

References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Bandura, A. (2001). Social cognition theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. (2009). Implementation of response to intervention: A snapshot of progress. *Journal of Learning Disabilities*, 42(1), 85-95. <https://doi.org/10.1177/0022219408326214>
- Bouck, E. C., & Cosby, M. D. (2019). Response to intervention in high school mathematics: One school's implementation. *Preventing School Failure: Alternative Education for Children and Youth*, 63(1), 32-42. <https://doi.org/10.1080/1045988x.2018.1469463>
- Brown, J. L., & Moffett, C. A. (1999). *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: ASCD.
- Chung, W. H., Klassen, R. M., Huan, V. S., Wong, I., & Kates, A. D. (2010). The relationships among school types, teacher efficacy beliefs, and academic climate: Perspectives from Asian middle school. *The Journal of Educational Research*, 103, 183-190. <https://doi.org/10.1080/00220670903382954>
- Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning*. Corwin: Thousand Oaks, CA.
- Dulaney, S. K., Hallam, P.R., Wall, G. (2013). Superintendent perceptions of multi-tiered systems of support (MTSS): Obstacles and opportunities for school system reform. *AASA Journal of Scholarship and Practice*, 10(2), 30-45.
- Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., Gibbons-Holtzman, E. (2015). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational and Psychological Consultation*, 25, 160-177. <https://doi.org/10.1080/10474412.2014.929960>
- Fixen, D. L., Blasé, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children*, 79, 213-230. <https://doi.org/10.1177/001440291307900206>
- Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature* (FMHI Publication No. 231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.
- Foley, R., & Pang, L. (2006). Alternative education programs: Program and student characteristics. *High School Journal*, 89(3), 10-21.
- Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS coaching: Bridging knowing to doing. *Theory into Practice* 56, 29-37. <https://doi.org/10.1080/00405841.2016.1241946>
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507. <https://doi.org/10.3102/00028312037002479>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Hattie, J. (2016). Third Annual Visible Learning Conference (subtitled Mindframes and Maximizers), Washington, DC, July 11, 2016.
- Hunter, W. C., Maheady, L., Jasper, A. D., Williamson, R. L., Murley, R. C., & Stratton, E. (2015).

- Numbered heads together as a tier 1 instructional strategy in multitiered systems of support. *Education and Treatment of Children*, 38(3), 345-362. <https://doi.org/10.1353/etc.2015.0017>
- Landers, E., Courtade, G., & Ryndak, D. (2012). Including students with severe disabilities in school-wide positive behavior interventions and supports: Perceptions of state coordinators. *Research and Practice for Persons with Severe Disabilities*, 37(1), 1-8. <https://doi.org/10.2511/027494812800903256>
- Nagro, S. A., Hooks, S. D., & Fraser, D. W. (2019). Over a decade of practice: Are educators correctly using tertiary interventions? *Preventing School Failure: Alternative Education For Children and Youth*, 63(1), 52-61. <https://doi.org/10.1080/1045988x.2018.1491021>
- National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: National Middle School Association.
- Natriello, G. (2002). At-risk students. In D. Levinson, P. Cookson, & A. Sadovnik (Eds.), *Education and Sociology* (pp. 49-54). London: Routledge Falmer.
- President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families*. Retrieved from <https://www.ed.gov/inits/commissionboards/whspeialeducation/reports/pcesefinalrespo rt.pdf>.
- Ross, J., & Bruce C. (2007). Professional development effects on teacher efficacy: Results of randomized field trial. *Journal of Educational Research*, 101(1), 50-60. <https://doi.org/10.3200/joer.101.1.50-60>
- Sansosti, F. J., & Noltemeyer, A. (2008). *Viewing response-to-intervention through an educational change paradigm: What can we learn?* The Free Library. Retrieved from [http://www.thefreelibrary.com/Viewing response-to-intervention through an educational change](http://www.thefreelibrary.com/Viewing+response-to-intervention+through+an+educational+change).
- Scott, T. M., Gage, N. A., Hirn, R. G., Lingo, A. S., Burt, J. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. *Preventing School Failure: Alternative Education for Children and Youth*, 63(3). <https://doi.org/10.1080/1045988x.2019.1605971>
- Sharratt, L., & Fullan, M. (2009). *Realization: The change imperative for deepening district-wide reform*. Thousand Oaks, CA: Corwin Press.
- Suh, J. M. (2017). Developing Collective Teacher Efficacy in Professional Development School: How to Get T.I.M.E. on Your Side. Retrieved June 23, 2017, from <http://mason.gmu.edu/~jsuh4>.
- University of Washington Center for Educational Leadership. (2015). 5 Dimensions of Teaching and Learning. Retrieved December 22, 2017, from <http://info.k-12leadership.org/5-dimensions-of-teaching-and-learning>.
- Waldron, N., & McLeskey, J. (2010). Establishing a collaborative school culture through school reform. *Journal of Educational and Psychological Consultation*, 20, 58-74. <https://doi.org/10.1080/10474410903535364>