

Preface

It is not the critic who counts: not the man who points out how the strong man stumbles or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly, who errs and comes up short again and again, because there is no effort without error or shortcoming, but who knows the great enthusiasms, the great devotions; who spends himself for a worthy cause; who, at the best, knows, in the end, the triumph of high achievement, and who, at the worst, if he fails, at least he fails while daring greatly, so that his place shall never be with those cold and timid souls who knew neither victory nor defeat.

Teddy Roosevelt, April 23, 1910

Public education is facing its most critical times and one would find it difficult to argue with current statistical findings. However, in my travels, I have come face-to-face with teachers and leaders who actually are in the arena, whose faces are marred by dust and sweat and blood. I stand boldly with you as we continue to find answers to many of the complex questions facing us. I am confident that as we face some defeat, we will in the end know VICTORY for our students, ALL of them.

Teaching to Capture and Inspire All Learners evolved out of numerous experiences of being involved with schools that were first in categories one would want to be last in and last

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in categories one would want to be first in. Through a collaborative effort, effective teaming, and courageous leadership, we were able to transform these schools into national and state blue-ribbon schools in short periods of time.

Many years ago, researchers stressed the need for schools and school districts to understand that the change process takes on average three to five years to take shape. This book is written primarily to offer its readers a refreshing look into creating schools of passion and purpose filled with educators who finally realized our students don't have three to five years to wait for positive change. It has to happen now.

Chapters 1–3 lay the foundation for understanding the need for immediate change in our schools and the expanded roles of those responsible for cultivating this change process. Chapters 4–6 offer readers an in-depth look at the apparent reasons many of our students fall short of others sitting in the same classrooms of schools struggling to survive and meet the needs of this generation of learners. Chapters 7 and 8 introduce practical and specific strategies to principals, teachers, and schools that turn vision into operational strategies.

Throughout this book, each chapter opens with a main concept, statistic, or quote, and ends with a motivational summary. There are numerous reflection questions to assist in examining your own educational practices. By helping you carefully analyze your own philosophy about teaching, this resource will give you the opportunity to bring your best stuff every day.

This book offers hope to those in the field of education who may have lost hope and is dedicated to every student waiting to be captured, inspired, and taught in ways like never before. *Teaching to Capture and Inspire All Learners* will help even mediocre teachers become inspired to deliver quality at a higher level and will help leaders develop a deeper understanding of the importance of creating win-win experiences for ALL learners.