

35 VIDEOS



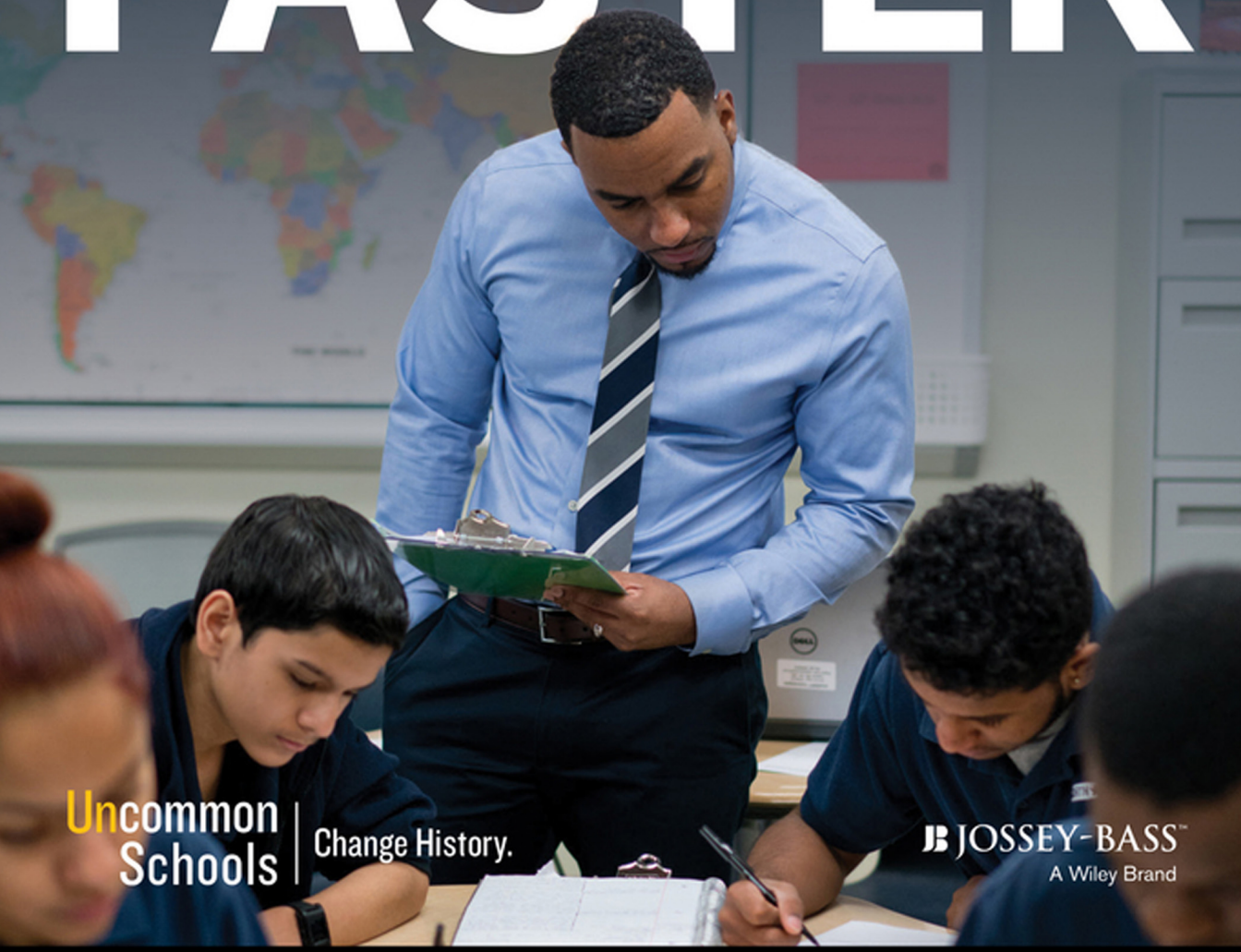
INCLUDED

PAUL BAMBRICK-SANTOYO

FOREWORD BY JON SAPHIER

A 90-DAY PLAN FOR COACHING NEW TEACHERS

GET BETTER FASTER



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PRAISE FOR *GET BETTER FASTER*

“In *Get Better Faster*, Bambrick-Santoyo powerfully guides leadership teams to provide novice teachers with expert coaching. He reveals beyond the shadow of a doubt that leaders not only *can* diagnose and overcome the challenges their new teachers are facing, but *must* do so for schools to realize their promise to students.”

—William Robinson, executive director, Darden/Curry Partnership

“Our journey with Paul Bambrick-Santoyo began five years ago when our school district had six out of the ten worst-performing schools in the state. Paul’s first book, *Driven by Data*, became our district bible for school turnaround, followed soon after by the implementation of the seven levers shared in *Leverage Leadership*. Now, with *Get Better Faster*, Paul shows more clearly than ever how educators can drive learning through true instructional leadership. I highly recommend this book to anyone who strives to lead a school, not as an evaluator, but as a coach.”

—Sandy Coroles, superintendent, Ogden School District

“*Get Better Faster* is a powerful tool for anyone who supports new teachers. Every part of this book is designed to be eminently usable for leaders who strive to spend their time on what matters most for learning. It’s rich with practical, detailed advice that empowers coaches to give teachers highly individualized support.”

—Dawn R. Robinson, Ed.D, chief school performance officer,
Charlotte-Mecklenburg Schools

“Gallup McKinley County Schools has spent the past two years rededicating itself to transformational school improvement, and *Driven by Data* and *Leverage Leadership* by Paul Bambrick-Santoyo are the tools at the forefront of our positive results. *Get Better Faster* has made our destiny even brighter. Shifting our leaders from evaluation mode to coaching mode is already fueling a cycle of change in our classrooms. It’s creating better leaders, who are then building better teachers, who are using better techniques to make every student a stronger learner.”

—Frank Chiapetti, superintendent, Gallup McKinley County Schools

“Only Paul Bambrick-Santoyo could have written this book. *Get Better Faster* is practical guidance from a leader with a history of success for educators determined to change students’ lives. It’s easy-to-use and relentlessly focused on practices proven to move progress—and yes, it will drive achievement *faster than ever!*”

—Billy Snow, district transformation and innovation officer,
Caddo Parish Public Schools

“We’ve all seen *that* teacher—the one who kindles student learning and does the most important daily work in our schools. But too often, we fail to acknowledge *that* school leader—the needle-moving, difference-making, transformative force of nature that helps *every* teacher become *that* teacher. If you believe this is the *what*, then the book you hold is the *how*. Read it. Do it. Harness the power to become *that* leader.”

—Brian Conley, chief school improvement officer,
Salt Lake City School District

“Paul Bambrick-Santoyo is making a profound difference in the lives of leaders and teachers. His approach to this work is framed by a vision that all children will succeed if we improve learning every day, in every classroom, in every lesson, for every child. Thank you, Paul, for sharing your work, so that we can all get better—and smarter—for our children.”

—Eric J. Becoats, assistant superintendent, Turnaround Network

“New teachers and the principals who hire them can leave their fears at the door! Paul Bambrick-Santoyo’s new book is a must-read for all educators who develop, impact, and influence teachers in the art of teaching and learning. New teachers need a roadmap to success: this is it.”

—Mauriciere de Govia, district #23 superintendent,
New York City Department of Education

Get Better Faster

A 90-Day Plan for
Coaching New Teachers

Paul Bambrick-Santoyo

Foreword by Jon Saphier

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How to Access the Videos and Additional Material

- Go to my.paulbambrick.com and click on New Book Activation.
- Follow the instructions on the website for registration.
- If you have any issues with Your Library account, please email us at josseybaseducation@wiley.com.

Video Contents

See How to Access the Videos and Additional Material.

Here is an overview of the video clips for your quick reference.

Introduction

Clip	Teacher Action Step	Key Leadership Move	Description
1	Teacher Radar—Scan	Plan/Practice	“I look for eyes, hands, and feet.” Nikki Bridges coaches Jackson Tobin in identifying the key student actions to look for when he scans the room.

Principles of Coaching 2: Plan, Practice, Follow Up, Repeat

Clip	Teacher Action Step	Key Leadership Move	Description
1	Teacher Radar—Scan	Plan/Practice	“I look for eyes, hands, and feet.” Nikki Bridges coaches Jackson Tobin in identifying the key student actions to look for when he scans the room.
2	Exemplar and Aggressive Monitoring	Leading PD	“The quality of your prework dictates the quality of your students’ classwork.” Kelly Dowling leads PD using an exemplar annotated handout to identify what makes aggressive monitoring effective.

Clip	Teacher Action Step	Key Leadership Move	Description
3	Habits of Discussion	Plan/Practice	“Roll out a hands-down discussion.” Syrena Burnam and Norvella Dunwoody script language for rolling out the habits of discussion.
4	Mark Up Student Work and Cue Students	Leading PD, Practice	“The three Fs: feedback, fix it, and follow up.” Ramy Abdel-Nabi and Jackie Rosner work with Jasmine Romero to improve her feedback to students during independent practice.
5	Develop Effective Lesson Plans 101	Follow-Up	“Film your lesson in upcoming weeks.” Julie Jackson and Rachel Kashner plan how they’ll review Rachel’s lessons for the upcoming week, starting with the independent practice.

Principles of Coaching 3: Make Feedback More Frequent

Clip	Teacher Action Step	Key Leadership Move	Description
6	Go Conceptual	Real-Time Feedback	“Can I ask a question? Does that show progress over time?” Art Worrell asks Michael Cheely’s students an important critical thinking question at the end of a class discussion. Then the two debrief how that question increased rigor.
7	Teacher Radar—Pause and Scan	Real-Time Feedback	[Written on whiteboard] “Track (Scan).” Ashley Anderson coaches Ijeoma Duru without pausing the lesson by holding up a whiteboard in the back of the room that cues Ijeoma when to scan.

Clip	Teacher Action Step	Key Leadership Move	Description
8	What to Do and Teacher Radar—Scan	Real-Time Feedback	<p>“When I put my hand over [the student’s head], stop, make eye contact, and give a What to Do direction.”</p> <p>Nikki Bridges gives whispered and nonverbal feedback to Jackson Tobin while students work independently.</p>

Phase 1 (Pre-Teaching)

Clip	Teacher Action Step	Key Leadership Move	Description
9	Routines and Procedures—Plan and Practice	Leading PD, Practice	<p>“Try one more time, and use fewer words.”</p> <p>Serena Savarirayan models opening classroom procedures for a cohort of new teachers, and then coaches new teacher Noel Borges as he tries to replicate those procedures.</p>
2	Exemplar and Aggressive Monitoring	Leading PD	<p>“The quality of your prework dictates the quality of your students’ classwork.”</p> <p>Kelly Dowling leads PD using an exemplar annotated handout to identify what makes aggressive monitoring effective.</p>
10	Strategic Prompting	Leading PD, Practice	<p>“Teacher 1, please stand and begin practice.”</p> <p>Kelly Dowling leads teachers to role-play teaching reading in PD.</p>

Clip	Teacher Action Step	Key Leadership Move	Description
11 and 12	Routines and Procedures—Rollout	Leading PD, Practice	<p>“Tracking me with those laser eyes.”</p> <p>Julie Jackson and Andrea Somerville model rolling out routines, and then Alison Komorowski repeatedly practices getting students to transition from the cafeteria to their classroom.</p>
13	Square Up, Stand Still	Leading PD, Practice	<p>“I need to work on my posture.”</p> <p>Nikki Bridges gives Jackson Tobin immediate feedback to square up and stand still as he practices monitoring breakfast.</p>
5	Develop Effective Lesson Plans 101	Follow-Up	<p>“Film your lesson in upcoming weeks.”</p> <p>Julie Jackson and Rachel Kashner plan how they’ll review Rachel’s lessons for the upcoming week, starting with the independent practice.</p>

Phase 2

Clip	Teacher Action Step	Key Leadership Move	Description
8	What to Do and Teacher Radar—Scan	Real-Time Feedback	<p>“When I put my hand over [the student’s head], stop, make eye contact, and give a What to Do direction.”</p> <p>Nikki Bridges gives whispered and nonverbal feedback to Jackson Tobin while students work independently.</p>

Clip	Teacher Action Step	Key Leadership Move	Description
14	Do It Again	Real-Time Feedback, Follow-Up	<p>“What’s the value of doing it again?”</p> <p>Ashley Anderson prompts Ijeoma Duru to initiate a Do It Again at key points in the lesson. Then they debrief what made those moments the right time for a Do It Again.</p>
7	Teacher Radar—Pause and Scan	Real-Time Feedback	<p>[Written on whiteboard] “Track (Scan).”</p> <p>Ashley Anderson coaches Ijeoma Duru without pausing the lesson by holding up a card in the back of the room that cues Ijeoma when to scan.</p>
1	Teacher Radar—Scan	Plan/Practice	<p>“I look for eyes, hands and feet.”</p> <p>Nikki Bridges coaches Jackson Tobin in identifying the key student actions to look for when he scans the room.</p>
15	Teacher Radar—Break the Plane	Plan/Practice	<p>“What is the drawback of that position?”</p> <p>Erica Lim and Laquan Magruder rehearse the way Laquan will circulate as students are working independently.</p>
16	Write the Exemplar	Leading PD, Practice	<p>“Who can share a piece of feedback they just got from their partner?”</p> <p>Jesse Corburn leads a group of teachers in writing exemplar responses to prework questions.</p>

Clip	Teacher Action Step	Key Leadership Move	Description
17	Monitor Aggressively: Mark Up Student Work and Cue Students	N/A (Math teaching clip)	“How did you know to use addition?” Sari Fromson aggressively monitors as her students complete their independent practice in math, giving meaningful feedback to each student multiple times in one lesson.
18	Monitor Aggressively—Mark Up Student Work and Cue Students	N/A (Reading teaching clip)	“I’m coming around now.” Julia Goldenheim aggressively monitors her reading class to greatly enhance the quantity and quality of feedback her students receive.
19	Monitoring Pathway and Collect Data	Plan/Practice	“Why do we go to the higher students first?” Syrena Burnam and Norvella Dunwoody make a concrete strategic plan for Norvella to collect data while monitoring aggressively.
4	Mark Up Student Work and Cue Students	Leading PD, Practice	“The three Fs: feedback, fix it, and follow up.” Ramy Abdel-Nabi and Jackie Rosner work with Jasmine Romero to improve her feedback to students during independent practice.

Phase 3

Clip	Teacher Action Step	Key Leadership Move	Description
20	Weekly Data Meetings—Unpack the Exemplar	Looking at Student Work	“Break down what you see the student doing.” Nikki Bridges has her teachers review student work that reflects mastery to identify what an ideal student response looks like.

Clip	Teacher Action Step	Key Leadership Move	Description
21	Weekly Data Meetings— Identify the Gaps	Looking at Student Work	“They’re adding rather than expanding.” During their weekly data meeting, Nikki Bridges guides her teachers in identifying the gaps in student understanding.
22	Weekly Data Meetings— Plan the Reteach	Looking at Student Work	“What is the ideal that you would see in their work?” Nikki Bridges and her teachers identify the components of the ideal student response they will seek out when they reteach the content they are reviewing.
23	Turn and Talk, Middle School	Plan/Practice	“How do you turn that into a Turn and Talk that’s meaty?” Jesse Rector and Allison Kelly review her plan to include a Turn and Talk in an upcoming lesson.
24	Turn and Talk, Elementary School	Real-Time Feedback	“This would be a good Turn and Talk moment.” Juliana Worrell quickly whispers to Najee Carter to alert him to a powerful opportunity to use Turn and Talk, and then lets him know what to look for in a response as students are conferring.
25	Narrate the Positive	Plan	“Where should you have been looking?” Juliana Worrell and Clare Perry watch footage of Clare’s lesson to identify where her eyes should have gone as she narrated the positive.

Clip	Teacher Action Step	Key Leadership Move	Description
26	Check for Understanding	Real-Time Feedback	“How many chose A?” Serena Savarirayan polls the room during Allyson Reynolds’s lesson, and then debriefs what made this strategy effective.
27	Target the Error and Close the Loop	N/A (Teaching clip)	“Would that help or hurt the poor?” Ryan Miller asks a series of probing questions to correct his students’ misunderstanding of the impact of a law created in the aftermath of the revolution.
28	Think-Aloud—Set Listening Task	N/A (Teaching clip)	“I want you to write down what I’m doing.” Art Worrell prepares his students to take notes during the think-aloud.
29	Think-Aloud—Model the Thinking	N/A (Teaching clip)	“When I think about the Era of Good Feelings, right away I’m thinking about nationalism.” Art Worrell walks his students through the thought process he uses to read a history text effectively, modeling annotation skills and providing the rationale for them step-by-step.
30	Think-Aloud—Model the Thinking	Plan	“Uh-oh. Now I’m starting to understand why these bones are so important.” Juliana Worrell models a think-aloud for Sarah Sexton, who is teaching her elementary students about the skeletal system.

Phase 4

Clip	Teacher Action Step	Key Leadership Move	Description
31	Strategic Prompting— Call on Students Based on Their Learning Needs	Real-Time Feedback	<p>“I’m going to show the class how to do it more efficiently.”</p> <p>Nikki Bridges and Sarah Engle identify the errors students are making during independent math practice, and roll out a strategy for correcting student misunderstanding during the next part of the lesson.</p>
32	Guided Discourse— Show Call (Math)	N/A (Teaching clip)	<p>“One-third black, one-third white, one-third gray.”</p> <p>Andrew Schaefer shows students three different examples of how their classmates have solved a math problem, pushing them to determine through discourse which one is correct.</p>
33	Guided Discourse— Show Call (Literacy)	N/A (Teaching clip)	<p>“Which is the best evidence?”</p> <p>Nicole Willey guides her students to identify the best evidence in the story they have been reading.</p>
34	Prompting: Universal (Roll Back) and Strategic (Provide a Resource)	Plan	<p>“Let’s go back to this moment with Jessica.”</p> <p>Nikki Bridges and Nicole Willey watch footage of Nicole teaching her students the definition of the word <i>vindicate</i>, and plan what Nicole could do differently to correct misunderstanding more thoroughly for a greater number of students.</p>

Clip	Teacher Action Step	Key Leadership Move	Description
27	Target the Error and Close the Loop	N/A (History teaching clip)	“Would that help or hurt the poor?” Ryan Miller asks a series of probing questions to correct his students’ misunderstanding of the impact of a law created in the aftermath of the revolution.
26	Check for Understanding	Real-Time Feedback	“How many chose A?” Serena Savarirayan polls the room during Allison Reynolds’s lesson, and then debriefs what made this strategy effective.
35	Close the Loop	Plan	“I didn’t go back and tell them why those aren’t real reasons.” Serena Savarirayan and Allyson Reynolds plan how Allyson can close the loop to make sure her students comprehend the true difference between histograms and bar graphs.
3	Habits of Discussion	Plan/Practice	“Roll out a hands-down discussion.” Syrena Burnam and Norvella Dunwoody script language for rolling out the habits of discussion.

Stretch It

Clip	Teacher Action Step	Key Leadership Move	Description
34	Prompting: Universal (Roll Back) and Strategic (Provide a Resource)	Plan	<p>“Let’s go back to this moment with Jessica.”</p> <p>Nikki Bridges and Nicole Willey watch footage of Nicole teaching her students the definition of the word <i>vindicate</i>, and plan what Nicole could do differently to correct misunderstanding more thoroughly for a greater number of students.</p>
31	Strategic Prompting—Call on Students Based on Their Learning Needs	Real-Time Feedback	<p>“I’m going to show the class how to do it more efficiently.”</p> <p>Nikki Bridges and Sarah Engle identify the errors students are making during independent math practice, and roll out a strategy for correcting student misunderstanding during the next part of the lesson.</p>
6	Go Conceptual	Real-Time Feedback	<p>“Can I ask a question? Does that show progress over time?”</p> <p>Art Worrell asks Michael Cheely’s students an important critical thinking question at the end of a class discussion. Then the two debrief how that question increased rigor.</p>

Additional Materials

See How to Access the Videos and Additional Material.

Here is quick overview of additional materials available online.

Resource	Description
Get Better Faster Scope and Sequence	A print-friendly version of the sequence of all the action steps in the book in one document. Ideal for carrying around with you when observing classes and trying to identify the highest-leverage action step.
Get Better Faster Coach's Guide	The all-in-one summary document of the entire book: each action step with the best probing questions, scenarios for practice, and cues for real-time feedback. The best guide to have by your side when planning your feedback meetings with your teachers.
Real-Time Feedback PD	All the materials needed to lead a professional development session for instructional leaders on real-time feedback: <ul style="list-style-type: none">• Session plan agenda• PowerPoint presentation• Handouts (including one-pager on real-time feedback)
Leader resources to accompany coaching principles/tips	Latest version of guides to accompany the coaching principles/tips throughout the book: <ul style="list-style-type: none">• Six Steps for Effective Feedback (updated version of original guide that appeared in <i>Leverage Leadership</i>)• Time/task management tools to use with teachers
Teaching resources to accompany coaching of specific skills	Useful materials to accompany the coaching of specific skills in the Get Better Faster Scope and Sequence: <ul style="list-style-type: none">• Routines and procedures planning template (Phase 1)• High School Habits of Academic Discourse (Stretch It)

Foreword

If you are an educator, you probably remember that at the end of your first year of teaching, you had many new resolutions and strategies lined up for the start of the next year. Year two would be different. Class expectations would be clear; routines would be established quickly; transitions would be seamless. You knew how to structure lessons so that pace and interest would diminish management problems from the get-go.

You had endured that midyear funk when you thought all was lost—perhaps this was not the profession for you after all—and you had finally risen from the fatigue of nonstop work that had left you drained and craving respite. Now you were ready.

But what if you had mastered all these aspects of classroom management in your first ninety days? What if not only management but classroom dialogue with robust student thinking and high participation were hallmarks of your instruction—all because you had received expert coaching? Your first year would have been profoundly different. But more important, your students would have experienced productive learning for far more of their year, because downtime, distraction, delays, and inattention would have all but disappeared. This is the promise and the possibility of Paul Bambrick-Santoyo's *Get Better Faster*.

Not all beginning teachers experience the debilitating scenario I described, but a large and significant portion of newly minted teachers do. The cost to students and to the retention of promising adults in the profession is huge. And it does not have to be. As Paul says in the introduction, “For a teacher, succeeding early is more than a predictor of the trajectory his or her career will take. It’s a matter of immense urgency.”

This is a book for coaches as well as beginning teachers. It would have been easy to write another book about routines, getting attention, and structuring

lessons. *Get Better Faster* is vastly more than that: it is a coach's guide to step-by-step instruction, support, and development of teachers' thinking and planning skills, scaffolded in bite-sized pieces.

Because there is a predictable sequence to what a rookie teacher will need to master for sound management, there is a sequential blueprint for what the coach will undertake. Those who are supporting beginning teachers can use it as a diagnostic tool to decide where to begin with rookies who aren't starting from absolute scratch.

The approach to coaching is an artful blend of directive and nondirective techniques that one sees in coaches of performers and premier athletes. The focus is on small, specific, and focused moves and responses ("Go Granular") that make a marginally big difference. These are followed by direct rehearsal and practice of the moves with the coach ("Plan, Practice, Follow Up, Repeat"). This actual practice and feedback, sometimes in role-playing mode without students present, is a distinguishing feature of this "playbook" for successful teaching. Yet the learning for the beginning teacher is not rote or formulaic; it is like coaching a football quarterback in how to anticipate and adjust. The objective is mindful behavior with proficiency and rigor.

Review of lessons is framed by probing questions that are congruent with more nondirective approaches. Samples of questions and dialogues are provided for the many concrete situations beginning teachers face.

Real-time feedback (side-by-side co-teaching) is illustrated with more concrete examples and presents a model in which the students cannot tell who is the coach and who is the teacher. This approach makes feedback more frequent and more actionable.

Paul never loses sight of the importance of rigor with the content and constant teacher learning about how to teach it. Embedded within the experience of the beginning teacher is the presumption that academic proficiency for *all* students is a must. Thus coachees learn how to define for students what good performance and good work look like. Similarly, they learn to spread out student work and analyze for patterns of errors as a standard prep event for the next day's lesson. This is essential value-based learning for teachers new to the profession, for this analysis is then followed by planning with the coach for small-group reteaching for students who didn't get it the first time. If that were expected of every teacher in America, we would be in a very different position with closing the achievement gap.

Carrying out the complete coaching regimen of this book will seem time-intensive and incredibly rigorous to some readers. That it is. But don't let that hold you back. With whatever time one has, cultivating thinking-rich classrooms is the agenda with beginning teachers, and it is achievable. Coaches and mentors are teachers of teachers. The capacity to fill that role with effectiveness, integrity, and commitment is significantly increased by the expertly crafted contributions of Paul Bambrick-Santoyo.

Jon Saphier

Jon Saphier is the founder and president of Research for Better Teaching, Inc., and the author of many books on education, including The Skillful Teacher

Acknowledgments

It is hard to believe how much has happened since the publication of *Driven by Data* in 2010. I have enjoyed the gift of interacting with thousands of educators across the globe, and they are the heroes of this book. I firmly believe that if we get better at sharing our best practices across one another's schools, we can transform education. Thank you to each and every one of you who took the time to share with me your struggles and successes: your words of wisdom pervade this book that couldn't have been written without you.

Without realizing it, I ended up sharing more personal stories in this book than in previous ones. That probably reveals how my world feels so dependent on my family. I wrote this book while my wife was completing residency (a dream fifteen years in the making) and my three children were at three different grade spans—elementary, middle, and high. This context gave me a unique window into the life of an adult learner (my wife) as well as extra at-bats at trying to be a good father. Many a night, my children and I would sit side by side at the dinner table, they completing homework while I was writing. The interruptions—working through challenging problems on parabolas, conducting a line-level analysis of *A Tale of Two Cities*, engaging the complexities of adding fractions, or getting emotional over the scenes in *Wonder*—kept me rooted: they reminded me of the daily struggle and subsequent joy of learning. I was also constantly aware of the importance of great teachers. I've said repeatedly: Gaby and the kids make me a better person. Without them, the world wouldn't shine as it does.

On the writing side, I couldn't have had a better partner than Alyssa White. This was the first book project where she took the lead of our team from the beginning, and the fruit of her work is present throughout the text. She regularly came up with new angles and hooks that helped bring the text alive. We've now

worked alongside each other for five years, and I hope for many more to come. Your imprint is everywhere!

Back in 2012, we launched a new teacher working group at Uncommon Schools focused on what highly effective leaders do to develop new teachers quickly. Those original leaders have gone on to do extraordinary things. Nikki Bridges, Juliana Worrell (co-author with me on *Great Habits, Great Readers*), Julie Jackson, Jesse Rector, Serena Savarirayan—each showed us a higher level of excellence than we had seen before. The foundational work that we did required countless hours of filming, critiquing, and redoing. We didn't realize at the time that we were embodying what would become Principle 2 of this book: Plan, Practice, Follow Up, Repeat. This virtuous cycle of continuous improvement is the foundation on which the book was built. Thank you to every leader who contributed to this book (too many to count!) over the past years: from my first leadership family (keep bleeding blue! Mike Mann, Kelly Dowling, Jody-Anne Jones, Eric Diamon, Vernon Riley, Tonya Ballard, Yasmin Vargas, Lauren Moyle, Desiree Robin, Tameka Royal, Andrew Schaefer, Autumn Figueroa, Tildi Sharp, and Keith Burnam) to my second leadership family (Julie Jackson, Kathleen Sullivan, J. T. Leaird, Maya Roth, Paul Powell, Dana Lehman, and all forty-four principals), your example lives on in the videos and words you contributed here.

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