

# Foreword

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**W**hether you argue vehemently against the regulations and talk incessantly about the lack of funding for certain provisions of No Child Left Behind, or you think it is the best federal or state educational framework ever enacted, or you are sitting back with a wait-and-see approach, most of us agree on the premise of the title. Let's teach *all* kids. Let's make sure no child is ignored or forgotten. Let's make sure *all* children learn and achieve to high standards. While many consider that an unrealistic goal, no one can argue that we have been very lax in even trying to attain it.

Today, schools and districts are working harder than ever in trying to meet that goal. The concept that every child should have a year's worth of growth for each year in school has become a much discussed and adopted vision for many schools. Even while being challenged by scarce resources, unfunded mandates, community opinion, educational bureaucracies, and board politics, schools have been making significant gains in student achievement and learning. They are finding ways to actually do it!

Having seen the results of the Preview Learning Program (PLP), I would indeed consider it a revolutionary innovation (see Chapter 2). I have seen first-hand how the development of a PLP using the planning model described in this book moved a school district to previously unheard-of student success. I am honored to write the foreword to this book because I have observed the passion and intelligence that Marti Richardson brings to the goal of *all children can learn and achieve*. Not only does her book offer the strategy (Preview Learning) for attaining that goal, but the book also offers a very specific framework and model for others to apply in developing their own revolutionary innovations.

This concept of Preview Learning does seem to be revolutionary. We have not lacked for possible solutions to the goal of educating all students. However, when it came to providing learning support for all of our economically disadvantaged students, or our students with disabilities, or our English Language Learners, we seem to have developed tunnel vision for the remedial process. "Wait until they fail and then try to remediate" has been the mantra for decades. We practiced remediation even in the face of overwhelming data showing that for every year in a remedial setting, students fall further below grade level. If a student is behind, is below grade level in achievement, how can we "catch that student up" to grade level by going backwards in the curriculum?

Marti Richardson presents excellent theories and powerful research for the planning model and the PLP strategy. However, I think a particular strength of

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the book is her commonsense approach, which enables the reader to really understand the model's framework. The book offers real-life examples and models for the reader on each component. This excellent scaffolding facilitates the reader's learning and implementation of the model.

I think the challenge to you, the reader, is to find the inspiration to use this model to find other revolutionary innovations such as the PLP; to find other strategies that ensure *all* students a year's worth of growth for every year in school. This model is added to the large and growing body of successful strategies that reinforce the twenty-first century core belief for American public education—the belief that all children can learn.

—Max Thompson