

# ACKNOWLEDGMENTS

I would very much like to properly acknowledge all of the people who have contributed to this book in some way, but I feel compelled to admit that I am probably going to fail in that attempt. This book, perhaps more than any other, is so much the result of the hard work of dozens of other teachers, coaches, educators, researchers, authors, friends, family, colleagues, deep thinkers, and artists that inevitably, I'm sure, I will leave off naming people whose significant effort made this book possible. I am so indebted to so many that I watched Brian Greene's String Theory TED talk to see if there was some kind of cosmic analogy for interconnection I could use to describe how this book is so interwoven with the efforts of others, but I quickly realized that I'm not cut out for string theory. Perhaps my best strategy is simply to express my deep gratitude and admit, unfortunately, that there are many people who helped make this book possible and deserve recognition who, despite my best effort, will be accidentally omitted here. If you are one of those people, please know that I do truly appreciate your partnership with me in making these ideas become a reality not just in this book but, I'm happy to report, in many classrooms around the world.

Before I was a writer, I admit, I tended to skip acknowledgments. I just wanted to get to the good stuff, and I didn't bother to take the time for all of the thank-yous. Now that I am an author, however, I read

acknowledgments with great interest because I know how important they are for those who write them. I've noticed, too, that families almost always come first or last in them. Families are mentioned in the places of greatest importance because families pay the greatest price when an author writes a book. My family is no different. I feel profoundly fortunate and grateful to my wife Jenny whose genuine, unwavering support of this work is one of the most important reasons I am able to write. Today, I'm thrilled that Jenny has become my co-author in so much of this work, writing the *Reflection Guide* for this and other books and working with me through all of our big ideas at the Instructional Coaching Group. Jenny is my soulmate, partner, and lover, but as we have grown together, she has become my co-laborer and thought partner. Together, we are trying to make the world a better place for people, especially children, and now there is something of Jenny's thinking in every word I write. I find it impossible, really, to say where her ideas end and mine begin—we just think and create together.

Most of my children are now grown and out changing the world for the better themselves. There were many times when I should have visited, called, or written when instead I was working on this book or out spreading the word about these ideas. They have accepted that this is just the reality of this life with Dad. What I am especially grateful for, though, is that now that my children are grown they are teaching me about making change happen, statistics, books to read, computers, or even how to write. I am so grateful to Geoff, Cameron, David, Emily, Ben, Isaiah, and Luke.

I am especially grateful to my parents. This has been a tough year because both Mom and Dad died while I was writing this book. Their belief in me and their unwavering determination that I get a university education are likely the main reasons this book exists. I loved them. I miss them. And, they inspire me to try to do good work and make what difference I can.

The research that was conducted in support of this book was done by many different people who all contributed a great deal. Most of what we've done started at the University of Kansas Center for Research on Learning, where I've been privileged to work on the study of coaching with many outstanding researchers and research assistants, including Barbara Bradley, Devona Dunekack, Irma Brasseur-Hock, Jake Cornett, Don Deshler, Marti Elford, Susan Harvey, Carol Hatton, Mike Hock, David Knight, Jackie Schafer, and Tom Skrtic. We especially learned an enormous amount from our coaches in Beaverton, Oregon, including Michelle Harris, Jennifer MacMillan, Lea Molczan, and Susan Leyden,

and in Othello, Washington, including Denise Colley, Jerad Farley, Marci Gonzalez, Jackie Jewell, Jacee Martinez, and Jenn Perez.

Several experts, who had much better things to do than talk with me, took time out of their schedules to let me interview them as I was writing this book. Their ideas influenced my thinking, and their comments are included at different points. The experts I interviewed are John Campbell, a leading coaching expert in Australia; Bob Garmston, who founded cognitive coaching along with Art Costa; Atul Gawande, author of many books on improving performance, including *The Checklist Manifesto*; Sheila Heen, co-author of *Thanks for the Feedback*; and Christian van Nieuwerburgh, one of the leading coaching experts in the United Kingdom.

Many researchers and research assistants at the Impact Research Lab and the Instructional Coaching Group, the two organizations Jenny and I oversee, have also helped us validate, refine, and disseminate practices that support better teaching for better learning. I am particularly grateful to Brooke Deaton, LaVonne Holmgren, Marilyn Ruggles, Ruth Ryschon, Bill Townes, and Donna Wirth. The Instructional Coaching Group consultants Michelle Harris, Ann Hoffman, Tricia Skyles, and Conn Thomas have been outstanding presenters, and they teach us a great deal as they learn with their learning partners.

I worked with a great group of professionals to create this book, even before it was being shaped by my publisher. Andrew Benson, who has allowed me to work with him on many projects, did an outstanding job documenting the Impact Cycle on video as I moved through the cycle's stages with an elementary and a secondary teacher. I am also grateful to Austin Pulliam for his camera work as he worked with Andrew to create the video that is included throughout the book. Crysta Crum and Cathryn Munroe, the teachers featured in those videos, were simply wonderful learning partners, and I'm very grateful for the opportunity to partner with them. Clinton Carlson, my design partner for more than a decade, created a fabulous cover, and Kirsten McBride edited this book and made the text much clearer and less awkward. As I frequently say, I have never written a page that Kirsten couldn't improve. Stacey Blakeman did a great job of proofreading the final proofs of the text.

At my publisher Corwin, I am fortunate to know many people who started out as work partners but have now become friends. Dan Alpert, who has been my editor for more than a decade, has helped me maintain focus, redirected me when I've needed him to, given me wise counsel, and become a true friend especially when I have needed him the most. Dan took the time to listen to me with genuine empathy

when I first realized I was about to lose my parents, and he gave me excellent advice when I told him I really didn't know what to do. There are so many other truly good people at Corwin whom I am also so grateful to have as colleagues and friends. That group includes, but is by no means limited to, Kristen Anderson, Melanie Birdsall, Katie Hann, Mayan McDermott, Lisa Shaw, Maura Sullivan, and Mike Soules. The Corwin consultants, who have spread the word about *The Impact Cycle*, *Better Conversations*, *Focus on Teaching*, and *High-Impact Instruction*, have done a fantastic job sharing the work, and they have also taught me an enormous amount when we've worked together. I'm very grateful to Laura Besser, Lindsey Deacon, Peter DeWitt, Lisa Dlablick, Jenni Donohoo, Ainsley Rose, and Kara Vandas.

Any book, of course, is the product of so many other ideas that an author has read or heard, and I can't begin to list everyone who has shaped my thinking. There are a small number of people, however, whom I must mention. Peter Block, Don Deshler (already mentioned above), Paulo Freire, Michael Fullan, Stephanie Hirsh, Joellen Killion, and Margaret Wheatley have all deeply shaped my thinking. I'm grateful to all of them and their ideas live in these pages.

I'm also grateful to many readers who gave me feedback as I was writing this book. Thank you to Sherri Barber, Lynn Barnes, Lynn Cole, Elizabeth Cotter, Lindsay Deacon, Peter DeWitt, Deborah Goodwin, Michelle Harris, Emily Joan Kelly, Joi Lunsford, Buffy Massey, Tricia McKale, Stacey Seik, Bill Sommers, LaTasha Timberlake, Kara Vandas, and Caryn Zietlow.

Finally, I wrote *The Impact Cycle* mostly listening to jazz from the fifties and early sixties. I used my time writing this book as a chance to get to know Thelonious Monk, and I've become a real fan. I also deepened my appreciation for Coltrane, and I still list *A Love Supreme* as a desert island recording, even if it isn't the best background music for writing. My favorite writing music continues to be Bill Evans's *The Complete Village Vanguard Recordings, 1961*. I never grow tired of that music, and I don't think I ever will.