

1) The hard lesson we have gleaned from analyzing various waves of education reform is that it doesn't matter what happens at the national, state, or even district level unless change takes place at the building and classroom levels, improvement is unlikely.

-Thomas R. Guskey, 2008

2) All teachers deserve opportunities to view the intricacies of teaching when they are not the center of attention. Visiting another teacher's room allows you the luxury of driving in the slow lane, stopping to see the big picture as you take notes, jot questions, and think about children other than your own. Not only does the visitor learn, but the host as well.

-Shelly Harwayne, 2000

3) Evidence of collegiality is demonstrated when educators (1) talk with one another about their practice; (2) share their craft knowledge; (3) observe one another while they are engaged in practice; and (4) root for one another's success.

-Roland Barth, 2006

4) It is clear that closed classroom doors will not help us educate all students to high levels. It is also clear that what happens in classrooms matters for student learning and that we can do more together than we can do individually to improve learning and teaching.

-City, Elmore, Fiarman, and Teitel, 2009

5) When I visited Nancie Atwell's classroom I was not struck by her spectacularity and charisma—rather by the deliberateness of what she was doing: the clarity of her explanations, the selection of reading material, the way one thing led naturally to another. I was struck by the way she managed time, so that at each stage students could accomplish what she wanted them to do. This was before the term curricular coherence had become part of the educational lexicon, but this was it. And I was struck by her tone of voice, her way of treating students seriously, probably more seriously than they took themselves (as I recall she began her lesson by having her 8th graders read and comment on a New York Times op-ed piece). What I saw didn't look like brilliance so much as thoughtfulness—in every detail. It was excellence, but of a quieter, even more attainable, kind.

-Tom Newkirk, 2009