

The prevailing leadership strategies and actions employed in many districts and schools across the country are inadequate to improve teaching practice at the scale necessary to ensure quality learning for all students.

~Fink & Markholt

The inadequacy of teaching and learning we observe is not due to uncaring, unmotivated, lazy teachers and school leaders who weren't smart enough to be doctors. In fact, nothing could be further from the truth.

~Fink & Markholt

We stand in awe and admiration of just how hard teachers and leaders work every day on behalf of the students in their care. The problem is that the art and science of teaching is far more complex and sophisticated than our lay public and policy makers realize.

~Fink & Markholt

When we refer to quality learning, we are talking about students using their minds well- how well they can reason, synthesize, evaluate, design, innovate and create, how well students take ownership of their own learning, how they develop agency and advocacy for themselves and others as learners.

~Fink & Markholt

It is important to note that achieving quality learning for all is not simply an economic argument. It is *the* equity and social justice of our times.

~Fink & Markholt

The road to improving learning for all students lies in improving the quality of teaching.

~Fink & Markholt

The research on teacher quality as the primary correlate for student achievement is unequivocal- teaching matters above all else, including family income and education- reasons cited by many educators that their students are not learning.

~Fink & Markholt

A closer examination in variance in student achievement across the country yields once again that differences among students, as well as schools, are but a small factor compared to differences in the quality of teaching from classroom to classroom.

~Fink & Markholt

The good news is that with appropriate, sustained, and robust professional learning and support, teachers will improve their subject matter content knowledge and instructional craft expertise & will make the very sophisticated kinds of instructional decisions necessary to insure high levels of student learning.

~Fink & Markholt

Schools can no longer be places for the private practice of teaching....We know that just-in-time feedback and coaching is the way that any of us improve our practice....However, unlike all other respected professions in which practice is indeed a public endeavor, teaching has been a very isolated process.

~Fink & Markholt

Quality teaching along with quality leadership is ultimately a matter of expertise. If teachers knew how to teach more powerfully so that all students would learn at high levels, they would be doing it....Teachers and leaders are doing the best they know how to do. At the end of the day, it's all about expertise, not one's motivations, beliefs, and values.

~Fink & Markholt

If students are not learning, they are not being afforded powerful learning opportunities.

Teaching is a highly
complex and
sophisticated endeavor.

Practice of
sophisticated
endeavors only
improve when open
for public scrutiny.