

“Every Child, Every School, Success for All.” Robert Slavin, Nancy Madden, Lawrence Dolan, & Barbara Wasik. (1996). Thousand Oaks, CA; Corwin Press.

## Preface

Every child can learn. Every school can ensure the success of every child.

Statements to this effect appear in goals statements, commission reports, and school district offices. They are posted in school buildings and appear as mottoes on school stationery. But does our education system behave as if they are true?

If we truly believed that every child could learn under the proper circumstances, we would be relentless in the search of those circumstances. We would use well-validated instructional methods and materials known to be capable of ensuring the success of nearly all children if used with intelligence, flexibility, and fidelity. We would involve teachers in constant, collaborative professional development activities to continually improve their abilities to reach every child. We would frequently assess children’s performance to be sure that all students are on a path that leads to success, and to be able to respond immediately if children are not making adequate progress. If children were falling behind despite excellent instruction, we would try different instructional approaches, and if necessary, we would provide them with tutors or other intensive assistance. We would involve parents in support of their children’s school success; . . .

If we truly believed that all children could learn, we would rarely, if ever, assign children to special education or long-term remedial programs that in effect lower expectations for children.

If we truly believed that all schools could ensure the success of all children, then the failure of even a single child would be cause for great alarm and immediate, forceful intervention.