

References

- All Things PLC. (2018). *About PLCs*. Solution Tree. Available at <http://www.allthingsplc.info/about>
- Blankenship, S. S., & Ruona, W. (2007). *Professional learning communities and communities of practice: A comparison of models, literature review*. University of Georgia. Available at <https://files.eric.ed.gov/fulltext/ED504776.pdf>
- Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. In P. Peterson, R. Tierney, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 7; pp. 548–556). Oxford: Elsevier.
- Boyd, J. (2008). *Coaching in context*. Department of Education and Early Childhood Development. Available at <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/coachingincontext.pdf>
- Briggs, S. (2016). Andy Murray: “Ivan is the best coach I’ve had. It was good to have someone who could normalise failing.” *The Telegraph*. Available at <https://www.telegraph.co.uk/sport/2016/06/18/andy-murray-ivan-is-the-best-coach-ive-had-it-was-good-to-have-s/>
- The Christensen Institute. (2018). *Blended learning definitions*. Available at <https://www.christenseninstitute.org/blended-learning-definitions-and-models>
- Corcoran, T., McVay, S., & Riordan, K. (2003). *Getting it right: The MISE approach to professional development*. Philadelphia, PA: Consortium for Policy Research in Education.
- DeMonte, J. (2013). *High-quality professional development for teachers: Supporting teacher training to improve student learning*. The Center for American Progress. Available at <https://www.americanprogress.org/issues/education-k-12/reports/2013/07/15/69592/high-quality-professional-development-for-teachers/>
- Doran, G. (1981). There’s a S.M.A.R.T. way to write management’s goals and objectives. *Management Review*, 70(11), 35–36.
- DuFour, R. (2009). *Professional learning communities: The key to improved teaching and learning*. Available at <http://www.advanc-ed.org/source/professional-learning-communities-key-improved-teaching-and-learning>
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work* (2nd ed.). Bloomington, IN: Solution Tree Press.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Farber, M. (2017). Google tops Apple as the world’s most valuable brand. *Fortune*. Available at <http://fortune.com/2017/02/02/google-tops-apple-brand-value>

- Fullan, M. (2007). *Leading in a culture of change*. San Francisco, CA: John Wiley & Sons, Inc.
- Gagnon, S., & Wagner, A. (2016). Acute stress and episodic memory retrieval: Neurobiological mechanisms and behavioral consequences. *Annals of the New York Academy of Sciences*, 1369(2016), 55–75. doi: 10.1111/nyas.12996
- Grey, K. (2017). *Making learning public through teacher time-outs*. The Teaching Channel. Available at www.teachingchannel.org/videos/teacher-time-out
- Highlander Institute. (2018). Highlander Institute Blended Learning Best Practices Walkthrough Tool. Available at http://fuseri.highlanderinstitute.org/wp-content/uploads/2016/11/External_HighlanderInstituteWalkthroughTool_2016-2017-1.pdf
- Horn, M., & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass.
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://docplayer.net/10333476-Student-achievement-through-staff-development.html>
- Knight, J. (2011a). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Sage.
- Knight, J. (2011b). What good coaches do. *Educational Leadership*, 69(2), 18–22.
- Kraft, M., Blazar, D., & Hogan, D. (2017). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*. Available at https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2017_teacher_coaching_meta_analysis_wp.pdf
- Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293–307. doi: 10.1080/14623940020025561
- Maxwell, C. (2016). *A deeper look at the Flex model*. Blended Learning Universe. Available at <http://www.blendedlearning.org/a-deeper-look-at-the-flex-model>
- Meyer, L. (2016). Report: High-functioning professional learning communities support student achievement. *The Journal*. Available at <https://thejournal.com/articles/2016/10/24/report-high-functioning-professional-learning-communities-support-student-achievement.aspx>
- The New Teacher Project. (2016). TNTP Blended Core Teaching Rubric. Available at https://tntp.org/assets/TNTP_Blended_Core_Teaching_Rubric_Fall_2016_Edition_v2.2.pdf
- Powell, A., Rabbitt, B., & Kennedy, K. (2014). iNACOL Blended Learning Teacher Competency Framework. *iNACOL*. Available at <https://www.inacol.org/wp-content/uploads/2015/02/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>
- Powell, D., Diamond, K., Burchinal, M., & Koehler, M. (2010). Effects of an early literacy professional development intervention on Head Start teachers and children. *Journal of Educational Psychology*, 102(2), 299–312. doi: 10.1037/a0017763
- Project Tomorrow. (2013). *Learning in the 21st century: Digital experiences and expectations of tomorrow's teachers*. Available at http://images.email.blackboard.com/Web/BlackboardInc/%7B44fe5cc3-3c7d-4ec0-824b-489b25ca8062%7D_ProjectTomorrow2013_Teacher_Report_Draft.pdf
- Rock, M., Zigmond, N., Gregg, M., & Gable, R. (2011). The power of virtual coaching. *Educational Leadership*, 69(2). Available at <http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx>

- Sinek, S. (2011). *Start with why: How great leaders inspire everyone to take action*. New York, NY: Penguin Group.
- Sparks, D. (2001). Why change is so challenging for schools. *National Staff Development Council*, 22(3), 42–47.
- Sturgis, C. (2017). *How competency-based education differs from the traditional system of education*. iNACOL. Available at <https://www.inacol.org/news/how-competency-based-education-differs-from-the-traditional-system-of-education/>
- Teaching Channel. (2018). *Making learning public through teacher time-outs* [Video]. Available at <https://www.teachingchannel.org/videos/teacher-time-out>
- Thorne, K. (2003). *Blended learning: How to integrate online & traditional learning*. London: Kogan Page Limited.
- Tucker, C., Wycoff, T., & Green, J. T. (2016). *Blended learning in action*. Thousand Oaks, CA: Sage.
- University of Florida Lastinger Center for Learning, Learning Forward, & Public Impact. (2016). *Coaching for impact: Six pillars to create coaching roles that achieve their potential to improve teaching and learning*. Gainesville: University of Florida Lastinger Center; Oxford, OH: Learning Forward; and Chapel Hill, NC: Public Impact. Available at www.learningforward.org/coaching-for-impact/
- Varner, M. (2017). *5 building blocks of an effective brand promise*. Workfront. Available at <https://resources.workfront.com/project-management-blog/the-5-building-blocks-of-an-effective-brand-promise>
- Westergaard, N. (2013). *What's your brand promise?* Brand Driven Digital. Available at <http://www.branddrivendigital.com/brand-promise>
- Yoon, K., Duncan, T., Lee, S., Scarloss, B., & Shapely, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement*. National Center for Education Evaluation and Regional Assistance. Available at https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf