, or a body of work or research?

- What or who nourishes my beliefs?
- **Challenge:** Make your own Golden Circle, and list your why, how, and what. Then share it with your colleagues, and ask for feedback on how much this seems true to them as your learning partners.

CHAPTER 3

- How do my current teaching practices align with my core beliefs?
- What is one topic I want to practice deliberately? How might I make my students aware of it so they can be part of the practice?
- When in my life did I feel personally powerful? What were the conditions? Was I alone or with others?
- How do colleagues enhance my moments of personal power? What do they do or say?
- How might I act to bring about more frequent powerful moments as a teacher?
- How might I create the conditions for students to have these same moments of feeling powerful?
- **Challenge:** Create a priming routine, and practice it for at least two weeks straight daily. Record how it went each day. Then examine its impact on your sense of personal power.

CHAPTER 4

- What is working well in terms of my relationships at school? With colleagues? With students?
- What do I consider a core strength when it comes to developing positive communication?
- What is a possible aspect of relationship-building I want to get better at?
- Who do I feel most in conflict with at school, and how can I apply the strategies in this chapter to bring about a more constructive relationship?
- **Challenge:** Initiate and create a celebration of some kind with your students and/or colleagues. Notice how the relationship feels before and after.

CHAPTER 5

- What helps me to succeed in meeting goals?
- Is there someone at school who I know would be a motivating person for my professional growth?
- Is there a student I've taught that, for whatever reason, I feel I was less than effective with? How can I use that experience to set a professional learning goal?
- If I could take a year-long sabbatical and study anything, anywhere, what might that be? How might I connect this dream to professional growth plans this year?
- **Challenge:** Host a book club. Form a group, find a text, and facilitate some professional learning experiences with your colleagues.

CHAPTER 6

- How did I initially respond to reading the chapter on caring for myself? What might that mean?
- What is that recording that loops through my brain, getting in the way of my self-care? If I could put it in a single sentence, what would it be—and how can I turn this “I can't” mindset into “I can”?
- What boundaries do I want to create for myself? How will I do this?
- Which aspects of self-care did I most connect with, and how might I make it a reality for myself?
- How can I help my students take better care of themselves?
- **Challenge:** Enlist some colleagues in forming a Rule Number 6 Club so you help each other not to take yourselves too seriously. Have fun creating some joyful experiences with one another such as watching comedy videos, practicing laughter yoga, or simply doing something fun together on a regular basis just because it brings you happiness.

CHAPTER 7

- What would my own Teach Like Yourself Manifesto say?
- What qualities do I think my students will remember most about me?

- How am I hiding a bit of my true teacher self? What would it look like to show up a bit more as myself?
- How can I choose to accept myself even more than I do right now?
- How do I describe myself as an educator?
- If I had to give a brand-new teacher a single sentence of advice, what would it be?
- **Challenge:** Make a one-minute video of yourself explaining what it means for you to teach like yourself. Tweet it with the hashtag #teachlikeyourself, post it on our group Facebook page (<https://www.facebook.com/groups/teachlikeyourself>), and then tag another teacher and enlist him or her to do the same.

REFERENCES



- Achor, S. (2010). *The happiness advantage*. New York, NY: Random House.
- Atwell, N. (1989). *In the middle: A lifetime of learning about writing, reading, and adolescents* (3rd ed.). Portsmouth, NH: Heinemann.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bellock, S. (2015). *How the body knows the mind: The surprising power of the physical environment to influence how you think and feel*. New York, NY: Atria Books.
- Bohm, D. (2004). *On dialogue*. New York, NY: Routledge.
- Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. New York, NY: Avery.
- Brown, B. (2015). *Own our history. Change the story* [Web log post]. Retrieved from <https://brenebrown.com/blog/2015/06/18/own-our-history-change-the-story>
- Brown, B. (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone*. New York, NY: Random House.
- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Cochran, T. (2013, April 8). Email is not free. *Harvard Business Review*.
- Csikszentmihalyi, M. (1990). *Flow: The science of optimal experience*. New York, NY: HarperPerennial.
- Cuddy, A. (2015). *Presence: Bringing your boldest self to your biggest challenges*. New York, NY: Little, Brown.
- Dalai Lama, Tutu, D., & Abrams, D. (2016). *The book of joy*. New York, NY: Avery.
- Deci, E., & Ryan, R. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Deresiewicz, W. (2014). *Excellent sheep: The miseducation of the American elite and the way to a meaningful life*. New York, NY: Free Press.

- Donohoo, J. (2016). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.
- Dweck, C. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Education International. (2017, August 3). Early stage teachers. Retrieved from https://www.ei-ie.org/en/detail_page/4644/early-stage-teachers
- Eisenberger, N., Lieberman M., & Williams K. (2003). Does rejection hurt? An FMRI study of social exclusion. *Science*, 302(5643), 290–292.
- Ferlazzo, L. (2012). *To sell is human: The surprising truth about moving others*. New York, NY: Riverhead Books.
- Frankl, V. E. (1959). *Man's search for meaning*. Boston, MA: Beacon Press.
- Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228–245.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. York, ME: Stenhouse.
- Godin, S. (2012, October 16). *Stop stealing dreams* [Video file]. Retrieved from <https://www.youtube.com/watch?v=sXpbONjV1Jc>
- Godin, S. (2014). *Tribes: We need you to lead us*. London, England: Piatkus Books.
- Godin, S. (2017a). *Everyone else is irrational* [Web log post]. Retrieved from http://sethgodin.typepad.com/seths_blog/2017/11/everyone-else-is-irrational.html
- Godin, S. (2017b). *Two kinds of practice* [Web log post]. Retrieved from <http://sethgodin.typepad.com>
- Goldberg, G. (2010). *High school students' experiences in a newly participatory English classroom* [Doctoral dissertation]. Teachers College, Columbia University, , New York, NY.
- Goldberg, G. (2015). *Mindsets and moves: Strategies that help readers take charge*. Thousand Oaks, CA: Corwin.
- Gonzalez, J. (2016, September 25). *How pineapple charts revolutionize professional development*. Retrieved from <https://www.cultofpedagogy.com/pineapple-charts>
- Gottman, J. (2017). *The magic relationship ratio* [Web log post]. Retrieved from <https://www.gottman.com/blog/the-magic-relationship-ratio-according-science>

- Gray, P. (2010, January 26). The decline of play and rise in children's mental disorders. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/freedom-learn/201001/the-decline-play-and-rise-in-childrens-mental-disorders>
- Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. New York, NY: Basic Books.
- Greenville-Cleave, B. (2012). *Positive psychology: A practical guide*. Toronto, ON: Penguin Books.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Hattie, J. (2016). 195 influences and effect sizes related to student achievement. Retrieved from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>
- Huston, T. (2013). Why it is called a yoga practice. Retrieved from <https://www.elephantjournal.com/2013/01/why-its-called-a-yoga-practice-trish-huston>
- Joyce, B., & Showers, B. (2002). Student achievement through professional development. In B. Joyce & B. Showers (Eds.), *Designing training and peer coaching: Our need for learning*. Alexandria, VA: ASCD.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin.
- Langer, E. (2016). *The power of mindful learning*. Boston, MA: Da Capo Lifelong Books.
- Leana, C. R. (2011, Fall). The missing link in school reform. *Stanford Social Innovation Review*.
- Lobel, A. (2004). *Days with Frog and Toad*. New York, NY: HarperCollins.
- National School Public Relations Association. (2011, August 26). National survey pinpoints communication preferences in school communication. Retrieved from <https://www.nspra.org/files/docs/Release%20on%20CAP%20Survey.pdf>
- Newkirk, T. (2017). *Embarrassment: And the emotional underlife of learning*. Portsmouth, NH: Heinemann.
- Newport, C. (2016). *Deep work: Rules for focused success in a distracted world*. New York, NY: Grand Central Publishing.
- Noel, A., Stark, P., Redford, J., & Zukerberg, A. (2013). *Parent and family involvement in education, from the National Household Education Surveys Program of 2012*. Washington, DC: U.S. Department of Education.

- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of the teacher's life*. San Francisco, CA: Jossey-Bass.
- Pink, D. H. (2012). *To sell is human: The surprising truth about moving others*. New York, NY: Riverhead Books.
- Pope, D. C. (2003). *Doing school: How we are creating a generation of stressed-out, materialistic, and miseducated students*. New Haven, CT: Yale University Press.
- Prinstein, M. (2015). The psychology of popularity: An interview with Dr. Mitch Prinstein. Retrieved from <https://positivepsychologyprogram.com/the-psychology-of-popularity-an-interview-with-dr-mitch-prinstein>
- Protheroe, N. (2008). Teacher efficacy: What is it and does it matter? *Principal*, 87(5), 42–45.
- Public Agenda. (2012). Parents want to be involved in children's education yet don't understand key factors affecting public education quality. Retrieved from <https://www.publicagenda.org/pages/engaging-parents>
- Quaglia Student Voice Survey. (2016). Retrieved from <https://surveys.quagliainstitute.org>
- Reeve, J. (2002). Self-determination theory applied to educational settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 183–203). Rochester, NY: University of Rochester Press.
- Reynolds, J. (2018). *Daily Show* interview. Retrieved from <http://www.cc.com/video-clips/avk8pe/the-daily-show-with-trevor-noah-jason-reynolds-serving-young-readers-with-long-way-down>
- Rubin, G. (2015). *The happiness project: Or, why I spent a year trying to sing in the morning, clean my closets, fight right, read Aristotle, and generally have more fun*. New York, NY: Harper Paperbacks.
- Seligman, M. (2006). *Learned optimism: How to change your mind and your life*. New York, NY: Vintage.
- Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York, NY: Portfolio.
- Stanier, M. B. (2016). *The coaching habit: Say less, ask more, and change the way you lead forever*. Toronto, Canada: Box of Crayons Press.
- Tracy, B. (2010). *How the best leaders lead: Proven secrets to getting the most out of yourself and others*. New York, NY: Amacom.

- Twenge, J., Gentile, B., DeWall, C. N., Ma, D., Lacefield, K., & Schurtz, D. R. (2010). Birth cohort increases in psychopathology among young Americans, 1938–2007: A cross-temporal meta-analysis of the MMPI. *Clinical Psychology Review, 30*(2), 145–154.
- Vanderkam, L. (2012). *What the most successful people do before breakfast: And two other short guides to achieving more at work and at home*. New York, NY: Portfolio.
- Weir, K. (2013, November). Feel like a fraud? *gradPSYCH Magazine, 11* (4). Retrieved from <http://www.apa.org/gradpsych/2013/11/fraud.aspx>
- Wilding, M. J. (n.d.). 5 different types of imposter syndrome (and 5 ways to battle each one). *The Muse*. Retrieved from <https://www.themuse.com/advice/5-different-types-of-imposter-syndrome-and-5-ways-to-battle-each-one>
- Zander, B., & Zander, R. (2002). *The art of possibility: Transforming professional and personal life*. New York, NY: Penguin Books.

INDEX



- Abrams, Douglas, 113
acceptance, 130
Achor, Shawn, 4
advice, receiving, 2
agitation, 27–28
altMBA workshop, 32
Angelou, Maya, 129
anxiety, 55–58
appreciation, 76
The Art of Teaching Writing (Calkins), 84
Atwell, Nancie, 25
authenticity, 3–10, 125–126
- blaming mode, 14
blogs, 99
body language, 75
Bohm, David, 77–78
book clubs, 99–100
The Book of Joy (Dalai Lama, Tutu & Abrams), 113
boundaries, 108–110
Braving the Wilderness (Brown), 129
breathing, 111–112
Brown, Brené, xix, 122, 129–130
bullet journals, 109
- calendars, 109
Calkins, Lucy, 84
Carroll, Ryder, 109
celebrations, 74–75
challenges
 acknowledging, 88–89
 of teaching, 12–16
coaching, 94
colleagues
 learning from, 92–96
 relationships with, 69–70, 80
collective teacher efficacy, 69–70
- Collins, Kathy, 5–6
communication skills, 37–39, 66, 77–80
comparison to others, 5–6
competence, 65–66
connections
 between core beliefs and practice, 58–59
 of students, 62
 See also relationships
contributions, 114
conversations
 mirroring, 37–39
 student-led, 41
core beliefs
 application of, 25
 articulating, 24
 connections with practice, 58–59
 connections with professional growth, 102–103
 current practices and, 24–25
 feedback and, 26–27
 naming, 17
 of students, 28–29
courage, 126–130
credibility, 18
Csikszentmihalyi, Mihaly, 4
Cuddy, Amy, 53–57, 65–66
- Dalai Lama, 113, 116–117
Daring Greatly (Brown), 122
Deep Work: Rules for Focused Success in a Distracted World (Newport), 108
Deresiewicz, William, 6
dialogue, 77–80
disconnections between core beliefs and practice, 58–59
“doing school,” 6–7

- Donne, John, 98
Dweck, Carol, 62
- Elbow, Peter, xvii
Embarrassment (Newkirk), 129
empathy, 79–80
engagement
 core beliefs and, 28–29
 vs. entertainment, 12–13
enrollment, 115
entertainment, vs. engagement,
 12–13
“Everyone Else Is Irrational”
 (Godin), 79
Excellent Sheep (Deresiewicz), 6
extrinsic goals, 7
- Facebook, 98, 139
failure, predicting, 13–14
families
 blaming, 14
 relationships with, 72–73
fear, conquering, 22–23, 126–130
fear of missing out (FOMO), 106
feedback, 26–27, 94–96
Ferlazzo, Larry, 27
Fifer, Angie, 54–55
fixed mindset, 15
*Flow: The Science of Optimal
Experience* (Csikszentmihalyi), 4
framework for mirroring
 conversations, 37–38
Frankl, Viktor E., 113
Free to Learn (Gray), 51
Frog and Toad (Lobel), 64
frontas, 125
- Gallagher, Kelly, 25
goals, 91, 102–103
Godin, Seth, 32, 47, 59, 79, 98
Golden Circle (Sinek), 23
Gottman, John, 75–76
Gray, Peter, 7, 50–51
growth. *see* professional growth
growth mindset, 15, 62
- happiness, 76, 112–117
The Happiness Advantage
 (Achor), 4
happiness movement, 4
The Happiness Project (Rubin), 4
Hattie, John, 18, 71
honest nos, 106
humiliation, 129
humor, 116–117
Huston, Trish, 46
- imagination, using, 31
imposter syndrome, 124–125
In the Middle (Atwell), 25
influence of other teachers, 8
intrinsic goals, 7–8
irritation, 27–28
isolation, 65
- journaling, 34–36, 41, 109
- Katie, Byron, 106
kindness, 76
Knight, Jim, 94
- Langer, Ellen, 49
language choice, 46
Larosa, Kerrie, 73
laughter, 116–117
Learned Optimism (Seligman), 4
life experiences, 113
listening skills, 66, 77–80
Lobel, Arnold, 64
- manifesto, 131–132
Man’s Search for Meaning (Frankl),
 113
mentoring, 94
me-time moments, 107–108,
 110–111
mindful practice, 48–49
 See also practice
Mindsets and Moves (Goldberg), 41
mirroring conversations, 37–39
motivation, types of, 64

- negative interactions, 75–76
- Newkirk, Thomas, 129
- Newport, Cal, 108
- original practice, 47–48
 - See also* practice
- ownership, 10
- parents
 - blaming, 14
 - relationships with, 72–73
- peers. *see* colleagues
- PERMA model, 65
- personal power, 53–60
- personal responsibility, 14–16
- Pillemer, David, 129
- pineapple chart model, 70
- Pink, Daniel H., 27
- playful practice, 49
 - See also* practice
- positive interactions, 75–76
- positive psychology, 4
- positivity ratio, 75–76
- possibility, 115
- power, personal, 53–60
- practice
 - connections with core beliefs, 58–59
 - of students, 61
 - teaching as, 17
 - types of, 47–51
 - use of term, 46
- precise words, 32
- predicting student success, 13–14
- Presence: Bringing Your Boldest Self to Your Biggest Challenges* (Cuddy), 53
- pressure, 55–56
- priming, 54–55, 61
- professional growth
 - areas for, 85–91
 - connections with core beliefs and goals, 102–103
 - pursuing, 18, 92
 - in-school approaches to, 92–96
- professional knowledge, 69
- professional learning networks (PLNs), 98–99
- professional organizations, 100–102
- professional relationships, 17–18, 69–70, 80
- professional texts, 99–100
- Pygmalion effect, 14
- question journals, 34–36, 41
- Readicide* (Gallagher), 25
- reflection, 26–27, 42
- relatedness, 64
- relationships
 - building, 17–18, 74–76
 - with colleagues, 17–18, 69–70, 80
 - with families, 72–73
 - human need for, 64–66
 - with ourselves, 68–69
 - with students, 71–72
- repetitive practice, 47
 - See also* practice
- responsibility, personal, 14–16
- Reynolds, Jason, 114
- risk, 124–126
- Rooney, Andy, 86
- Rubin, Gretchen, 4
- rule number six, 116
- sales business, teaching as, 27
- self-acceptance, 130
- self-care, 18, 107–112, 118–119
- self-confidence, 56, 124–125
- self-determination theory, 64
- self-efficacy, 68–69
- self-focus, 56–58, 113–114
- self-help movement, 3–4
- Seligman, Martin, 4
- shame, 129
- Sinek, Simon, 23
- social capital, 70
- social media, 5, 98, 109–110, 139
- strengths, 87
- stress, 55–56
- student-led conversations, 41

- students
 - blaming, 14–16
 - core beliefs of, 28–29
 - discomfort of, 125–126
 - engagement of, 12–13, 28–29
 - feedback from, 95–96
 - focusing on, 57–58
 - practice of, 61
 - priming practice for, 61
 - relationships with, 18, 71–72
 - self-care of, 118–119
 - success of, 13–14
- study groups, 99–100
- study guide, 135–138
- success
 - describing, 30–33
 - student, 13–14
 - students' descriptions of, 40–41
- Teach Like Yourself* Facebook group, 98, 139
- Teach Like Yourself Manifesto, 131–132
- Teachers College Reading and Writing Project, 5, 84
- teaching, as a practice, 17
- teams, 69–70
- territories, 89–90
- theory and modeling, 93
- To Sell is Human* (Pink), 27
- Tolle, Eckhart, 107
- tribes, 98–99
 - See also* professional learning networks (PLNs).
- trust building, 65–66
- truth, listening for, 38–39
- Tutu, Desmond, 113, 117
- Twitter, 98, 109–110, 139
- Vanderkam, Laura, 110–111
- warmth, 65
- What the Most Successful People Do Before Breakfast* (Vanderkam), 110
- Winfrey, Oprah, 106
- worldview, 79–80
- wounding, 129
- Zander, Benjamin, 114–116
- Zander, Rosamund, 114–116