CONTENTS



PREFACE

Why I Wrote This Book	xvii
Organization of This Book	xviii
Three Recurring Features	xix
Personal Stories	xix
Research-Based Practices	xx
Invitations to Reflect	xxi
Use the Book to Coach Yourself	xxi
Acknowledgments	xxiii

CHAPTER 1:

AUTHENTIC TEACHING

what helps us be Authentic feachers?	
Remember That There Is Nothing to Fix	3
Stop Comparing Ourselves to Someone Else's Highlight Reel	5
Focus on What We Can Control	6
Share Our Gifts and Talents	8
Shifts That Help Us Teach More Like Ourselves	11
From Being Interesting to Being Interested	12
From Predicting Failure to Building on Success	13
From Their Challenge to My Challenge	14

Five Practices for Teaching Like Yourself	17
Name Your Core Beliefs	17
View Your Teaching as a Practice	17
Build Balanced Relationships	17
Drive Professional Growth	18
Take Care of Yourself	18
CHAPTER 2:	
NAME CORE BELIEFS	
Start With Why	23
Get Clear on Your Why	24
Align Your Why With Your What	24
Decide on How	25
Help Students Learn Like Themselves	26
Create Student Movement	27
Three Ways to Know and Name Your Core Beliefs	30
Describe What Success Looks Like	30
Keep a Question Journal	34
Have Mirroring Conversations	37
Uncover Your Students' Beliefs	40
Students' Descriptions of Success	40
Student Question Journals	41
Student-Led Conversations	41
Come Back to Why	42
CHAPTER 3:	
VIEW TEACHING AS A PRACTICE	
Four Types of Practice	47
Create Routines: Repetitive Practice	47
Create Solutions: Original Practice	47

CONTENTS xiii

Create Awareness: Mindful Practice	48
Create Instincts: Playful Practice	50
Your Personal Power	53
Prime Yourself for Feeling Powerful	54
Don't Make Every Day Game Day	55
It's Not All About Me	56
Connect the Dots	58
View Student Learning as a Practice	61
Teach Students How to Prime	61
Vary Students' Types of Practice	61
Help Students Make Connections	62
A Teaching Practice	62
BUILD BALANCED RELATIONSHIPS Connection Is a Basic Human Need	64
Focus on Trust	65
Learn to Really Listen	66
The Whole Picture of Professional Relationships	68
Build Relationships With Ourselves	68
Build Relationships With Colleagues	69
Build Relationships With Students	71
Build Relationships With Families	72
Relationship-Building Practices	74
Shared Celebrations	74
Choose to Dialogue	77
Find Balance	82

CHAPTER 5:

DRIVE PROFESSIONAL GROWTH

Focus on Happiness

Be a Contribution

Believe in Possibility

Pay Attention to Your Frame

Diffe i fior Eddionale difform	
Lean Into Areas for Growth	85
How to Discover Your Own Areas for Growth	87
Know Your Strengths	87
Acknowledge Your Challenges	88
Find Your Unexplored Territories	89
Create Your Own Professional Learning Goals	91
How to Design Your Own Professional Learning Plans	92
Learn With Insiders	92
Learning Partners	93
Classroom Coaching and Mentoring	94
Student Feedback	95
Learn With Outsiders	97
Find Your Tribe	98
Read, Listen, and View Professional Texts	99
Attend Workshops, Conferences, and Unconferences	100
Connect Professional Learning to Beliefs and Goals	102
CHAPTER 6:	
TAKE CARE OF YOURSELF	
Create Space for Yourself	107
Find Small Moments in Your Day	107
Create Boundaries	108
Make the Most of Mornings or Me-Time Evenings	110
Breathe Intentionally	111

112

113

114

115

CONTENTS xv

116

Help Your Students Take Care of Themselves	118
HAPTER 7:	
EACH BRAVELY	
What Do We Lose If We Don't Teach Like Ourselves?	124
Feeling Like an Imposter	124
Student Discomfort	125
Missing the Mark	126
Be Courageous	126
Choose to Be Memorable	127
Choose to Be Seen	128
Choose to Accept	130
Teach Like Yourself Manifesto	131
Thank You	133
Appendix: Book Study Guide	135
Join the Teach Like Yourself Movement	139
References	141
Index	147

Don't Take Yourself Too Seriously

Note From the Publisher: The author has provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand. Videos may also be accessed at http://resources.corwin.com/teachlikeyourself

ACKNOWLEDGMENTS



This book allowed me the space to make sense of my own teaching journey and to discover why it is that I have such deep passion and love for my life as an educator. In *The Courage to Teach*, Parker Palmer (1998) writes, "I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy.... But at other moments, the classroom is so lifeless or painful or confused... that my claim to be a teacher seems a transparent sham" (p. 1). I want to thank every teacher out there who has held that immense teacher joy and sat frozen in the pain. For me, being a teacher is deeply vulnerable, beautiful, and often challenging. It is in those challenging spaces—the moments between the utter joy and painful confusion—that this book arrived. I wrote this book with the help of every teacher, student, and colleague who entered my mind and my heart as each experience allowed me to reflect, learn, and grow into my true teacher self. For all of you, I am deeply grateful.

Teachers (whether you have that official job title or not) have been one of the most important gifts in my life. Thank you to John Altieri; Renee Houser; my mom, Josette Lumbruno; my dad, Gary Goldberg-O'Maxfield; Barbara McLaughlin; Carolyn Sullivan; Kathleen Flannery; Lucy Calkins; Kathleen Tolan; Kathy Collins; Laurie Pessah; Amanda Hartman; Karl Direske; Pat Miller; Bill Marple; Corrine Eisenmann; Dorothy Tremel; Donna Fairchild; Lanie Garner-Winter; Tim Grantham; Ann Hampton; Malini Mayherhouser; Brooke Geller; Patty McGee; Pam Koutrakos; Laura Sarsten; Karen Finnerty; Julie McAuley; Grace White; Gail Cordello; Chris Fuller; Sarah Fiedeldey; Kerrie Larosa; Matt Marone; Ross Cooper; Grace Oh; Joanie Miller; Carleigh Fairchild; Jen Stratton-Werry; Amanda Zabel; Zeb Browne; Ruth Bayer; Ben Weiss; Carol James; Justin Sutera; Mink Taylor; Seth Godin; Kelli Wood; Ian Scott; Julie Lifton; and Anodea Judith.

Thank you also to the team at Corwin who spend every day creating ways to support teachers. I am grateful for my editor, Ariel Curry, who conceived of and believed in this book and the core ideas behind it. Thank you to Wendy Murray, who edited my last four books and has become a friend and true thinking partner. The many dedicated members of Corwin helped this book become a reality—Lisa Luedeke, who

found just the right title for this book because she is so gifted at knowing the authors she brings to Corwin; Janet Kiesel, who created this book's cover and interior design; Tori Mirsadjadi, who always makes sure each page is perfect; Desirée Bartlett and Jessica Vidal, who cross every T in a hundred ways in the course of making a book; and Julie Slattery and Cathy Hernandez, who distill many rambling video minutes into the telling few.

PUBLISHER'S ACKNOWLEDGMENTS

Corwin gratefully acknowledges the contributions of the following individual:

Dr. Kristen M. Ford, Chair, Health, Physical Education and Exercise Science Department

Associate Professor, Physical Education and Health Education Pedagogy SchoolsAlive! Instructional Co-Designer and Trainer

Concordia College

Moorhead, MN



Gravity Goldberg is an international educational consultant and author of four other books on teaching. Mindsets & Moves (2015) put her on the world stage with its practical ways to cultivate student agency, leading to speaking engagements and foreign translations of her work.

She has almost twenty years of teaching experience, including positions as a science teacher, reading specialist, third-grade teacher, special educator, literacy coach, staff developer, assistant professor, educational consultant, and yoga teacher. Gravity holds a BA and EdM from Boston College and a doctorate in education from Teachers College, Columbia University. She currently serves as a coach for Seth Godin's altMBA and is the founding director of Gravity Goldberg, LLC, a team that provides side-by-side coaching for teachers.



Let us know what you think!

the information in this book resonate with you? We're hoping you'll continue to support this book's journey to reaching teachers and having the ultimate impact in the classroom. Here are a few ways you can do that:

- >>> **JOIN** the conversation! Share your comments, participate in an online book study, or post a picture of yourself with the book on social media using **#teachlikeyourself**.
- >>> PROVIDE your expert review of Teach Like Yourself on Amazon.
- >>> **LEAD** or join a book study in your school or team to share ideas on how to bring the concepts presented in the book to life.
- >>> **FOLLOW** our Corwin in the Classroom Facebook page and share how you teach authentically using **#teachlikeyourself**.
- >>> **RECOMMEND** this book for your Professional Learning Community activities.
- >>> **SUGGEST** this book to teacher educators.

Be sure to stay up-to-date on all things Corwin by following us on social media:

Facebook: www.facebook.com/corwinclassroom

Instagram: www.instagram.com/corwin_press, @corwin_press

Twitter: twitter.com/CorwinPress, @CorwinPress **Pinterest:** www.pinterest.com/corwinpress/pins

www.corwin.com



