



# Products & Services Catalog

[February 2019]



*Helping educators and their students flourish*

## Mission-driven services and resources that help educators flourish

McREL International is a nonprofit, nonpartisan education research and development organization that since 1966 has turned knowledge about what works in education into practical, effective guidance and training for teachers and education leaders across the U.S. and around the world.

Our expert researchers and evaluators go beyond just data collection, collaborating with our preK–12 and higher-education clients to develop clear theories of action, logic models, and study designs that are tailored to their exact needs and budgets, and generating insightful, practical analysis that can drive improvement decisions.

Our consultants and trainers, who are former teachers and leaders themselves, deliver research-based strategies and best practices gleaned from our work with thousands of schools. We help our clients identify the root causes of challenges in their systems and make changes for lasting improvement and innovation. Just as importantly, we focus on finding, leveraging, and scaling up our clients' existing bright spots so they can make an even bigger difference for more students.

Using a collaborative, partnership-oriented approach, we'll help you design and implement solutions for improvement and capacity building, clearing the path to reach your goals.

- ✓ Professional development and coaching for teachers, principals, and system leaders
- ✓ Audits, mapping, and alignment of curriculum, instruction, assessment, and standards
- ✓ Systems for classroom observations, initiative monitoring, and staff evaluations
- ✓ Research, data analysis, and program/grant evaluations
- ✓ Evaluations of ed-tech product effectiveness
- ✓ School improvement and innovation strategies, technical assistance, and implementation support
- ✓ Strategic planning and visioning

Call us at 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use the Contact form at [mcrel.org/contact/](https://www.mcrel.org/contact/) to get started today.



Bryan Goodwin, President & CEO  
McREL International  
[www.mcrel.org](http://www.mcrel.org)

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## Classroom Instruction That Works®

Improving instruction for better student learning is about science, not guesswork. McREL's research and analysis of hundreds of instructional strategies used in thousands of classrooms has revealed which ones work best. These nine best categories of instructional strategies form the heart of McREL's Classroom Instruction That Works (CITW) books, resources, and professional learning services used by teachers, instructional coaches, and school leaders worldwide.

The **Classroom Instruction That Works** PD workshop helps participants understand each of the nine CITW categories of instructional strategies and know when and how to use them with students for maximum effect. This PD gives educators a clear, consistent approach to instruction, providing recommendations and tools for developing stronger lesson plans and effective classroom delivery using a three-part instructional planning guide designed to:

- Create a quality environment for learning.
- Help students develop understanding of new content.
- Help students extend and apply their knowledge.

PD participants practice using the CITW strategies, tools, and tips, and will be guided to reflect on—and plan for—how to incorporate this new learning into their lesson plans and instructional delivery.

**Designed for:** Classroom teachers, instructional coaches, teacher mentors, principals and assistant principals, and central office PD leaders.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

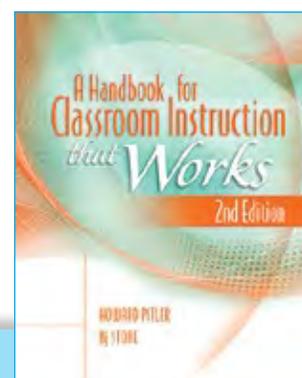
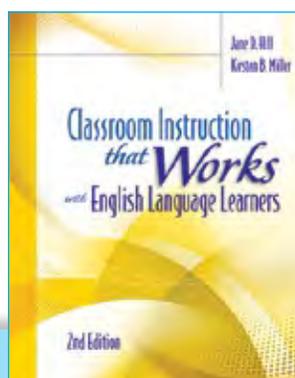
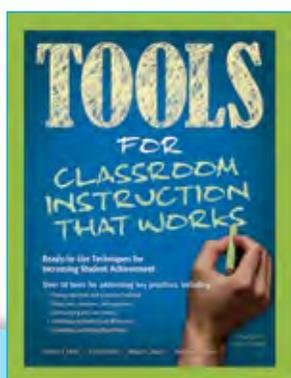
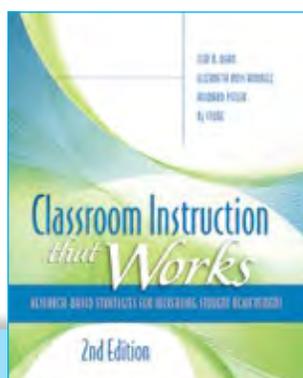
### Delivery options:

- On-site: 2–3 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.
- Trainers: Additional 2 days. Become authorized to deliver CITW workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resources available at [store.mcrel.org](http://store.mcrel.org):**



## The 12 Touchstones of Good Teaching

McREL's analysis of thousands of research studies, books, and articles revealed 12 simple but essential things teachers can do every day to stay focused on delivering high-quality instruction and positively impact student outcomes. These 12 touchstones of good teaching are organized under three key imperatives:

- **Be Demanding**—have high expectations for all your students and help them believe they can meet those expectations and achieve at high levels.
- **Be Supportive**—create a welcoming learning environment, one where students feel safe to learn, know that struggle (and even failure) is part of the learning process, and are comfortable pushing past their comfort zones.
- **Be Intentional**—be thoughtful and strategic with every minute of the school day. Know which instructional strategies are best for every situation, and how to make the most of them.

Our **12 Touchstones of Good Teaching** PD workshop gives teachers a “checklist” of the 12 touchstones, and provides tools and tips they can use to:

- Develop a teaching theory of action that helps them filter and assimilate new ideas, programs, and mandates.
- Stay focused on what matters most: being demanding, supportive, and intentional.
- Support professionalism among colleagues, sharing best practices and identifying exemplars to follow.

**Designed for:** Classroom teachers, instructional coaches, teacher mentors, principals and assistant principals, and central office PD leaders.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

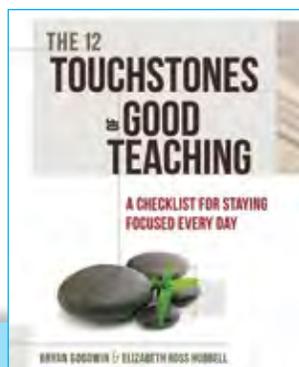
### Delivery options:

- On-site: 2–3 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.
- Trainers: Additional 2 days. Become authorized to deliver *12 Touchstones of Good Teaching* PD workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resource available at [store.mcrel.org](http://store.mcrel.org):**



## Classroom Instruction That Works with English Language Learners

Language learners of all backgrounds go through five distinct stages of second language acquisition. Recognizing what stage their English Language Learner (ELL) students are in can help teachers better support their progress toward oral and written fluency.

The ***Classroom Instruction That Works with English Language Learners*** PD workshop gives teachers knowledge and applicable strategies regarding the stages of second language acquisition and their implications for instruction. The session also demonstrates how to engage English language learners in the classroom and covers the importance of teaching the academic language associated with content.

This session is highly customizable based on your school or district's goals and context. Variations include:

- **Teaching Reading in the Content Areas with an ELL Lens.** Experience hands-on practice with reading strategies, while viewing them through an ELL lens to see what is different about teaching ELL students.
- **ELL Leadership Academy.** Learn to recognize the correlation between leadership practices and student achievement; increase your capacity to lead ELL reform and implementation efforts.
- **Academic Conversations in the Content Areas.** Practice academic talk aligned with content to fully appreciate its powerful connection to the oracy-literacy relationship.
- **Bridging the Cultural Gap Between Home and School.** Learn strategies to bridge the cultural gap and strengthen the relationship between home and school for students of all cultures.

**Designed for:** Regular classroom teachers who have ELL students in their class, ELL specialists, principals, and central office ELL leaders.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

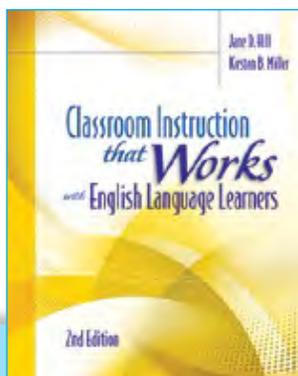
### Delivery options:

- On-site: 2–3 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.
- Trainers: Additional day. Become authorized to deliver *Classroom Instruction That Works with English Language Learners* workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resource available at [store.mcrel.org](http://store.mcrel.org):**



## Using Technology with Classroom Instruction That Works

Big investments in classroom technology—including interactive whiteboards and one-to-one device initiatives—have had mixed results for student achievement. Our *Using Technology with Classroom Instruction That Works* workshops begin with a simple premise: The key to successful technology integration is effective teaching. Once teachers see how technology can enhance good instruction and learning, everyone can become more strategic in matching software, multimedia, and other tools with student learning objectives. These workshops can be tailored to focus on specific apps and hardware.

Participants will learn:

- Which technologies best support students' critical thinking, creativity, collaboration, curiosity, and communication.
- Which technologies can support each of the CITW categories of instructional strategies.
- How to match technology tools to a strong instructional planning framework.
- How the use of technologies, alongside the strategies, should look, feel, and sound in all classrooms.
- Why a clear understanding of the standards and goals must precede the use of technology.
- That all technology is not created equal, and the importance of “letting go” of tools that aren't transforming learning.

**Designed for:** Educational technology leaders, teachers, teacher leaders, and instructional coaches.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

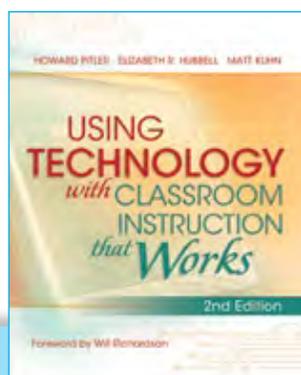
### Delivery options:

- On-site: 2–3 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.
- Trainers: Additional 2 days. Become authorized to deliver *Using Technology with Classroom Instruction That Works* workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resource available at [store.mcrel.org](http://store.mcrel.org):**



## Instructional Coaching That Works

Understanding best practices for adult learning and, specifically, how teacher expertise develops throughout a career can help principals, PD leaders, instructional coaches, and teacher mentors better support the teachers they work with.

In our **Instructional Coaching That Works** PD session, we explore best practices for helping educators adopt better routines, develop their expert mental models, and engage in shared innovation. Participants learn how to differentiate their coaching strategies for novice, mid-career, and expert level teachers. At the heart of the workshop will be the exploration and application of a *model for student learning*, one that employs cognitive science to help teachers design student learning experiences that foster deep learning.

**Designed for:** Principals, assistant principals, instructional coaches, teacher mentors, and central office PD leaders.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

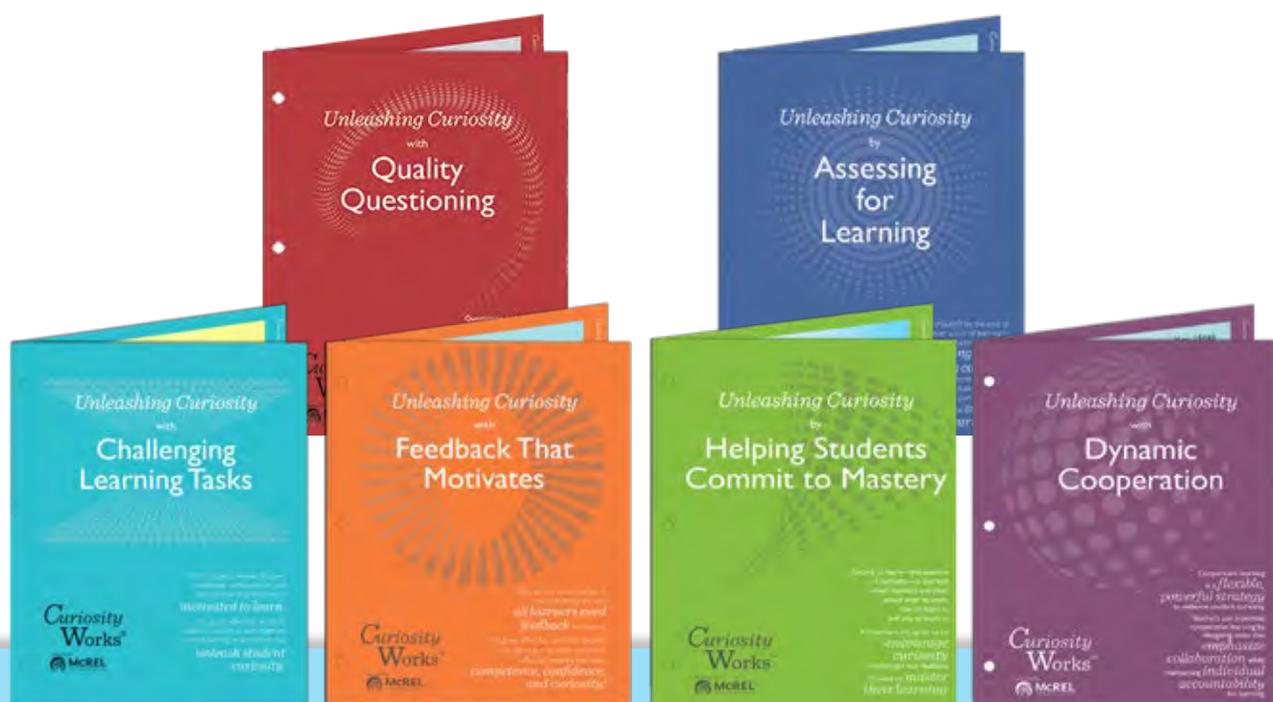
### Delivery options:

- On-site: 2–3 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

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## Creating a Dynamic and Engaging Classroom Culture

In addition to the cognitive needs of students, it is also critical for educators in today's world to be cognizant of the social and emotional well-being of their students to move them onward and upward. This can be done by creating a supportive and culturally responsive environment that fosters a risk-free climate for students to take on academic challenges and view struggle as part of the learning process.

In our ***Creating a Dynamic and Engaging Classroom Culture*** PD workshop, participants will learn what an engaging classroom with relevant, hands-on learning for students looks, feels, and sounds like. Participants will also discover instructional strategies they can use that support students' social and emotional learning.

**Designed for:** Principals, assistant principals, instructional coaches, teachers.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

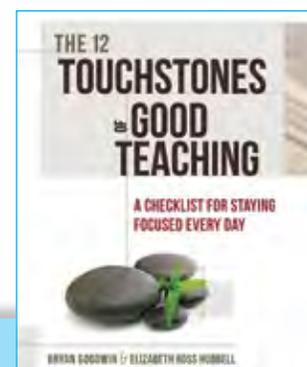
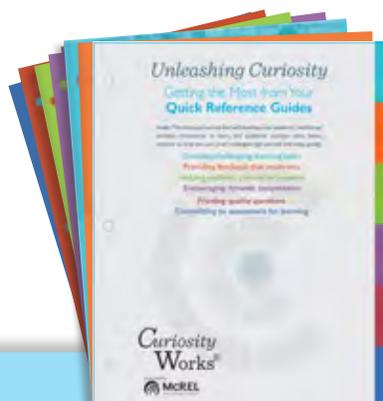
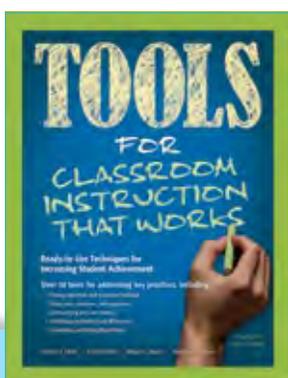
### Delivery options:

- On-site: 1–2 consecutive days.
- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–6 live webinars throughout the year, exclusively for your participants.
- Trainers: Additional 2 days. Become authorized to deliver *Creating a Dynamic and Engaging Classroom Culture* workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that is tuned to your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

### Related resources available at [store.mcrel.org](http://store.mcrel.org):



## Curriculum Audits and Alignments

Developing an aligned, equitable, and rigorous curriculum involves a cycle of initial development, review, and revision. McREL helps schools and districts at all stages of the journey. Through a collaborative process with your team, we'll identify areas of effectiveness and help you set priorities for improvement.

Applying our research, consulting, and technical assistance services, we can support your curriculum review and adoption initiatives with the following expertise:

- **Alignments.** How well does your current curriculum align to your local and state content standards and assessments? Does every student in every class have access to content that meets state standards—every day? Are mismatches creating underperformance on assessments? We'll help you be certain, and help you develop improvement plans and action steps.
- **Adoptions.** We'll assess your curricular targets and how close you are to meeting them; walk you through best practices for curriculum reviews and adoptions; and recommend the materials likeliest to get your students where they need to be. We can also provide technical assistance to your team as you implement new or updated curriculum.
- **Instructional audits.** A curriculum is only as good as its implementation. Our instructional audits reveal gaps between what needs to be taught, and what's getting taught.

**Designed for:** School districts, charter and independent schools, ed-tech curriculum developers.

**Customizable:** Services can be contextualized to address your specific goals, needs, and areas of focus.

**Scope of work and cost:** The duration, format, and cost for curriculum audits and alignment services vary depending on scope and focus. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](https://mcrel.org/contact/).

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*“Our partnership with McREL has been extremely beneficial and has been a contributing factor toward the increase in student achievement scores in our school.”*

—Rik Devney, Huntington Elementary School, Lincoln, Neb.

## Balanced Leadership®

What makes an effective school leader? In our groundbreaking book *School Leadership That Works*, we identified 21 behaviors and actions that all school leaders can learn that benefit student achievement. This research became the basis for the Balanced Leadership professional learning and coaching program.

In addition, through our work with more than 20,000 school leaders, we've identified the key times to use directive leadership, and when to transition to distributive leadership. We encourage districts to engage entire school leadership teams in these development opportunities to create a common language for effective leadership practices and build a principal pipeline.

Our **Balanced Leadership** professional learning experiences help school leaders:

- **Establish a clear focus for school improvement**—keeping the work and the conversations at your school targeted on the issues that matter most for student success.
- **Manage change well**—understanding how to create demand for change and skillfully steer through the challenges associated with making improvements.
- **Develop a purposeful school community**—creating a sense of collective efficacy among your teachers and staff, a shared belief that, together, they can make a difference for students.

**Designed for:** Principals, assistant principals, teacher leaders, and central office staff who supervise principals.

**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

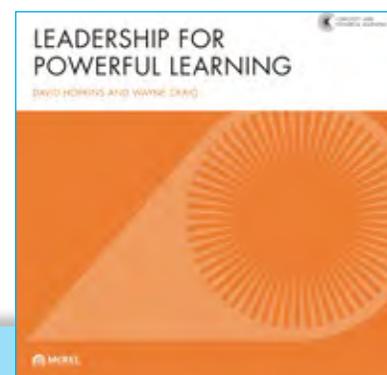
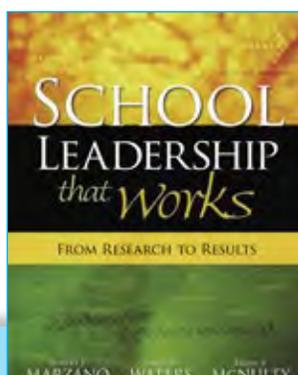
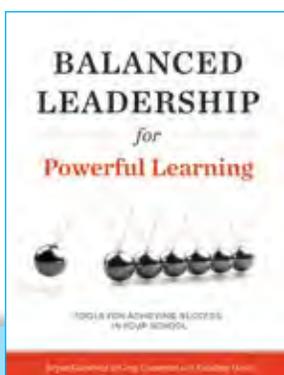
### Delivery options:

- On-site: 3–7 days throughout the year.
- Overview only: 1–2 days.
- Managing Change only: 1–2 days.
- Focus of Leadership only: 1–2 days.
- Developing a Purposeful Community only: 1–2 days.
- Trainers: Additional 2 days. Become authorized to deliver *Balanced Leadership* workshops in your district or ESA service area.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resources available at [store.mcrel.org](http://store.mcrel.org):**



## District Leadership That Works®

McREL's analysis of district-level research has revealed that certain actions and behaviors by superintendents, central office leaders, and school board members have a positive effect on student achievement and staff success—and that all school leaders can learn these practices and ways to implement them with efficacy.

Through comprehensive **District Leadership That Works** consulting, professional development, and coaching, we help district-level leaders find the delicate balance between specific leadership actions—when to emphasize which actions and why—to become true instructional leaders and lift the performance of all students and staff. Learn how to set non-negotiable, district-defined goals for achievement and instruction through a collaborative process with stakeholders, align district resources to support those goals, and monitor progress. Overcome performance plateaus by moving from compliance-oriented improvement to inside-out innovation, empowering schools with the defined autonomy they need to craft strategies and solutions to help their students succeed. Establish district-level supports that help principals enact our powerful Balanced Leadership guidance and protocols for effective school leadership. Guide staff through necessary second-order change processes, pushing past the status quo. Apply characteristics of high-reliability organizations (HROs) in your district. And, assess the operation of your district as a high-performing school system.

**Designed for:** Superintendents, assistant superintendents, directors, department heads.

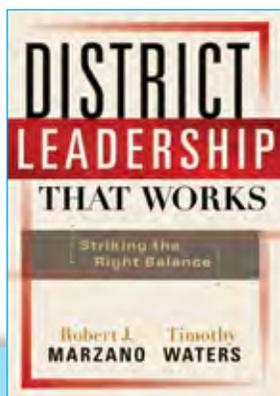
**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

**Delivery options:** On-site: 1–4 days.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

Related resource available at [solutiontree.com](http://solutiontree.com).



Related resource available at [store.mcrel.org](http://store.mcrel.org).



# SCHOOL & SYSTEM IMPROVEMENT

## Curiosity Works® School Improvement Approach and Tools

McREL's Curiosity Works resources provide the tools and methods to support curiosity among teachers, leaders, and learners at every level of learning. We'll help you understand, create, and develop effective, sustainable, and curiosity-driven learning in your school that unleashes the power of curiosity and enhances learning for everyone—teachers, students, and school leaders.

Grounded in McREL's research-based What Matters Most® framework, Curiosity Works walks school communities through phases of transformation, from ensuring readiness to building a purposeful community. Curiosity Works is for all schools—from those struggling to improve, to those looking to raise the bar through innovative, learner-centered practices.

**Designed for:** School leadership teams.

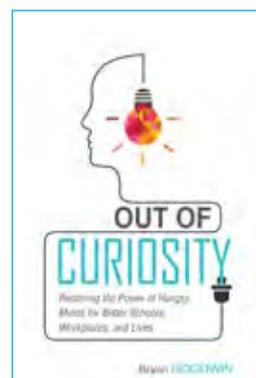
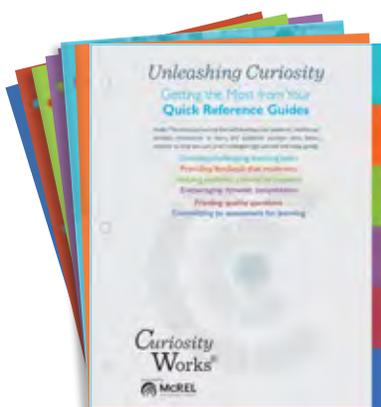
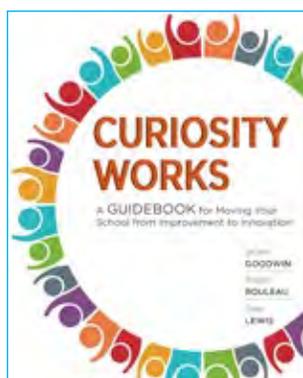
**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

**Delivery options:** On-site: 1–3 days.

**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

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Related resources available at [store.mcrel.org](http://store.mcrel.org):



# SCHOOL & SYSTEM IMPROVEMENT

## Diagnostic Reviews and Improvement Planning

Just as a medical diagnosis focuses on a specific part rather than the whole body, a school or system diagnostic review helps educators identify and address a specific issue hindering student success. McREL's process includes pre-visit orientation and planning, followed by a site visit to observe classroom instruction, review school documentation/artifacts related to school improvement efforts, and conduct focus groups and interviews with key stakeholders.

**Designed for:** Schools, school districts, ESAs.

**Customizable:** Services can be contextualized to address your specific goals, needs, and areas of focus.

**Scope of work and cost:** The duration, format, and cost for diagnostic reviews and improvement planning services vary depending on scope and focus. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

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## Implementation Support and Monitoring for Action Plans

Following a diagnostic review, a school or district has the information required to develop an improvement plan. Implementation capacity may be lacking, however. McREL can create data collection tools to monitor progress on implementation and intended goals/outcomes.

**Designed for:** Schools and districts.

**Customizable:** Services can be contextualized to address your specific goals, needs, and areas of focus.

**Scope of work and cost:** The duration, format, and cost for implementation support and monitoring for action plans vary depending on scope and focus. Contact McREL today for a proposal that fits your needs.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

**Related resource:**



# SCHOOL & SYSTEM IMPROVEMENT

## Power Walkthrough®

More than 1.3 million classroom observation walkthroughs have been conducted around the world using McREL's Power Walkthrough online app. Designed to support coaching and PD conversations—not formal evaluations—the software contains practice-proven observation templates on effective instructional strategies, including Classroom Instruction That Works and The 12 Touchstones of Good Teaching, which can easily be customized to match your school's needs and goals. The user-friendly software allows principals and instructional coaches to quickly record data from multiple walkthroughs and generate easy-to-read dashboard reports to help guide coaching conversations and prioritize PD needs and opportunities.

**Designed for:** Instructional coaches, principals, assistant principals.

**Customizable:** “Look for” templates can be contextualized to address your specific goals, needs, and areas of focus.

### Delivery options:

- Online: Power Walkthrough is an online app that works with all mobile devices, laptops, tablets, and desktop computers.
- Training: Required training can be delivered as 3–7 one-hour webinars for teachers, instructional coaches, school leaders, and district leaders, or a two-day, on-site workshop for up to 40 participants. Webinar topics include an overview of instructional strategies from *Classroom Instruction That Works*, practice walkthroughs using video vignettes, and tips on looking at the data and generating reports. The on-site option adds actual walkthroughs and debriefs at a school.

**Cost:** \$450 per year, per principal user. Multi-user site licenses are also available.

**Schedule a demo now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

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“*Power Walkthrough has empowered my administrative staff to become true instructional leaders.*”

—Keith Derrick, Royal High School, Simi Valley, Calif.



# PERSONNEL EVALUATION

## Personnel Evaluation

Student success starts with investing in the growth and performance of school leaders and teachers. Our comprehensive personnel evaluation systems use sound research on educator effectiveness and present clear, easy to use rubrics and descriptions to evaluate teachers, principals, and superintendents on what matters most to student achievement and help them reach their full professional potential. Available frameworks include:

- **CUES Teacher Evaluation.** The CUES (for Content, Understanding, Environment, Support) framework contains 23 rating elements based on McREL's research into effective instruction and professional teacher practice and aligns with our Classroom Instruction That Works research, publications, and professional development.
- **Balanced Leadership Principal Evaluation.** Based on our Balanced Leadership research, publications, and professional development, this 21-element framework aligns with analysis on effective school-level leadership practices that correlate to higher levels of student achievement and school performance.
- **Balanced Leadership Central Office and Superintendent Evaluation.** Based on McREL's extensive research on the effects of superintendent and central office instructional leadership on student achievement and aligned with our Balanced Leadership body of knowledge, this 16-element framework provides a coherent approach to leadership evaluation and support.

### Delivery options:

- Framework only: Use the written version of the evaluation framework in your district through direct annual license with McREL.
- Online systems: McREL partners with several third-party vendors of online human resources and evaluation management systems, who offer their clients access to McREL's frameworks. Partners include PowerSchool, Harris School Solutions, and the OKTLE system.

**Cost:** Varies depending on delivery and training options selected. Contact McREL today for a proposal that fits your needs.

**Schedule a demo now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](https://mcrel.org/contact/).

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*“The greatest benefit came when teachers were also trained in Balanced Leadership, leading to significant improvements in teacher engagement, leadership, and collaboration with principals.”*

—Jay Harnack, Sublette County, Wyo., School District #1

# RESEARCH, EVALUATION & DATA ANALYSIS

## Applied Research and Evaluation

Research and evaluation services are an integral component of McREL's work, and we are committed to being catalysts for change in education. We work to empower education stakeholders to drive their own positive change through evidence use. For more than 50 years, McREL has successfully executed thousands of grants and contracts for research and evaluation work.

Our research has investigated the effectiveness of a wide range of interventions: those intended to enhance students' identity-based motivation, improve early warning systems, enhance teachers' use of formative assessment, improve English fluency among English language learners, increase children's and adolescents' vocabulary and reading skills, increase STEM workforce readiness, increase middle school students' preparation to enroll and be successful in algebra classes, improve student outcomes through implementation of a student-centered learning approach, improve teacher and principal evaluation systems, improve principal training programs, expand social equity and awareness, assess school culture and climate, and increase college and career readiness. McREL has worked with student populations in small rural districts and large urban ones. Approximately 90 percent of our research and evaluation services are provided for preK–12 organizations.

Importantly, our designs and methods demonstrate an understanding of the importance and purpose of studying interventions, including fidelity of implementation, use of implementation measures such as classroom observations and teacher surveys, and use of strategies for addressing challenges associated with school-based studies. McREL's evaluations typically include both quantitative and qualitative data collection and analysis, as well as front-end/process and end-of intervention/summative evaluation components. The combination of qualitative and quantitative methods enables improved understanding and ability to document perspectives held by various project participants.

**Schedule a free initial consultation now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/).

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## Needs Assessment and Logic Models

Needs assessment is the process of identifying gaps between the current and the desired situation or state, and it's one of the key learning tools in evaluation and improvement planning. McREL has extensive experience identifying and understanding the unique needs of schools, districts, and other education systems through both formal needs assessments (including scans of existing information) and group and individual conversations with key stakeholders. We examine extant data (at the school, district, or state level) to ensure that we have a full understanding of the context in which we are operating. Logic models and theories of change are then collaboratively developed with key stakeholders. These tools are useful for identifying gaps as well as driving appropriate short- and longer-term outcomes to be examined.

**Schedule a free initial consultation now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/) for a proposal that fits your needs.

# RESEARCH, EVALUATION & DATA ANALYSIS

## Synthesis, Document Review, and Literature Review

### Synthesis

McREL's researchers conduct in-depth syntheses of the research literature in education, driven by pressing questions about, for example, formal classroom practices and instruction, out-of-school practices and student supports, practices to improve the achievement of at-risk and disadvantaged students, formative assessment, college readiness, leadership, and systems for tracking and diagnosing student successes and areas of growth. We use a structured approach to identifying, collecting, analyzing, and summarizing the information. To ensure breadth of coverage of a topic, researchers include published and unpublished studies (evaluation reports, conference proceedings, and theses) from a variety of sources.

### Document Review

Often, our client contracts include a document review for our researchers and evaluators to gain background understanding of a program or the policies that undergird a program, to examine implementation efforts including delivery of services (who and how many attended a professional development session, for instance), and as a source for sharpening the focus of evaluation questions and data collection methods. Our typical approach includes creating a data-collection repository and an associated electronic collection form that allows our evaluators to describe and categorize each source document as well as detail how the information relates to evaluation questions. Depending on the availability and credibility of extant documents, review of documents can serve as a cost-effective means of gaining insight into implementation and functioning of an intervention or program.

### Literature Review

With a literature review, our goal is to give our clients an accurate and comprehensive review of current research related to their topic of interest. To do this, we maintain a resource center with a continuously updated collection of over 2,000 journals available to our staff through subscriptions to ProQuest Education Journals, EBSCO Education Research Complete, SAGE Education Collection, and the Taylor and Francis Education Collection. Our researchers and evaluators use these resources to conduct research and synthesize literature, providing clients with valuable insights from the latest in education research as well as classic works by leading authorities in the field. In addition, to provide the broadest array of findings, we review unpublished studies such as evaluation reports, conference presentations, and theses for additional insights and possible inclusion in the literature review.

We work with our clients to determine the best way to present syntheses, document reviews, or literature reviews, often creating "chapters" of different facets of the research literature, a table of the documents analyzed, a brief annotation for each document, the type and quality of the research, and an overall summary detailing areas where only scant information was available or where no reliable information was found. We can also create infographics, tables, and charts to help our clients and their stakeholders quickly understand the findings.

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# RESEARCH, EVALUATION & DATA ANALYSIS

## Research Design and Delivery

Through a collaborative process with our clients and their key stakeholders, McREL's researchers and evaluators create detailed plans that include identification of the study questions, data collection plans (methods, informants, analytic approach), and timelines for reporting findings. Senior-level McREL staff have advanced training in, and a deep understanding of, research design, cognitive psychology, experimental psychology, and inquiry methodology. Moreover, many of our senior staff members have taught undergraduate and graduate courses in research methods and statistics, and many participate in ongoing training in research design.

We have conducted a number of randomized controlled trials, which allow researchers to calculate unbiased estimates of the effect of an intervention on teachers and students. McREL researchers have experience assigning teachers and/or students to interventions—a design that lowers costs, as far fewer individuals are needed than with group-level assignment. McREL researchers also have designed studies that used random assignment at the group (classroom or school) level, particularly when random assignment of individuals (students, for example) was not feasible.

While randomized controlled trials are often considered the preferred means of issuing causal claims, this design is not always practical or financially feasible. For this reason, we work closely with clients to determine which research designs and methods are appropriate and feasible for addressing the question at hand. This responsive and responsible approach can involve employing experimental and quasi-experimental designs within the same study, or employing the principles of design-based research (also called “design experiments”) to help clients as they iteratively design and test innovative education approaches.

**Schedule a free initial consultation now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/) to discuss your research study needs.

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*“McREL has the knowledge and resources to provide a variety of effective educational evaluation services, and they take a collaborative approach which adds to the success of any project. McREL's evaluators provided us with formative feedback to help identify areas needing attention as well as validated what is working well.”*

—Brant Ingalsbe, Century College, White Bear Lake, Minn.

# RESEARCH, EVALUATION & DATA ANALYSIS

## Data Collection, Analysis, and Reporting

McREL staff have expertise using a diverse set of data collection methods and analytic techniques, as well as unparalleled skill in reporting findings:

### Data collection

- **Surveys and Survey Construction.** Carefully constructed, accessible surveys are an efficient way to collect data, particularly when the target sample is large. We use online or paper surveys to collect perception, fidelity, and outcome data from students, teachers, parents, administrators, and community members. We follow best practices in survey implementation. For example, we often send a personalized introduction/invitation letter (via email or post, as appropriate) to alert target participants of an upcoming survey and to explain the purpose and benefits of participation.
- **Interviews and Focus Groups.** McREL has vast experience conducting interviews and focus groups with stakeholders and program beneficiaries such as school staff, district personnel, parents, and students. We believe the deep conversation and reflection that occur during these sessions are invaluable in gaining insight into programs, practices, or processes. Our moderators quickly build rapport among group members and deftly manage group dynamics so all participants are represented. Although we prefer face-to-face focus groups, we are also skilled in facilitating them via telephone or video conferencing.
- **Classroom Observations.** Classroom observations can be an important facet of understanding practices and/or interventions. An observer should be an unobtrusive spectator of classroom practices. We enter classrooms during passing periods or pauses in instruction and we refrain from interacting with teachers and students during the observation. We make clear that our purpose is to observe typical practice with respect to the program or instructional intervention being studied, not to evaluate teachers.

### Data analysis

- **Quantitative:** We are experienced in quantitative data analysis techniques including those used to categorize and describe populations, samples, or other variables. We base all analytic decisions on appropriate assumptions and data type, and are skilled in non-parametric statistics, inferential techniques, psychometric analysis, and multilevel modeling. We also have conducted secondary data analysis projects involving large datasets and advanced statistics. For example, we used longitudinal growth modeling to examine changes in the reading achievement gap between 1998 and 2005 using a nationally representative dataset.
- **Qualitative:** McREL follows a stringent process in analyzing qualitative data, culminating in the emergence of key themes that accurately reflect the data. To interpret the data and draw conclusions, our researchers use techniques such as noting patterns and themes, contrasting and comparing findings, clustering and partitioning variables, finding intervening variables, and building logical chains of evidence. Our qualitative experience includes analysis of print, audio, and video data from interviews, focus groups, observations, open-ended survey questions, and artifacts.

### Reporting

McREL's staff are skilled in extracting key content from scientific reports and presenting it clearly and concisely to diverse stakeholders. We are adept at conveying technical content to policymakers, educational leaders, educators, and community members by providing conclusions and recommendations designed for practical understanding, ease of decision making, and real-world implementation. Our intuitively formatted scientific reports provide executive summaries of critical content and solid quantifiable results with easy-to-understand graphics. Our staff have delivered hundreds of presentations at national and international conferences, and have published a wide array of peer-reviewed articles, policy briefs, blogs, and technical reports.

**Schedule a free consultation now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](http://mcrel.org/contact/) to discuss your data collection and analysis needs.

# RESEARCH, EVALUATION & DATA ANALYSIS

## Instrument or Test Development

Our measurement process generally begins with a review of the literature to identify existing instruments that seem suitable for addressing a given research question, and we seek permission to use them. Published evaluation instruments have the advantage of established validity and reliability, but they can't predict every situation a client may want to assess. So, for the duration of every assignment, McREL evaluators continuously scrutinize each question to be asked, and may propose the creation of study-specific instruments if extant ones prove inadequate. As a result, we have built an extensive portfolio of data collection tools including observation, interview, and focus group protocols; paper and online surveys; and implementation tracking logs. Whenever creating a new instrument or test, we use pilot feedback, expert review, and psychometric analyses to ensure it is valid, reliable, and accessible and appropriate for respondents. These data are reported to the client and used to determine whether changes to the instruments or to the data collection procedures are warranted. McREL has assisted education agencies across the U.S. and in Australia in developing complex measurement and evaluation frameworks.

**Schedule a free initial consultation now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](https://mcrel.org/contact/) to discuss your instrument needs and goals.

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## Database Capacity and Manipulation of Large Databases

McREL engages in evaluation projects that require the creation of large project or system-wide databases. We have created surveys for state education departments and for districts as large as 90,000 students. Examples include a statewide school climate survey, a district-wide survey regarding use and comfort with technology, and an early warning indicators system for an urban district with more than 40,000 students. McREL staff members have also worked with clients to analyze extant data, pulling data from a variety of public and project-level databases to help clients answer questions about their product or service.

McREL staff are skilled in creating and manipulating databases for large-scale research projects where longitudinal data are collected from multiple stakeholders (e.g., students, teachers, parents, school officials) over a number of waves (multiple data collection efforts during a set period of time). Because the data are derived from different sources there is often a need to merge the datasets on common variables for multi-level analyses. Several of these databases contain more than 200,000 individual data points.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](https://mcrel.org/contact/) for a proposal that fits your needs.

# RESEARCH, EVALUATION & DATA ANALYSIS

## Ed-Tech Evaluation

Schools and districts need ed-tech products and programs that personalize learning, better engage students, and improve outcomes—and they're looking for evidence that these products make a difference for students before they make a purchasing decision.

McREL bridges the gaps between educators, research, and ed-tech products. Our mission is to help educators flourish by researching what works and what matters most in improving teaching, learning, and leading.

As part of that mission, we work with ed-tech developers and educators to analyze ed-tech products to see how well they really perform, giving valuable answers to these important questions:

- Does this ed-tech product work in the classroom the way you expect? Does it improve K–12 teaching and learning outcomes? Which students benefit the most from this technology?
- Does this product have the evidence base needed to meet federal ESSA requirements?
- Is this ed-tech product easy for teachers and students to use? Is the available training and support sufficient to ensure quality implementation?
- How well does this ed-tech product match up with local and national academic standards?

If you don't have answers to these questions *right now*, contact McREL.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use our new ed-tech contact form at [mcrelevel.tech/](https://mcrelevel.tech/) for a proposal that fits your needs.

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*“McREL’s analysis boosted our confidence. The program works, the kids love using it, and it produces results fast.”*

—VocabularySpellingCity

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*“By aligning McREL’s research on learning to our content, we’ve created an innovative tool educators can use to support the success of all their students.”*

—Discovery Education

# CUSTOMIZED COACHING & SUPPORT

## Coaching

Not sure exactly what it will take for your school, district, or agency to achieve excellence? We're here to help.

With customized coaching and support from McREL, you'll benefit from our experience working with thousands of educators, and get a plan that is completely inspired by and geared to your unique situation. Our consultants work with you to find the root causes of your challenges—and develop an affordable plan of action that will meet your needs head-on.

**Schedule now:** Call 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use McREL's contact form at [mcrel.org/contact/](https://mcrel.org/contact/) for a proposal that fits your needs.

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*“We have relied on McREL as we continue to seek student improvement in our district. We appreciate that all of McREL's resources are research-based and proven effective. They've helped our staff to grow professionally and have a bigger impact on student learning.”*

—Darrel Kohlman, Superintendent, Nemeha, Kan., Central Schools

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*“My training through McREL has made my lesson planning more purposeful and intentional. I have seen growth in my skills as a teacher, which is reflected in the growth I see in my students.”*

—Teacher PD participant

# PUBLICATIONS

McREL's publications provide thought leadership and advice based on research and analysis of what works in education. While most of our titles are available for purchase at [store.mcrel.org](http://store.mcrel.org), EBSCO, Amazon, and Barnes & Noble, we also partner with external publishers and some of our titles are available at their respective websites.

## Instruction

### The *Classroom Instruction That Works* Series

Improving instruction for better student learning is about science, not guesswork. McREL's research and analysis of hundreds of instructional strategies used in thousands of classrooms and, most importantly, their impact on student achievement, reveals which ones work best. Together, these nine best categories of instructional strategies form the heart of McREL's Classroom Instruction That Works books and resources. Through these books, you'll learn how to design lessons and teaching techniques that will work best in your classroom to heighten student engagement and deepen their understanding and application of new content and concepts.

#### Classroom Instruction That Works (2nd ed.)

By Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone

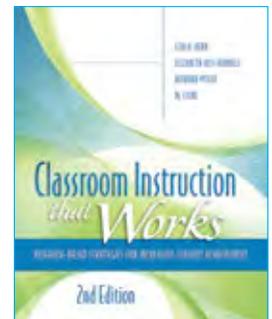
Softcover: \$29.95

Publication date: 2012

ISBN: 978-1-4166-1362-6

Buy now at [store.mcrel.org/catalog/book/classroom-instruction-works](http://store.mcrel.org/catalog/book/classroom-instruction-works).

This book is one of the most widely used tools for increasing student achievement for good reason: It provides evidence-based insights from rigorous research to strengthen instructional planning and delivery. You'll understand why and how the nine research-based teaching strategies presented in the book work best for specific situations and see how these methods connect directly to students gaining key 21<sup>st</sup>-century skills. Learn how to select the teaching techniques that will work best in your classroom to heighten engagement and deepen understanding with your students.



#### A Handbook for Classroom Instruction That Works (2nd ed.)

By Howard Pitler and Bj Stone

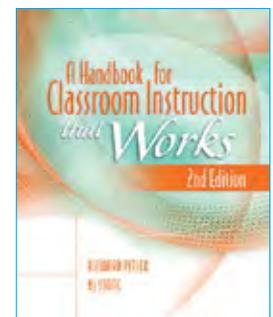
Softcover: \$32.95

Publication date: 2012

ISBN: 978-1-4166-1468-5

Buy now at [store.mcrel.org/catalog/book/handbook-classroom-instruction-works](http://store.mcrel.org/catalog/book/handbook-classroom-instruction-works).

Use this handbook to learn how to easily apply the various teaching practices described in our best-selling *Classroom Instruction That Works* (CITW) in your classroom, school, or district. Get expert tips for implementation and save time by using the included samples, worksheets, and other tools for planning classroom activities. Check your understanding of the nine teaching strategies with straightforward exercises, and use the supplied rubrics to assess effectiveness and improve your methods. Make your classroom environment the paradigm for CITW!



# PUBLICATIONS

## Tools for Classroom Instruction That Works: Ready-to-Use Techniques for Increasing Student Achievement

By Harvey F. Silver, Cheryl Abla, Abigail L. Boutz, and Matthew J. Perini

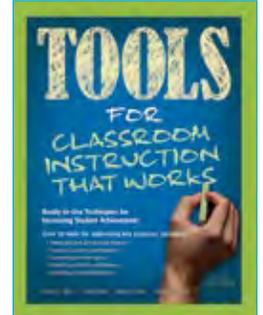
Softcover: \$34.95

Publication date: 2018

ISBN: 978-1-58284-215-8

Buy now at [store.mcrel.org/catalog/book/tools-classroom-instruction-works](https://store.mcrel.org/catalog/book/tools-classroom-instruction-works).

When McREL published *Classroom Instruction That Works*, we encouraged a generation of educators to focus instruction around nine categories of teaching strategies proven to raise student achievement. The challenge for teachers has always been how to build these achievement-boosting strategies into their everyday instruction. This book provides more than 50 classroom-ready tools that make it easy to implement the strategies across grade levels and content areas. By incorporating these tools into your daily practice, you can turn your classroom into a place where high levels of engagement and deep learning happen every day.



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## Classroom Instruction That Works with English Language Learners (2nd ed.)

By Jane D. Hill and Kirsten B. Miller

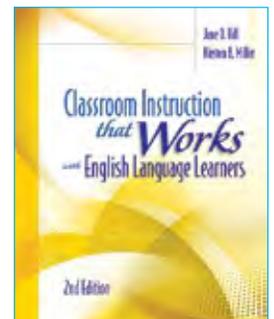
Softcover: \$29.95

Publication date: 2013

ISBN: 978-1-4166-1630-6

Buy now at [store.mcrel.org/catalog/book/classroom-instruction-works-english-language-learners](https://store.mcrel.org/catalog/book/classroom-instruction-works-english-language-learners).

English language learners (ELLs) have specific learning needs and challenges that require a specialized approach. The nine evidence-based teaching strategies introduced in our best-selling book, *Classroom Instruction That Works*, are applied to the stages of language acquisition in this comprehensive instructional guide, making it easier to work with all students at any stage of language proficiency or grade level. Ensure that your instruction aligns to higher-order thinking skills and apply a template that helps you select academic language that encourages productive discussions among your ELL students.



# PUBLICATIONS

## The Curiosity and Powerful Learning Series

Curiosity drives the impulse to learn, for both students and adults. Based on a successful school improvement effort in Melbourne, Australia, these manuals are designed to help teachers, instructional coaches, school leaders, and system administrators embark on a professional journey to lift student literacy, numeracy, and curiosity. Written originally for Australian educators, the theories of action and recommended activities outline proven practices that can be readily adapted and used by schools and districts around the world, including the U.S.

### Leadership for Powerful Learning

By David Hopkins and Wayne Craig

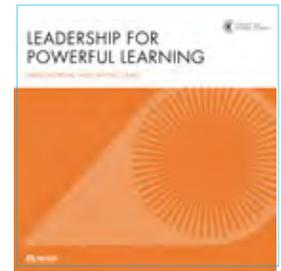
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-2-6

Buy now at [store.mcrel.org/catalog/book/leadership-powerful-learning](http://store.mcrel.org/catalog/book/leadership-powerful-learning).

Guided by the moral purpose of creating and maintaining excellent schools that support student learning, this manual describes specific and integrated leadership behaviors and strategies necessary to make lasting changes that boost curiosity and lead to excellence in the classroom. It identifies four leadership styles—instructional, adaptive, strategic, and system—and offers practical implementation strategies for each style. Together, these frameworks and pathways provide a comprehensive set of leadership resources that help shape, embed, and spread productive change in schools. Leadership is presented as a journey, not a destination. School improvement relies on competent and collaborative leadership that recognizes that students are on the same journey of personal growth that, in their case, leads to academic achievement.



### Curiosity and Powerful Learning

By David Hopkins and Wayne Craig, with Oli Knight

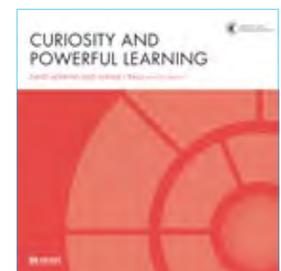
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-1-9

Buy now at [store.mcrel.org/catalog/book/curiosity-and-powerful-learning](http://store.mcrel.org/catalog/book/curiosity-and-powerful-learning).

Lifting student learning is a collaborative endeavor and relies on an implicit agreement that students, teachers, and school leaders will work together toward a common goal. However, a school's culture greatly influences our ability to collaborate. Our shared practices, language and beliefs, mutually reinforced values and expectations, and accountability and responsibilities all play a part, and are all at stake. This manual introduces four Whole School Theories of Action that create and maintain the conditions in which teachers can flourish and six Teacher Theories of Action that link specific teaching strategies with curiosity-driven learning.



# PUBLICATIONS

## The System and Powerful Learning

By David Hopkins and Wayne Craig

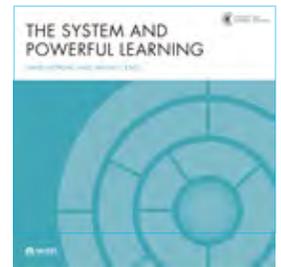
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-0-2

Buy now at [store.mcrel.org/catalog/book/system-and-powerful-learning](http://store.mcrel.org/catalog/book/system-and-powerful-learning).

This manual takes a wide-angle view of school improvement, investigating the strategic context for effective schools and systems. The Powerful Learning School Improvement Strategy is based on an inside-out approach to improvement that centers on the needs of students and teachers and focuses on the goal of developing and supporting the curious learner. Moving outward from the center, the model then focuses on building powerful classroom practice, organizational capacity, and systemic context. These elements interrelate, work together, and inform an overall improvement strategy that introduces 10 principles, or *Theories of Action*, that guide strategy, planning, and practice. The authors draw lessons from the evidence about how to shape the context of improvement so that the greatest benefits are won for our students.



## Curiouser and Curiouser

By John Munro

Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-3-3

Buy now at [store.mcrel.org/catalog/book/curiouser-and-curiouser](http://store.mcrel.org/catalog/book/curiouser-and-curiouser).

What drives learning? Curiosity. This manual introduces practical ways that teachers can harness the power of curiosity in the classroom, first by understanding how it works and then by identifying ways to nurture and cultivate it as a lifelong resource for growth. Organized by 12 leading questions, the manual takes teachers on a journey that defines curiosity and its role in the classroom, identifies what drives it and what it drives, and demonstrates how classroom dialogue and attitudes can support it. The manual offers specific guidance on how to organize lesson plans and ask thought-provoking questions that boost curiosity, and energize and direct learning.



## Models of Practice I & 2: Cooperative Group Work and Synectics

By David Hopkins

Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-646-95660-2

Buy now at [store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-1-2](http://store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-1-2).

How do we know that powerful learning is happening in the classroom? We see it when students are performing well and progressively improving their capacity to manage their own learning. This manual is the first in a series of three practitioner guides that introduce a framework for teaching and models of practice that cultivate curiosity in the classroom.



# PUBLICATIONS

## Models of Practice 3 & 4: Whole Class Teaching and Concept Attainment

By David Hopkins

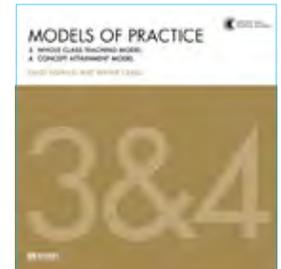
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-646-95661-9

Buy now at [store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-3-4](https://store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-3-4).

How do we know that powerful learning is happening in the classroom? We see it when students are performing well and progressively improving their capacity to manage their own learning. This manual is the second in a series of three practitioner guides that introduce a framework for teaching and models of practice that cultivate curiosity in the classroom.



## Models of Practice 5 & 6: Inductive Teaching and Mnemonics

By David Hopkins

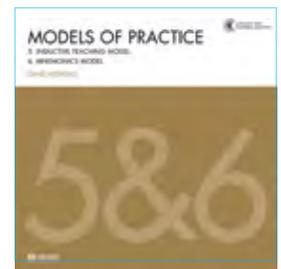
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-646-95662-6

Buy now at [store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-5-6](https://store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-5-6).

How do we know that powerful learning is happening in the classroom? We see it when students are performing well and progressively improving their capacity to manage their own learning. This manual is the third in a series of three practitioner guides that introduce a framework for teaching and models of practice that cultivate curiosity in the classroom.



## Other Instructional Titles

### Quality Questioning: Research-Based Practice to Engage Every Learner (2nd ed.)

By Jackie Acree Walsh and Beth Dankert Sattes

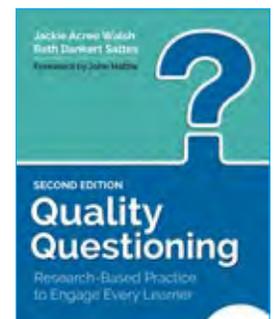
Softcover: \$34.95

Publication date: 2016

ISBN: 978-1-5063288-7-4

Buy now at [store.mcrel.org/catalog/book/quality-questioning](https://store.mcrel.org/catalog/book/quality-questioning).

Quality questioning in the classroom is a process that begins with preparing questions to engage all students in thinking and ends in the facilitation of student dialogue that deepens learning. This new edition of *Quality Questioning* contains significant new research-based practices and insights, and organizes teacher practices around the 6 Ps framework: Prepare and Present the Question, Prompt Student Thinking, Process Student Responses, Polish Questioning Practices, and Partner with Students.



# PUBLICATIONS

## The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day

By Bryan Goodwin and Elizabeth Ross Hubbell

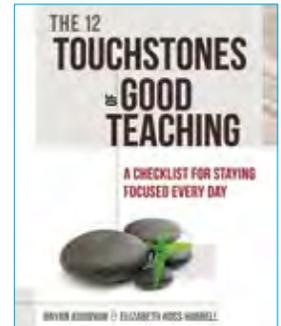
Softcover: \$28.95

Publication date: 2013

ISBN: 978-1-4166-1601-6

Buy now at [store.mcrel.org/catalog/book/12-touchstones-good-teaching](https://store.mcrel.org/catalog/book/12-touchstones-good-teaching).

Even the most dedicated and experienced teachers can benefit from having a strategic checklist to boost their effectiveness. What are the 12 simple but essential things you can do every day to deliver high-quality instruction and positively impact student outcomes? Bryan Goodwin and Elizabeth Hubbell reviewed thousands of research studies, books, and articles to supply the answer. In addition to identifying the 12 touchstones, the authors also define three key imperatives for quality teaching and learning—be demanding, be supportive, and be intentional—and offer strategies for integrating them into classroom practice.



## Teaching Reading in the Content Areas: If Not Me, Then Who? (3rd ed.)

By Vicki Urquhart and Dana Frazee

Print: \$33.95

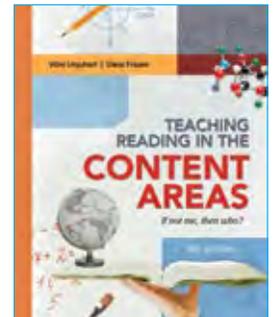
eBook: \$32.99

Publication date: 2012

ISBN: 978-1-4166-1421-0

Available at ASCD at [shop.ascd.org/ProductDetail.aspx?ProductId=61235004&Teaching-Reading-in-the-Content-Areas-If-Not-Me](https://shop.ascd.org/ProductDetail.aspx?ProductId=61235004&Teaching-Reading-in-the-Content-Areas-If-Not-Me).

When students lack the effective reading and self-regulation skills they need to persevere and succeed, they sometimes simply label an assignment as “too hard” or “boring.” But you can help students in your subject area be more effective readers with the principles and strategies from this book.



## Student Research Done Right! A Teacher's Guide for High School and College Classes

By Lisa Scherff and Leslie S. Rush

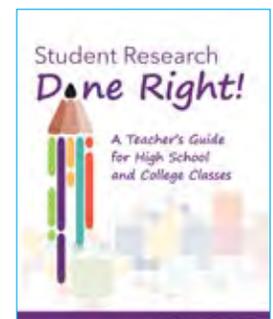
Paperback: \$20.95

Publication date: 2019

ISBN: 978-1-7326994-0-3

Buy now at [store.mcrel.org/catalog/book/student-research-done-right](https://store.mcrel.org/catalog/book/student-research-done-right).

Conducting research and reporting the results are at the heart of academic work, yet many teachers hesitate to incorporate student research projects into their curriculum because they're unsure of how or where to begin. In *Student Research Done Right!*, Lisa Scherff and Leslie S. Rush explain different research methodologies students can use, and take readers through three different types of research: the synthesis paper, the quarter-long discursive research paper, and the full-blown research project.



# PUBLICATIONS

## Leadership and School/System Improvement

Quality leadership absolutely has an influence on student achievement and the collective efficacy of teachers and support staff. Explore the research and best practices for strengthening your leadership practices and system structures with these books from McREL.

### Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School

By Bryan Goodwin, Kristin Rouleau, Dale Lewis, and Tonia Gibson

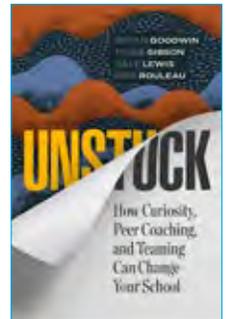
Softcover: \$29.95

Publication date: 2018

ISBN: 978-1-4166-2590-2

Buy now at [store.mcrel.org/catalog/book/unstuck](https://store.mcrel.org/catalog/book/unstuck).

What happens when your school or district performance gets stuck on a plateau, despite your team's best efforts to enact your improvement plans and mandates? *Unstuck* shows how one school system embraced student and educator curiosity as a catalyst for transformation and developed a refreshing—and successful—new approach to school improvement, one you can apply to your own school or system to inspire better staff engagement and student achievement.



### Balanced Leadership for Powerful Learning: Tools for Achieving Success in Your School

By Bryan Goodwin and Greg Cameron, with Heather Hein

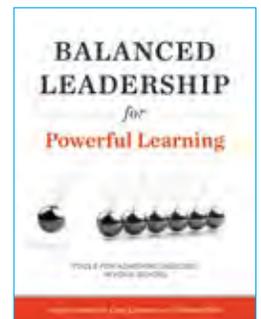
Softcover: \$23.95

Publication date: 2016

ISBN: 978-1-4166-2088-4

Buy now at [store.mcrel.org/catalog/book/balanced-leadership-powerful-learning](https://store.mcrel.org/catalog/book/balanced-leadership-powerful-learning).

Thousands of school leaders worldwide have improved their leadership skills and their students' achievement with our research-based Balanced Leadership program. This book shares the lessons we've learned, the stories we've heard, and the guidance that has made the biggest difference in student achievement and staff success. You'll learn how a balanced approach enables more effective implementation of the fundamental components of leadership: establishing a clear focus on what matters most for the entire school; managing the challenges associated with change to sustain improvement efforts; and creating a committed, purposeful, and positive community of teachers and staff.



# PUBLICATIONS

## Simply Better: Doing What Matters Most to Change the Odds for Student Success

By Bryan Goodwin

Softcover: \$26.95

Publication date: 2011

ISBN: 978-1-4166-1295-7

Buy now at [store.mcrel.org/catalog/book/simply-better](http://store.mcrel.org/catalog/book/simply-better).

We all want—and strive for—student success. But increasing student success isn't as much about doing more or working harder as it is about doing the right things—especially when resources available are limited. Bryan Goodwin presents research findings and real-life examples to show how “less is more” in education reform. Understand why five specific principles—instruction, curriculum, student support, high-performance school cultures, and data-driven districts—are key to helping all students succeed. Learn how strategic “touchstones” can challenge and nurture students, standardize yet personalize curriculum, counteract negative out-of-school factors, and reduce variance in teacher quality.



## District Leadership That Works: Striking the Right Balance

By Robert J. Marzano and Timothy Waters

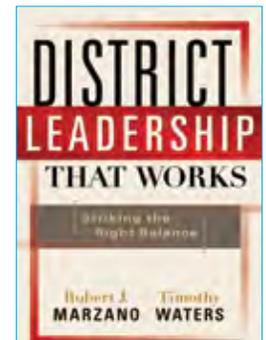
Paperback: \$29.95

Publication date: 2009

ISBN: 978-1-9352-4919-1

Available through Solution Tree at [solutiontree.com/district-leadership-that-works.html](http://solutiontree.com/district-leadership-that-works.html).

Bridge the great divide between distanced administrative duties and daily classroom impact. This book introduces a top-down power mechanism called defined autonomy, a concept that focuses on district-defined, nonnegotiable, common goals and a system of accountability supported by assessment tools. Defined autonomy creates an effective balance of centralized direction and individualized empowerment that allows building-level staff the stylistic freedom to respond quickly and effectively to student failure.



## School Leadership That Works: From Research to Results

By Robert J. Marzano, Timothy Waters, and Brian A. McNulty

Print: \$30.95

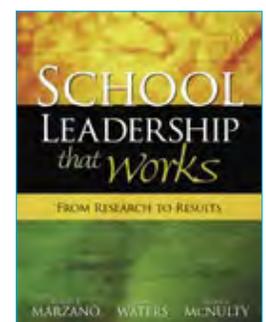
eBook: \$29.99

Publication date: 2001

ISBN: 978-1-4166-0227-9

Available through ASCD at [shop.ascd.org/ProductDetail.aspx?ProductId=668&School-Leadership-That-Works-From-Research-to-Results](http://shop.ascd.org/ProductDetail.aspx?ProductId=668&School-Leadership-That-Works-From-Research-to-Results)

What can school leaders really do to increase student achievement, and which leadership practices have the biggest impact on school effectiveness? For the first time in the history of leadership research in the U.S., here's a book that answers these questions definitively and gives you a list of leadership competencies that are research-based.



# PUBLICATIONS

## Curiosity Works: The Power of Curiosity

What if all our students came to school eager to learn, self-motivated, and passionate? What if they were, in a word, curious? And what if we could also unleash educators' professional curiosity, tapping into the yearning professionals feel not just to survive, but to thrive in what we do? Wouldn't our classrooms be happier and more productive?

McREL's Curiosity Works publications provide the tools and methods to support curiosity among teachers, leaders, and learners at every level of learning. We'll help you understand, create, and develop effective, sustainable, and curiosity-driven learning in your school that unleashes the power of curiosity and enhances learning for everyone—teachers, students, and school leaders.

### Out of Curiosity: Restoring the Power of Hungry Minds for Better Schools, Workplaces, and Lives

By Bryan Goodwin

Softcover: \$18.95

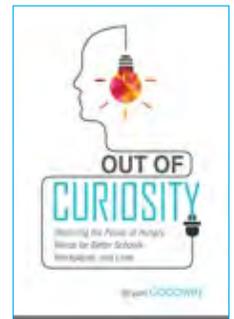
ePub or Kindle: \$17.95

Publication date: 2018

ISBN: 978-0-9993549-6-4

Buy now at [store.mcrel.org/catalog/book/out-curiosity](https://store.mcrel.org/catalog/book/out-curiosity).

Do you feel like misplaced priorities are preventing a breakthrough at work? That your kids' school has all the potential for greatness but keeps turning in flat results? That connecting deeply with others seems more difficult than ever? You're not imagining it: Like many of us, you may feel like you're running out of curiosity. Join Bryan Goodwin, a former business writer and high school teacher who now heads one of America's leading education research and consulting firms, as he explores this uniquely human yet easily overlooked characteristic.



### Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation

By Bryan Goodwin, Kristin Rouleau, and Dale Lewis

Softcover: \$24.95

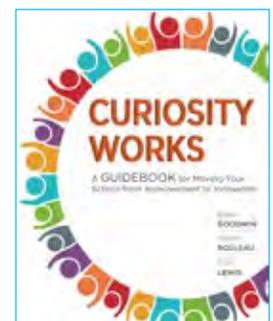
ePub or Kindle: \$23.95

Publication date: 2018

ISBN: 978-0-9993549-3-3

Buy now at [store.mcrel.org/catalog/book/curiosity-works](https://store.mcrel.org/catalog/book/curiosity-works).

Take charge of your school's learning environment and culture and push past performance plateaus by rekindling the power of curiosity across your school. *Curiosity Works* guides school leadership teams through a six-phase journey toward powerful, continuous improvement and innovation, with 17 tools you can use to reflect on where you are as a school, where you want to go, and how to get there.



# PUBLICATIONS

## The *Unleashing Curiosity* Quick Guide Series

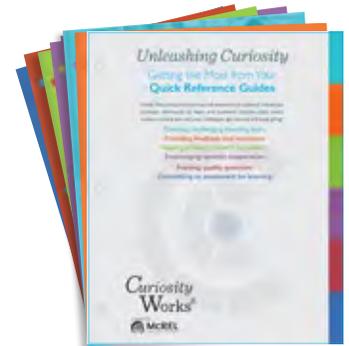
A series of six 8-page instructional guides with key ideas, strategies, and tips developing your students' intellectual curiosity, motivation to learn, and academic success—plus guidance for professional collaboration and growth. Great for instructional coaches and teacher mentors!

Quick Guide: \$12.95 | Complete set: \$69.95

Publication date: 2019

ISBN: 978-1-7326994-1-0

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-quick-guide-complete-set](https://store.mcrel.org/catalog/book/unleashing-curiosity-quick-guide-complete-set).



## Unleashing Curiosity with Challenging Learning Tasks

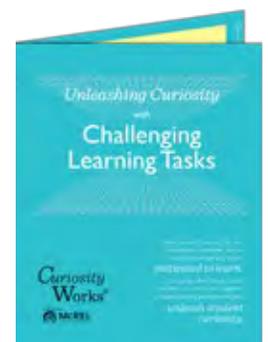
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2017

ISBN: 978-0-9993549-0-2

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-challenging-learning-tasks](https://store.mcrel.org/catalog/book/unleashing-curiosity-challenging-learning-tasks).

When students believe that new knowledge is attainable, yet just beyond their reach, they're motivated to learn. This guide offers tips and tools teachers can use to create learning environments that unleash student curiosity; introduces four key elements integral to creating challenging learning tasks for students; and provides a rubric to reflect on progress in cultivating self-directed, curious learners.



## Unleashing Curiosity with Feedback That Motivates

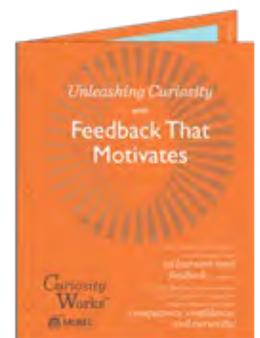
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2017

ISBN: 978-0-9993549-1-9

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-feedback-motivates](https://store.mcrel.org/catalog/book/unleashing-curiosity-feedback-motivates).

We may love it, we may fear it, but one thing's for sure, all learners need feedback to improve. This guide offers tips and ideas teachers can use to give students supportive, effective feedback that builds competence, confidence, and curiosity; introduces four key elements of motivating feedback that teachers must use together to strike the right chord when delivering feedback; and provides a rubric to reflect on your progress in cultivating self-directed, curious learners.



## Unleashing Curiosity by Helping Students Commit to Mastery

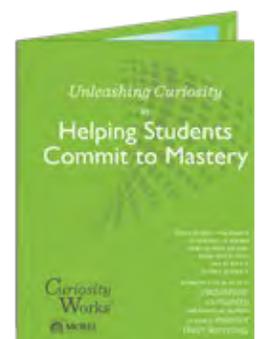
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2018

ISBN: 978-0-9993549-2-6

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-helping-students-commit-mastery](https://store.mcrel.org/catalog/book/unleashing-curiosity-helping-students-commit-mastery).

Desire to learn—the essence of curiosity—is sparked when students are clear about *what* to learn, *how* to learn it, and *why* to learn it. As teachers, it's up to us to *encourage curiosity* and propel our students to want to master their learning. This guide offers tips and tools teachers can use to help students commit to mastery.



# PUBLICATIONS

## Unleashing Curiosity with Dynamic Cooperation

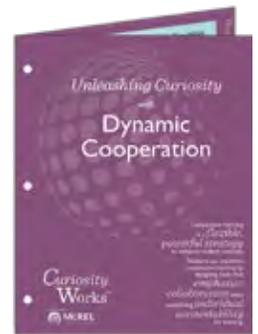
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2018

ISBN: 978-0-9993549-4-0

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-dynamic-cooperation](https://store.mcrel.org/catalog/book/unleashing-curiosity-dynamic-cooperation).

Group work helps students remember more of what they learn—and teaches them lifelong social skills in the process. But teachers can't approach grouping passively; planning and a commitment to collaboration are needed to ensure meaningful activities and orderly transitions. This guide offers tips and tools teachers can use to help students deepen their learning through cooperation.



## Unleashing Curiosity with Quality Questioning

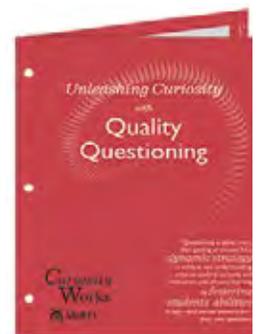
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2018

ISBN: 978-0-9993549-7-1

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-quality-questioning](https://store.mcrel.org/catalog/book/unleashing-curiosity-quality-questioning).

Questioning is about more than getting an answer. It's a dynamic strategy to achieve new understanding, enhance student motivation, and advance learning. Using this guide, teachers can improve their students' motivation to learn by asking questions that promote and sustain curiosity, and by fostering students' abilities to ask—and pursue answers to—their own questions.



## Unleashing Curiosity by Assessing for Learning

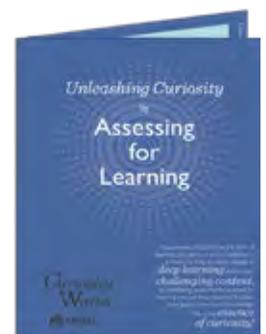
Quick Guide: \$12.95 | 20-pack: \$199.95

Publication date: 2018

ISBN: 978-0-9993549-9-5

Buy now at [store.mcrel.org/catalog/book/unleashing-curiosity-assessing-learning](https://store.mcrel.org/catalog/book/unleashing-curiosity-assessing-learning).

Assessment can accomplish so much more than assigning a grade! It can deepen the bonds of trust and shared commitment between teacher and student—and among students—helping the class see that when it comes to mastering content, they're all in it together. Using this guide, teachers can transform assessment from a chore to an integral and exciting aspect of learning.





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