

## What Your Colleagues Are Saying . . .

*This book provides the fundamentals needed to transform your classroom from teacher centered to student centered. Catlin Tucker has thoroughly outlined the steps needed to create a blended learning environment with the necessary student–teacher partnership.*

—Kelly Fitzgerald  
Instructional Coach, Rouse High School  
Leander, TX

*After reading Balance With Blended Learning, I was hooked! This new focus in the series, on helping coach students to understand their own learning, is exactly what educators need right now as we move from the front of the classroom to sitting shoulder to shoulder with our students to make sense of learning goals and assessing them!*

—Melissa Wood-Glusac  
English Teacher, Thousand Oaks High School  
Thousand Oaks, CA

*Catlin Tucker has created a resource to help teachers better assess their students' work and more importantly, help students become more engaged in the process. Balance With Blended Learning: Partner With Your Students to Reimagine Learning and Reclaim Your Life will undoubtedly help secondary teachers promote more student-friendly grading experiences that aid them in demonstrating their own progress and growth. It will help any teacher make changes to their assessment practices that will benefit student learning.*

—Starr Sackstein  
Author, *Hacking Assessment*  
Educational Consultant

*As teachers, we strive to foster and nurture lifelong learners—learners that sustain their purpose and passion for learning regardless of their path in life. What Catlin shares with us in this book takes us one giant step forward toward that goal by focusing on grades and student ownership of their learning progression. Using her personal and very transparent experiences*

*as a teacher, she unlocks a pathway for us to truly partner with our learners and thus move them closer to lifelong learning by actively involving them in monitoring their own learning progress. As a parent, teacher, and teacher educator, the ideas in this book will change the way I “do business” inside and outside of my classroom.*

**—John Almarode**

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