



# PRODUCTS & SERVICES



*Helping educators and their students flourish*



*Helping educators flourish*

McREL International is a 501(c)(3) nonprofit education research, development, and service organization that turns knowledge about what works in education into practical, effective guidance to transform teaching, learning, and leading.

For more information about how we help schools and educators across the U.S. and around the world, please contact us at:

4601 DTC Boulevard, Suite 500, Denver, CO 80237

[www.mcrel.org](http://www.mcrel.org)

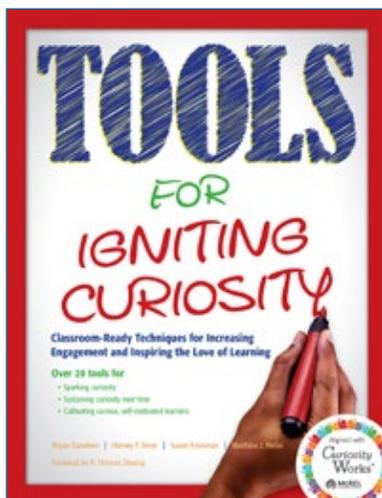
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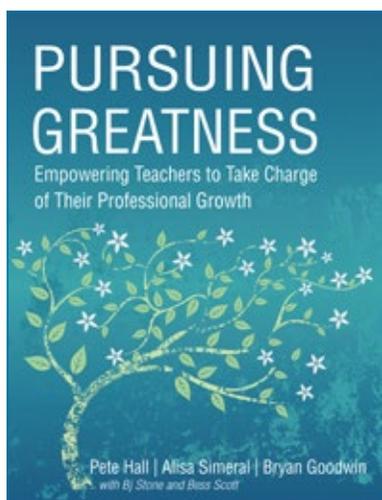
12/19/2019

# New from McREL!



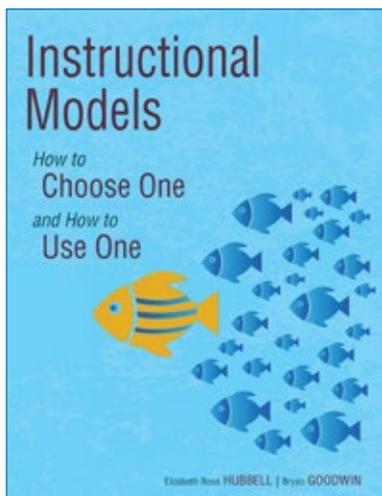
## Tools for Igniting Curiosity

Cognitive science and the observations of untold numbers of teachers make it pretty clear: A strong sense of curiosity is the key to developing a lifelong passion for learning. But how can teachers help students nurture their curiosity so that they ultimately take charge of their own learning? Here are 21 tools that capitalize on key levers proven to pique student curiosity—levers such as mysteries, controversy, missing information, personal experiences, and emotions.



## Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth

Teaching is a journey . . . so where are you on yours? Start with the problem of practice that's most urgent to you right now and learn how to use self-reflective habits to improve your instructional skills and guide your class toward a more student-centric learning experience.



## Instructional Models: How to Choose One and How to Use One

If your school is doing the right things but student achievement still won't budge, an instructional design model could be the ticket to doing the right things *right*. Learn the important difference between a teaching framework and an instructional model, and how to lead a schoolwide conversation that culminates in adopting, adapting, or creating the best instructional model for your local conditions.

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

For information on bulk-order discounts and to place a purchase order, contact us at:  
[store@mcrel.org](mailto:store@mcrel.org) or 800.858.6830

## 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 pre-K–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](http://mcrel.org/contact) to get started today.



Bryan Goodwin, President & CEO

McREL International

[www.mcrel.org](http://www.mcrel.org)



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## Instructional Services



Professional Learning



Coaching



Consulting



Publications & Resources

McREL helps teachers, instructional coaches, principals, and other school leaders develop and hone their ability to challenge students, develop positive relationships, and consistently deliver high-quality instruction for every learner.

You can be assured that, as a research-based organization, the strategies, guidance, and resources we provide to educators during our training and coaching sessions are based on analysis of what really works in classrooms to increase student success.

Every service area described on the following pages is customizable to meet your school's local context. When we begin working with you, our conversation will certainly be grounded in and inspired by research and real-world best practices, but we'll also take time from the start to learn about your needs and goals. It isn't just work for us, it's a genuine partnership with your school or system to help your educators and students flourish.

*“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, Nemaha Central Schools, Kansas

*“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, Nebraska



Helping clients flourish

## With the right *Tools* available, “why” becomes “how” in Simi Valley

McREL’s Classroom Instruction That Works® professional learning sessions and books revolutionized teaching for teachers worldwide, including those in the Simi Valley Unified School District in California. Committing to helping its teachers hone their expertise, the district dove into CITW over several school years, working with McREL to train and coach hundreds of teachers and school leaders on the instructional strategies and their classroom applications.

Hani Youssef, Simi Valley’s assistant superintendent of educational services, said that CITW aligned well with Simi Valley’s own strategic priorities—especially with the addition of the newly available *Tools for CITW*. “The very initial piece in CITW is establishing a positive classroom environment and establishing positive relationships with your students. That was our theme as well. We talked about building these relationships, but very rarely did we discuss the tools to create those environments. Now you can go to a training on day one and walk out and apply it in your classroom.”



Helping clients flourish

## Leader of fast-changing school makes a commitment to consistency

During classroom observations as the new principal at Lincoln High School in Nebraska, Mark Larson discovered that teachers in different parts of the building appeared to mean *almost* the same things when they used terms like “objective,” “target,” and “goal,” generating uncertainty in his mind about whether they were all speaking the same professional language—a potential challenge for professional collaboration and student achievement, he reasoned.

Using a school improvement grant, Larson turned to McREL to help his teachers become more consistent in their use of instructional terminology, strategies, and delivery—a hallmark of Classroom Instruction That Works®. Through these professional learning and coaching sessions, Larson says CITW soon became “our common language throughout the building for what good instruction looks like. We’ve started to see colleagues talk to each other and collaborate with one another, call the same thing the same thing, and talk about instructional strategies in a way that is contextually relevant. We’re seeing a slow but steady increase in cooperative learning structures. We’re going to continue the CITW journey the next couple of years.”

# INSTRUCTION

## 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.

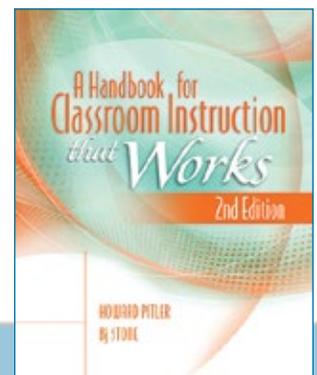
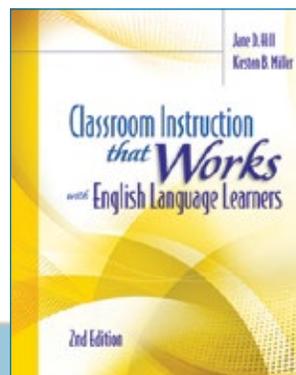
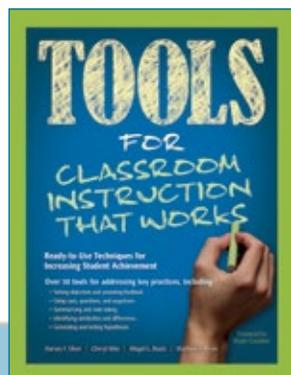
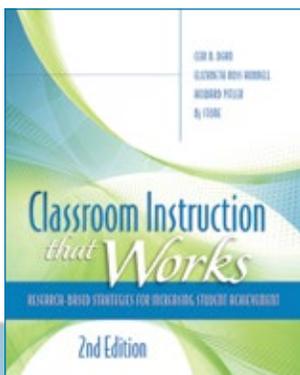
### Delivery options:

- 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: 2 additional 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.

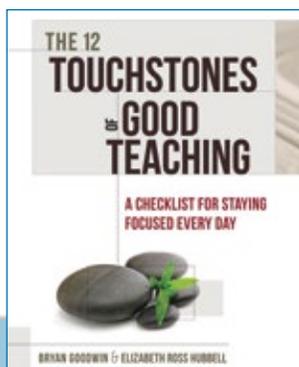
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- On-site/online: 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits.
- Online: 3–9 live webinars throughout the year, exclusively for your participants.
- Trainers: 2 additional days. Become authorized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

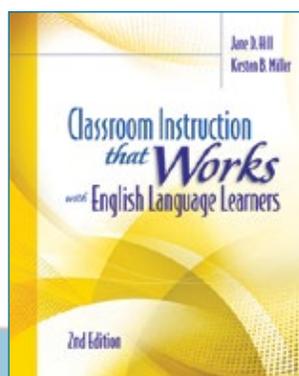
### Delivery options:

- 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.

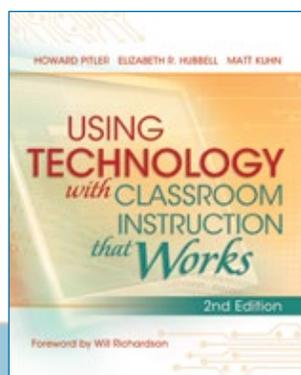
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- Trainers: 2 additional days. Become authorized to deliver **Using Technology with Classroom Instruction That Works** workshops in your district or ESA service area.

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



# INSTRUCTION

## 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, and to guide teachers in a self-reflective growth cycle. 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.

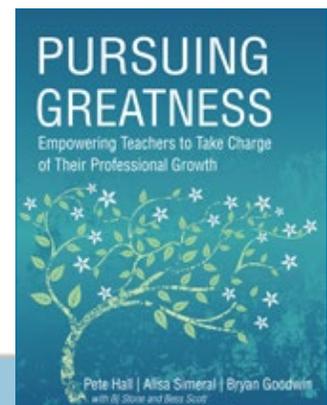
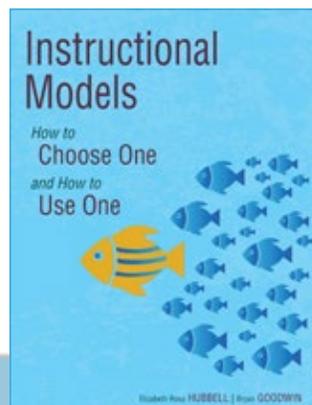
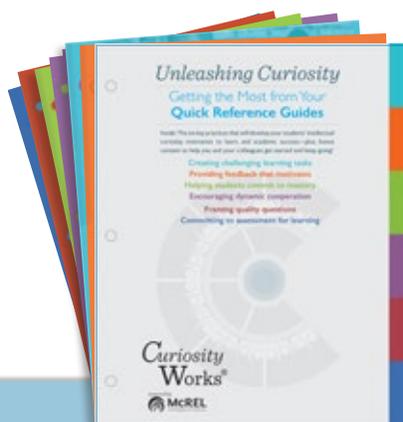
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- Online: 3–9 live webinars throughout the year, exclusively for your participants.

**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 Positive 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 Positive 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.

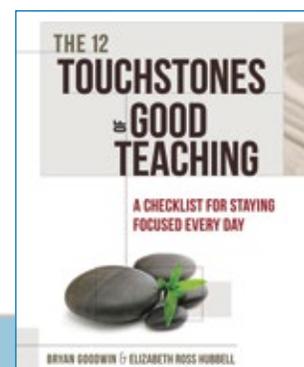
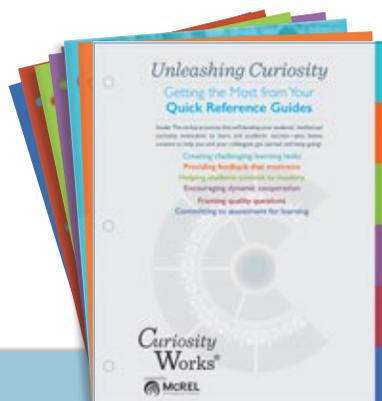
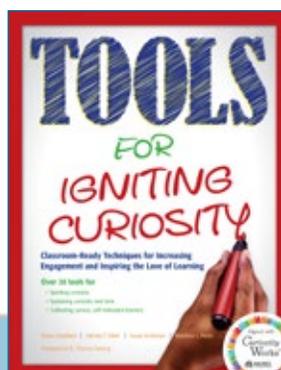
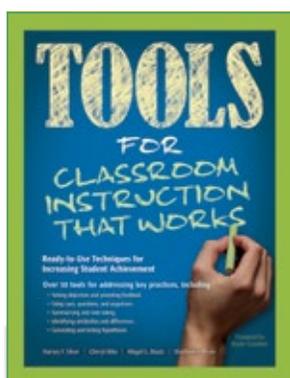
### Delivery options:

- 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: 2 additional days. Become authorized to deliver **Creating a Positive 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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## 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.



## Q&A with McREL's Cheryl Abila: An engaging consultant describes an engaged classroom

Cheryl Abila works with educators across the U.S. and around the world, providing professional learning and coaching on effective strategies for instruction and engagement. She is a co-author of the 2018 book *Tools for Classroom Instruction That Works* and the 2019 white paper *Student Engagement: Evidence-Based Strategies to Boost Academic and Social-Emotional Results*.

### Q: What does an engaged and energized classroom look like?

A: Here's a real-life example from an Arizona high school I recently visited. It was 7:15 on a Thursday morning and kids were lined up outside their Algebra II teacher's classroom. I was standing alongside the students when the door burst open. Music poured from the room and the teacher began welcoming his students.

Following the students into class, I saw that the teacher had placed homemade whiteboards around the perimeter of the room and had prepared math problems for his students to begin class with. Kids instantly paired up and began using the whiteboards to write solutions to the algebraic questions. No one was seated. The teacher stood in the center of the classroom and the students—using mathematical terms—were eagerly talking to one another about the processes and steps needed to solve the equations. The teacher watched everyone's progress, stepping in when he saw students who needed a bit of guidance to get back on track. I was in awe of the smoothness, the level of energy, the tone and feel of the classroom, and of course the level of engagement both the teacher and his students were demonstrating.

### Q: Did that teacher just have a gift, or can other teachers learn to do what he did?

A: If you think back to the teachers who had an impact on you, they probably were the ones who took a moment to ask how you were doing. A simple act of connection like that comes naturally to some educators while others may need some strategies and reminders in order to more intentionally work on engagement. They're strategies that can be learned, and I think it's a great area for professional learning and coaching.

### Q: Engagement is defined in many different ways by educators and researchers. How does McREL view engagement?

A: There are different facets to engagement, and I think it's helpful for teachers to have some familiarity with them because they could help you fine-tune your approach to students. After reviewing the research on engagement and the many definitions in circulation, my McREL colleagues and I came up with our own: "A condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more."

### Q: How does engagement affect teaching and learning?

A: Strong instruction is built on a foundation of engaged, enthused teachers and learners. Research shows that when students are engaged, their achievement is higher.

### Q: Do you have some tips for teachers?

A: Familiarize yourself with the theoretical and research base surrounding engagement. Keep in mind that your ability to help students learn content is intertwined with your ability to maintain positive relationships with them. As for classroom practice, a pivotal area to work on would be questioning. A thoughtfully crafted question can not only help students recall facts, but also draw them into a socially beneficial conversational process.

# LEADERSHIP

## Leadership Services



Professional Learning



Coaching



Consulting



Publications & Resources

School and district leadership matters. Research shows that high-quality leaders have a measurable impact on student and staff outcomes.

What makes a high-quality principal or administrator? McREL's analysis of research on effective education leadership has identified a set of specific actions, behaviors, processes, and responsibilities that—when enacted well by principals, district administrators, superintendents, and other system leaders—can increase student learning, educator effectiveness, and school performance.

The good news: These actions can be learned. We've worked with more than 20,000 school leaders (and teams) to strengthen their knowledge of these actions and their skill implementing them in everyday practice. We help them understand how to use key insights from improvement science and the process of change to elevate their schools' performance. And we help them discover and leverage the "bright spots" that already exist within their schools and systems.

McREL also helps school districts strengthen their leadership development pipelines, ensuring that aspiring leaders within their schools are identified, supported, encouraged, and coached to maximize their readiness to succeed as future principals and administrators.

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*“The cohesiveness and alignment between McREL’s Balanced Leadership and Classroom Instruction That Works programs allow leaders to intently lead with instruction at the forefront of planning, development, and support.”*

—Chastity Jeff, Texas Center for Educator Effectiveness



Helping clients flourish

## Input: Leadership training. Outcome: Soaring achievement

In 2017, the Hamilton County Department of Education's new superintendent, Dr. Bryan Johnson, decided to use McREL's Balanced Leadership professional development program to strengthen his leaders' capacity and readiness to launch and sustain major school improvement initiatives.

McREL came to the Tennessee district and conducted training and coaching sessions with principals and central office leaders, delivering research-based knowledge and strategies for finding the right instructional focus, initiating and managing change processes well, and building purposeful school communities. Some of the district's leaders also took additional training from McREL to become authorized to deliver BL themselves, assuring their efforts could be sustained over the long term.

Two years later, the district has increased the number of its schools earning perfect 5's from the state on academic growth. "You can't overstate the importance of consistency, and Balanced Leadership showed us that we're so much stronger if every leader in every school aims for the same goals," Johnson said.



Helping clients flourish

## Iowa superintendent discovers the missing piece to school reform: Leadership training

Paul Gausman, superintendent of Sioux City Community Schools in Iowa, needed a partner to support the professional growth of principals and central office leaders. He and associate superintendent Kim Buryanek turned to McREL and its Balanced Leadership program.

McREL coaches visited all 20 schools, spending time with each principal and their leadership team on a deep study of each component of Balanced Leadership. The coaches also focused on helping the teams learn when, why, and how to effectively share leadership responsibilities for maximum effect—rather than the principal trying to do everything.

"I think our principals are enjoying their work more because we've pushed them to become instructional leaders," said Gausman. "By distributing power among the team, I think they realize that we're far more powerful as a collective."

# LEADERSHIP

## 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.

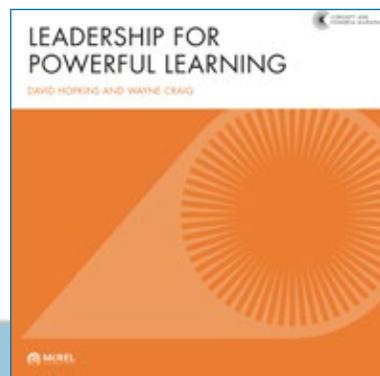
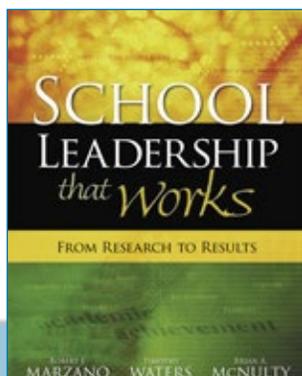
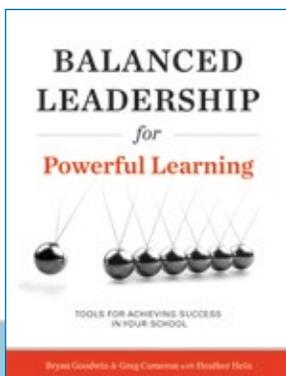
### Delivery options:

- 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: 2 additional 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. Using our **What Matters Most**® framework, you'll learn how to set nonnegotiable, district-defined goals for achievement and instruction through a collaborative process with stakeholders, align district resources to support those goals, and monitor progress. You'll also discover keys to overcoming performance plateaus by moving from a compliance-oriented approach to improvement to a more effective culture of inside-out innovation, empowering school leadership teams with the defined autonomy they need to craft strategies and solutions to help their students succeed. Our expert facilitators will also help you:

- 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.

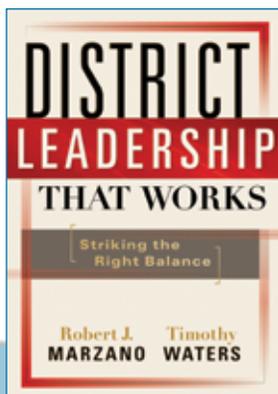
**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

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

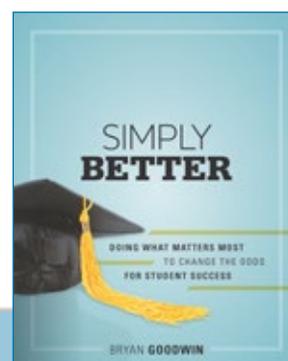
**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

**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

## School & System Improvement Services



Professional Learning



Coaching



Consulting



Publications & Resources

Whatever your school or district's unique challenges, we can help you develop a high-performance culture and put in place the systems and processes to ensure effective instruction for all students.

Our expert consultants—who are former principals and administrators themselves—help our school, district, and agency clients think strategically about improvement, finding the root causes of challenges and identifying areas for quick wins and long-term growth. We take a “less-is-more,” focused approach that’s founded on proven principles of improvement science and change management. We’ll also build on what your school or system already does well, and we’ll develop your team’s internal capacity to sustain these initiatives over time.

Collaboration and contextualization are key strategies for any improvement initiative, and we will apply these in our work with you. We’ll pay attention to your school or system’s history and background, listening to your challenges and needs, and understanding your vision for success. From there, we’ll fine tune our services to match your specific goals.

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*“The common language that Balanced Leadership provides helps us create a clear focus, always taking it back to: What are the outcomes that matter to us all? We’re able to more thoughtful about leading change.”*

—Bryan Johnson, Hamilton County Schools, Tennessee

# SCHOOL & SYSTEM IMPROVEMENT

## Curiosity Works® School Improvement Approach and Tools

Does your school struggle to unify teachers, support staff, students, parents, and stakeholders behind a common vision and focus for improvement? Has your progress plateaued? Or are you a high-performing school that's looking to innovate professional practices?

Using the power of professional curiosity and collaboration, McREL's **Curiosity Works** services deliver strategic guidance, professional learning, and tools that help school leadership teams understand, prepare for, and move through six distinct phases of schoolwide improvement and innovation.

Grounded in McREL's research-based **What Matters Most** framework, Curiosity Works is for all schools—from those struggling to improve to those performing well but looking to raise the bar through innovative, learner-centered practices.

**Designed for:** School leadership teams.

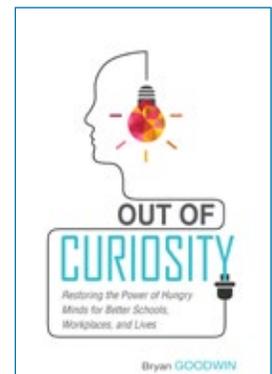
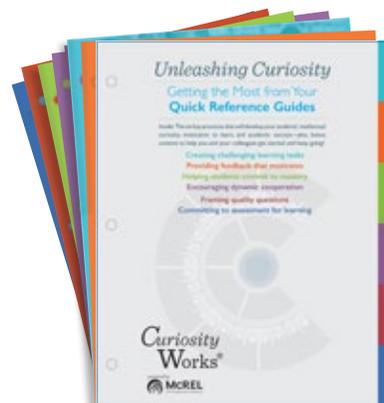
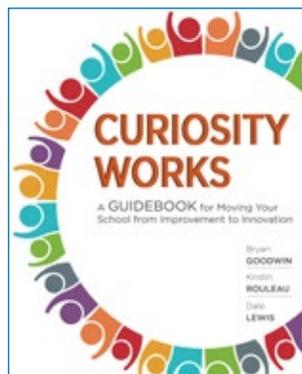
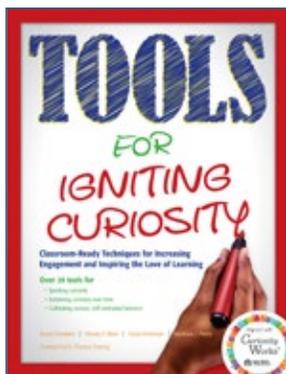
**Customizable:** Sessions can be contextualized to address your specific goals, needs, and areas of focus.

**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.

**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):



# SCHOOL & SYSTEM IMPROVEMENT



## Q&A with McREL's Kristin Rouleau: The contributions of Curiosity Works®

Dr. Kristin Rouleau is a former teacher, principal, and district administrator who now helps schools and districts plan, enact, and sustain effective initiatives for improvement and innovation. She is a co-author of the 2018 books *Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation* (McREL) and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (ASCD & McREL).

### Q: What is “Curiosity Works” about . . . is it a product or a service?

A: First and foremost, the name Curiosity Works is a reminder that curiosity—in educators as well as students—is the key to deep, sustained learning. Over the last couple of years, McREL has explored how curiosity, a natural trait shared by all human beings, can be nurtured and used to help spark and sustain students’ interest in their learning, and how school leaders can use similar concepts to help teachers (and leaders themselves) be more reflective and growth-minded about their professional practices. We’ve also developed an approach to school improvement and innovation that, at its core, leverages professional curiosity and combines it with the latest thinking on improvement science and best practices for short-cycle innovation initiatives.

### Q: Many educators know McREL through *Balanced Leadership* and *Classroom Instruction That Works*. Does Curiosity Works replace our other work?

A: Absolutely not. Curiosity Works incorporates some of the important concepts from BL and CITW, and the strategies from those professional learning programs are still valid and effective. They are complementary to Curiosity Works, and vice versa. In fact, important elements of BL and CITW are woven into every Curiosity Works approach to school improvement that we undertake. The precise mix varies depending on the unique needs of the school we’re working with at the time.

### Q: Is improving a school different from improving one’s individual practice?

A: Yes, in the sense that whole-school improvement involves an intense focus on developing collaborative processes. I don’t mean to imply that teaching isn’t a collaborative profession; of course it is, or ought to be. What I mean is that schoolwide change management is a whole different challenge, involving identifying shared goals for improving teaching, leading, and learning, and a collective effort to understand what we do well and where we can improve—and then using that information to design improvement efforts. There is a special power that derives from collective efficacy.

### Q: How can a school leader determine whether BL or CW or CITW is what their school needs to begin with?

A: Give us a call (800-858-6830). We’ll talk with you about your school’s unique context, goals, successes, and challenges, and we can then make a customized recommendation for you on where to start on your journey and what improvement path best suits your situation.

# 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, California



## School Leader and Teacher Evaluations

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 USATLE.

**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 School District #1, Wyoming

# RESEARCH, EVALUATION & DATA ANALYSIS

## Research and Evaluation Services



Professional Learning



Coaching



Consulting



Publications & Resources

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. Over the past 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 pre-K–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.

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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 and identifying 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](https://mcrel.org/contact) for a proposal that fits your needs.

*“McREL was a responsive, knowledgeable partner that assisted us with research planning, study implementation, and reporting the results.”*

— Learning A–Z

# RESEARCH, EVALUATION & DATA ANALYSIS



Helping clients flourish

## McREL's evaluation of ed-tech products provides ESSA-required evidence

The U.S. education law known as the Every Student Succeeds Act, or ESSA, emphasizes the use of evidence-based educational interventions, to spare schools from investing in unproven products. To provide such evidence, McREL conducts studies of programs and ed-tech products, a service that Learning A–Z used to evaluate its Raz-Plus reading program.

After weighing options with McREL's research team, Learning A–Z opted for a randomized controlled trial, the strongest research design McREL provides to see whether a program is effective or not. The study found that Raz-Plus is effective—information Learning A–Z can now relay to potential customers who are looking for evidence that the product works.

Even when McREL's evaluation of a product doesn't find evidence that the product works as intended, the results are still useful, providing valuable feedback that companies can use to make improvements to their product.



Helping clients flourish

## Study finds link between school climate and literacy achievement

The state department of education in Victoria, Australia, turned to McREL as a partner to help them develop a teacher survey on five vital areas of school functioning: school climate, school leadership, professional learning, staff safety and well-being, and teaching and learning. McREL developed and validated the survey instrument, and helped the state analyze the results.

The survey found that all five areas influence student literacy and numeracy outcomes, but there was a standout result that called for further study: The most statistically significant finding was that school climate predicts grade 5 literacy achievement. Diving deeper into the data, McREL researchers uncovered that effective school leadership leads to better teacher collaboration, which in turn leads to academic optimism.

According to lead researcher Dr. Tedra Clark, this model explains more than 75% of the variance in literacy achievement at the school level, a finding that is consistent with previous research in the U.S. "Schools and researchers everywhere are realizing that one measurement—for example, scores on a standardized test—is not enough to understand how students are really doing in school," Clark said. "There's a lot more to look at to know whether kids are truly being prepared for career or college."

# 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.

**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 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 and emerging analytics.

We have conducted a sizable 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 was not feasible or was not aligned with the program delivery, for instance.

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, Minnesota

# RESEARCH, EVALUATION & DATA ANALYSIS

## Data Collection, Analysis, and Reporting

McREL staff has expertise with diverse data collection methods and analytic techniques, and 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. 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' voices are represented.
- **Classroom Observations.** Classroom observations can be an important facet of understanding practices and/or interventions. An observer should be an unobtrusive spectator. We enter classrooms during passing periods or pauses in instruction and we refrain from interacting with teachers and students during the observation. 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 reports provide executive summaries of critical content and defensible 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.

## 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 aren't always applicable to every situation a client may want to assess. So, for the duration of every assignment, McREL evaluators continuously scrutinize each question being 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](http://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 systemwide 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 districtwide 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](http://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 align 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

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](https://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.

## Our newest publications

### Tools for Igniting Curiosity

By Bryan Goodwin, Harvey F. Silver, Susan Kreisman, and Matthew J. Perini

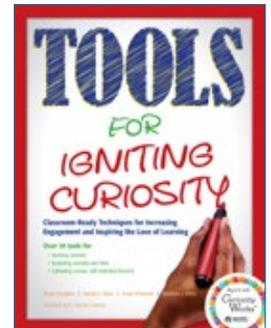
Softcover: \$25.95

Publication date: 2019

ISBN: 978-1-58284-218-9

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

Combining the research-based insights of curiosity expert Bryan Goodwin from McREL with ready-to-use instructional tools developed by Harvey Silver and the Thoughtful Classroom team, this book will help you unleash the power of curiosity in your classroom. Designed for teachers of all grade levels and content areas, this book has 21 tools to spark and sustain your students' yearning for learning.



### Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth

By Pete Hall, Alisa Simeral, and Bryan Goodwin, with Bj Stone and Bess Scott

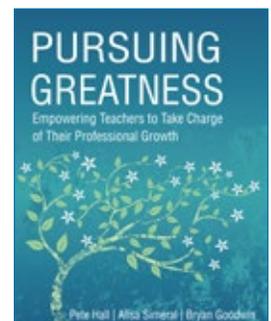
Softcover: \$32.95

Publication date: 2019

ISBN: 978-1-7326994-5-8

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

By organizing the most common teacher problems of practice into six pathways, *Pursuing Greatness* shows you how to cover the ground you'll need to traverse to become an expert. Start anywhere in the book, with whichever problem of practice seems most urgent to you right now. Because your starting point is less important than your destination: a student-owned, teacher-guided, empowered classroom.



### Instructional Models: How to Choose One and How to Use One

By Elizabeth Ross Hubbell and Bryan Goodwin

Softcover: \$23.95

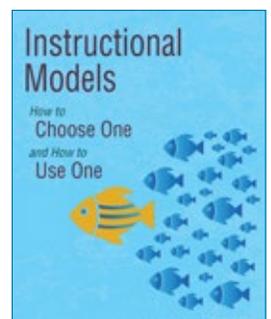
Publication date: 2019

ISBN: 978-1-7326994-4-1

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

Join authors Elizabeth Ross Hubbell and Bryan Goodwin as they explore the variety of instructional models available to today's educators and explain how they can unite teachers and students in identifying—and achieving—classroom goals.

Download a free excerpt and white paper! Visit [mcrel.org/instructionalmodels](https://mcrel.org/instructionalmodels).



# PUBLICATIONS

## 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 (CITW)** 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

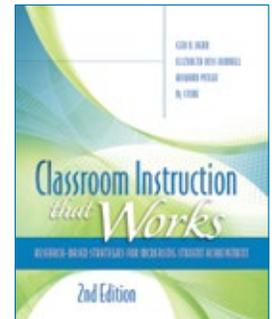
Softcover: \$29.95

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

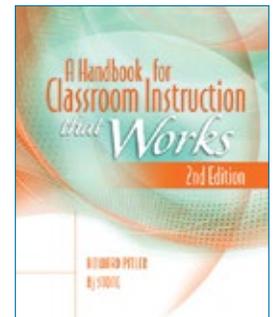
Softcover: \$32.95

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* 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!



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

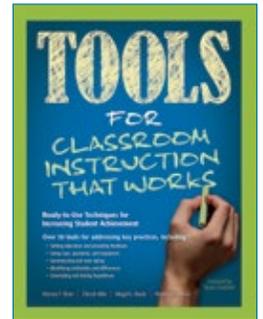
By Harvey F. Silver, Cheryl Abila, Abigail L. Boutz, and Matthew J. Perini

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.)

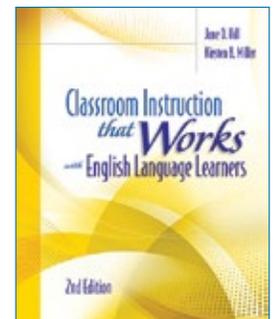
By Jane D. Hill and Kirsten B. Miller

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

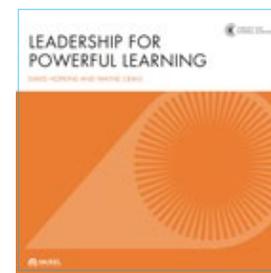
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-2-6

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



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### 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](https://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.



## The System and Powerful Learning

By David Hopkins and Wayne Craig

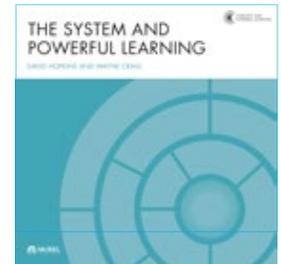
Softcover: \$19.95

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.



## Curiouser and Curiouser

By John Munro

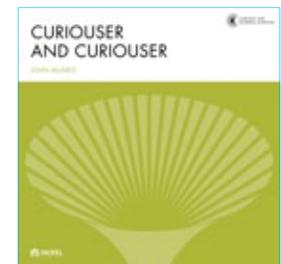
Softcover: \$19.95

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 Syntectics

By David Hopkins

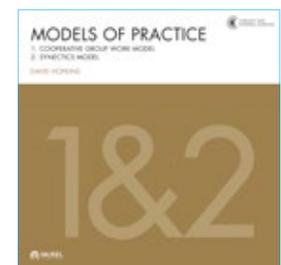
Softcover: \$19.95

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)

The six models of practice explored in this three-volume series are all rooted in inquiry and in the belief that a teacher's role is not simply to "teach," but to create powerful contexts for learning. Model 1, cooperative group work, helps students develop both social and intellectual skills by working together in small groups on a range of academic problems. Model 2, syntectics, encourages students to make connections between concepts and to produce new ways of thinking about a topic or idea.



# PUBLICATIONS

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

By David Hopkins

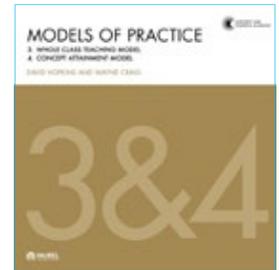
Softcover: \$19.95

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)

The six models of practice explored in this three-volume series are all rooted in inquiry and in the belief that a teacher's role is not simply to "teach," but to create powerful contexts for learning. In model 3, whole class teaching, the teacher orchestrates students' learning, seeking to improve performance through direct instruction, whole class questioning, discussion, and learning activities. Model 4, concept attainment, expands students' ability to acquire, control, and remember information.



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

By David Hopkins

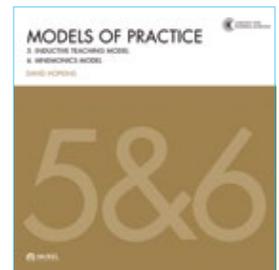
Softcover: \$19.95

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)

The six models of practice explored in this three-volume series are all rooted in inquiry and in the belief that a teacher's role is not simply to "teach," but to create powerful contexts for learning. Model 5, inductive teaching, encourages students to build, test, and use categories. It nurtures logical thinking and supports students to process information effectively. Model 6, mnemonics, assists students to master large amounts of information and to gain conscious control of their learning processes.



## Other Instructional Titles

### Instructional Models: How to Choose One and How to Use One

By Elizabeth Ross Hubbell and Bryan Goodwin

Softcover: \$23.95

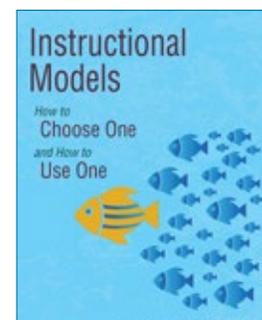
Publication date: 2019

ISBN: 978-1-7326994-4-1

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

Join authors Elizabeth Ross Hubbell and Bryan Goodwin as they explore the variety of instructional models available to today's educators and explain how they can unite teachers and students in identifying—and achieving—classroom goals.

Download a free excerpt and white paper! Visit [mcrel.org/instructionalmodels](https://mcrel.org/instructionalmodels).



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

By Jackie Acree Walsh and Beth Dankert Sattes

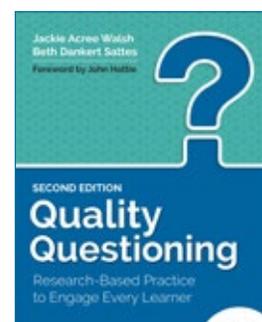
Softcover: \$34.95

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 P's framework: Prepare and Present the Question, Prompt Student Thinking, Process Student Responses, Polish Questioning Practices, and Partner with Students.



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

By Bryan Goodwin and Elizabeth Ross Hubbell

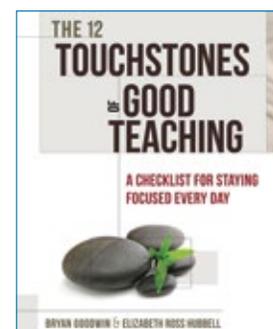
Softcover: \$28.95

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 Ross 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.



# 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

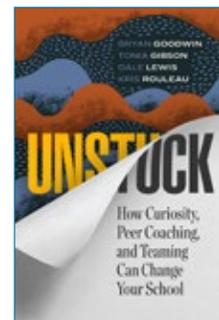
Softcover: \$29.95

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

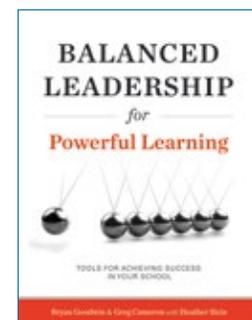
Softcover: \$23.95

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.



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

By Bryan Goodwin

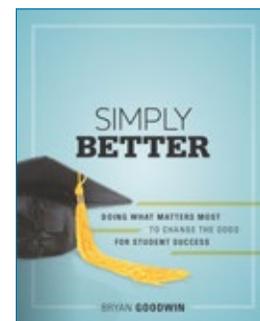
Softcover: \$26.95

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

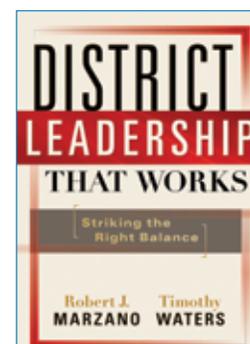
Paperback: \$29.95

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

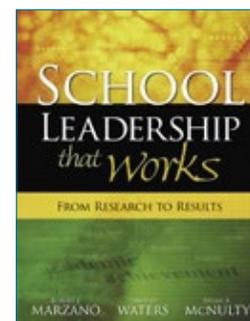
eBook: \$29.99

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

Curiosity is an important but often underused key to successful learning, teaching, and leading. McREL's Curiosity Works™ collection of books and guides provide the tools and methods to support and nurture curiosity among students, teachers, and leaders. Dive in and unleash the power of curiosity in your school today.

### Tools for Igniting Curiosity

By Bryan Goodwin, Harvey F. Silver, Susan Kreisman, and Matthew J. Perini

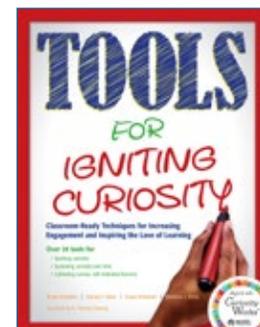
Softcover: \$25.95

Publication date: 2019

ISBN: 978-1-58284-218-9

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

As educators, we all wish for our students to become more self-motivated and to show a greater passion for learning. By tapping into the most basic and powerful learning drive of all—curiosity—the research-based insights of curiosity expert Bryan Goodwin from McREL, Harvey Silver and the Thoughtful Classroom team developed this book with ready-to-use instructional tools to unleash the power of curiosity in your classroom.



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

By Bryan Goodwin

Softcover: \$18.95

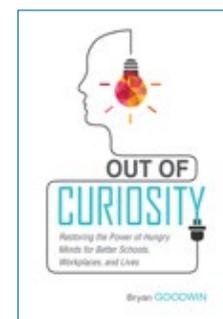
ePub or Kindle: \$17.95

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)

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

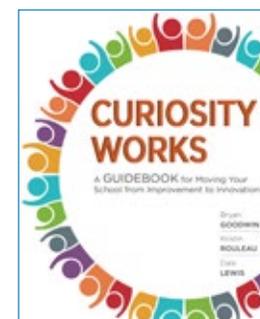
ePub or Kindle: \$23.95

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.



## The *Unleashing Curiosity* Quick Guide Series

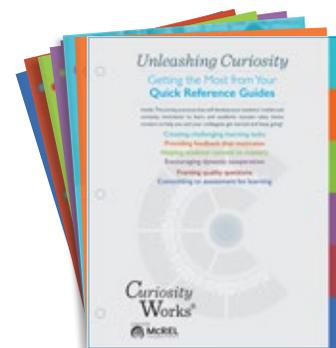
A series of six 8-page instructional guides with key ideas, strategies, and tips for developing your students' intellectual curiosity, motivation to learn, and academic success—plus guidance for professional collaboration and growth. Great for instructional coaches and teacher mentors!

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

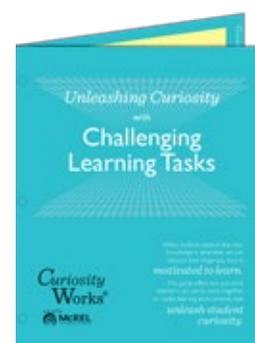
Quick Guide: \$12.95 | 20-pack: \$199.95

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

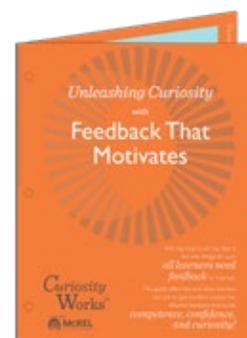
Quick Guide: \$12.95 | 20-pack: \$199.95

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

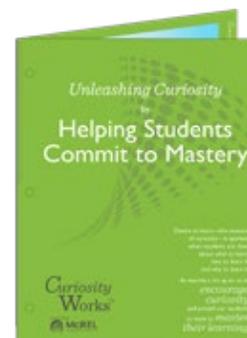
Quick Guide: \$12.95 | 20-pack: \$199.95

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

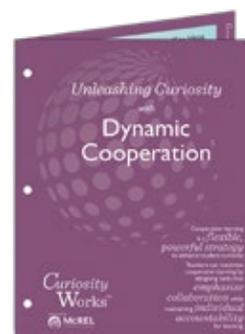
Quick Guide: \$12.95 | 20-pack: \$199.95

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

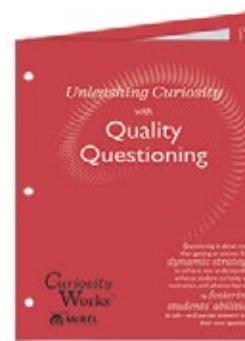
Quick Guide: \$12.95 | 20-pack: \$199.95

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

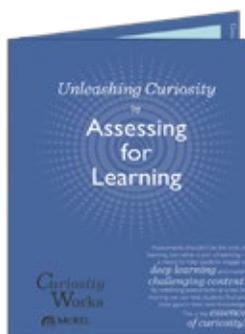
Quick Guide: \$12.95 | 20-pack: \$199.95

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.



## Free Papers and Reports

Download these and more today at [mcrel.org/whitepapers](https://mcrel.org/whitepapers)

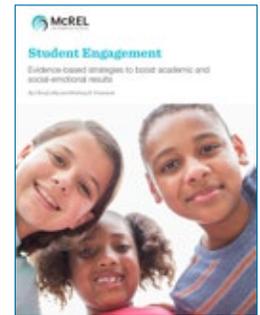
### Student Engagement: Evidence-Based Strategies to Boost Academic and Social-Emotional Results

By Cheryl Abela and Brittney R. Fraumeni

Publication date: 2019

Download at [mcrel.org/student-engagement-wp](https://mcrel.org/student-engagement-wp)

The authors present McREL's definition of student engagement as "A condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more." Research shows engagement is correlated with academic success and reductions in antisocial behaviors and substance use. And thankfully for teachers, there are evidence-based tactics that can be used to assess and improve students' engagement, several of which are detailed here.



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### Instructional Models: Doing the Right Things Right

By Elizabeth Ross Hubbell and Bryan Goodwin

Publication date: 2019

Download at [mcrel.org/instructional-models-wp/](https://mcrel.org/instructional-models-wp/)

Adapting, adapting, or creating an instructional model for your school or district could be the key to boosting instructional consistency while also encouraging teacher creativity, suggest co-authors Elizabeth Ross Hubbell and Bryan Goodwin in this companion to their 2019 book, *Instructional Models: How to Choose One and How to Use One*.



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### Personalizing Professional Development: How Empowered Teachers Can Take Charge of Professional Learning and Growth

By Bryan Goodwin, Pete Hall, and Alisa Simeral

Publication date: 2019

Download at [mcrel.org/personalizing-pd-wp/](https://mcrel.org/personalizing-pd-wp/)

Professional learning for teachers can be better, the authors say, if the profession recognizes that large-group PD sessions—while an appropriate starting point to share foundational practices—should be followed up with a highly personalized plan of action. Reflection holds the key to identifying and addressing problems of practice as teachers advance in their skills.



# FREE RESOURCES

## Free Papers and Reports *(continued)*

Download these and more today at [mcrel.org/whitepapers](http://mcrel.org/whitepapers)

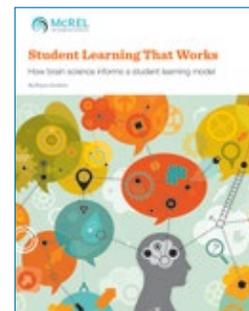
### Student Learning That Works: How Brain Science Informs a Student Learning Model

By Bryan Goodwin

Publication date: 2018

Download at [mcrel.org/student-learning-that-works-wp](http://mcrel.org/student-learning-that-works-wp)

In this free white paper, McREL CEO Bryan Goodwin makes the case for incorporating brain science into the practice of teaching. Knowing how memory works can suggest classroom tactics that aid the acquisition and recall of information. Furthermore, adopting a model for learning rather than relying solely on the increasingly common instructional framework can help teachers layer innovation upon tradition.



### Curiosity Works: Moving Your School from Improvement to Innovation

By Kristin Rouleau

Publication date: 2018

Download at [mcrel.org/curiosity-works-white-paper](http://mcrel.org/curiosity-works-white-paper)

In this white paper, Kristin Rouleau lays the groundwork for a powerful new model for school improvement—an inside-out, curiosity-driven approach—that looks for and builds on schools' bright spots in ways that go beyond improvement and help unleash both student and educator curiosity. This innovative approach relies on a school's readiness to commit to shared values within a purposeful community, a focus on teaching and learning, support for professional growth among teachers using a triad peer coaching model, and a consistent, deep practice that weathers the storms of change.



### Improving Teacher Practice: Debunking the Myth of the Performance Plateau

By Bryan Goodwin and William Slotnik

Publication date: 2018

Download at [mcrel.org/improving-teacher-practice-wp](http://mcrel.org/improving-teacher-practice-wp)

The tenacious myth that new teachers improve for a few years and then coast is dangerous because it causes HR departments to focus on the wrong things, write Bryan Goodwin and William Slotnik. Recent studies have debunked the “performance plateau” and should lead districts in the direction of career-long development for career-long improvement. They propose a four-part plan for making it happen, and point out that a handful of districts have already started.



## 2020 Professional Learning Events

McREL's professional learning sessions give educators a wealth of research-based, practice-proven knowledge and strategies for positively influencing student achievement, strengthening school leadership, and transforming systemic improvement and innovation efforts.

Most of our events are intentionally capped at 50 participants or less in order to give everyone a more engaging experience with our trainers. You'll leave these sessions with new ideas and strategies you can use immediately in your school and share with your colleagues.

To learn more about our upcoming sessions and to register, visit:

[www.mcrel.org/events](http://www.mcrel.org/events)

### Join McREL in Denver for these events in 2020

#### Classroom Instruction That Works: 51 Activities & Tools for Increasing Student Achievement

Designed for: Teachers, Principals, PD Leaders

June 15–16, 2020

#### Instructional Coaching That Works: Strategies for Peer-to-Peer Collaboration

Designed for: Teachers, Instructional Coaches, Mentors, Principals, PD Leaders

July 22–23, 2020

#### Curiosity Works: A Model for School Improvement and Innovation

Designed for: Principals, School Leadership Teams, School Supervisors

July 20–21, 2020

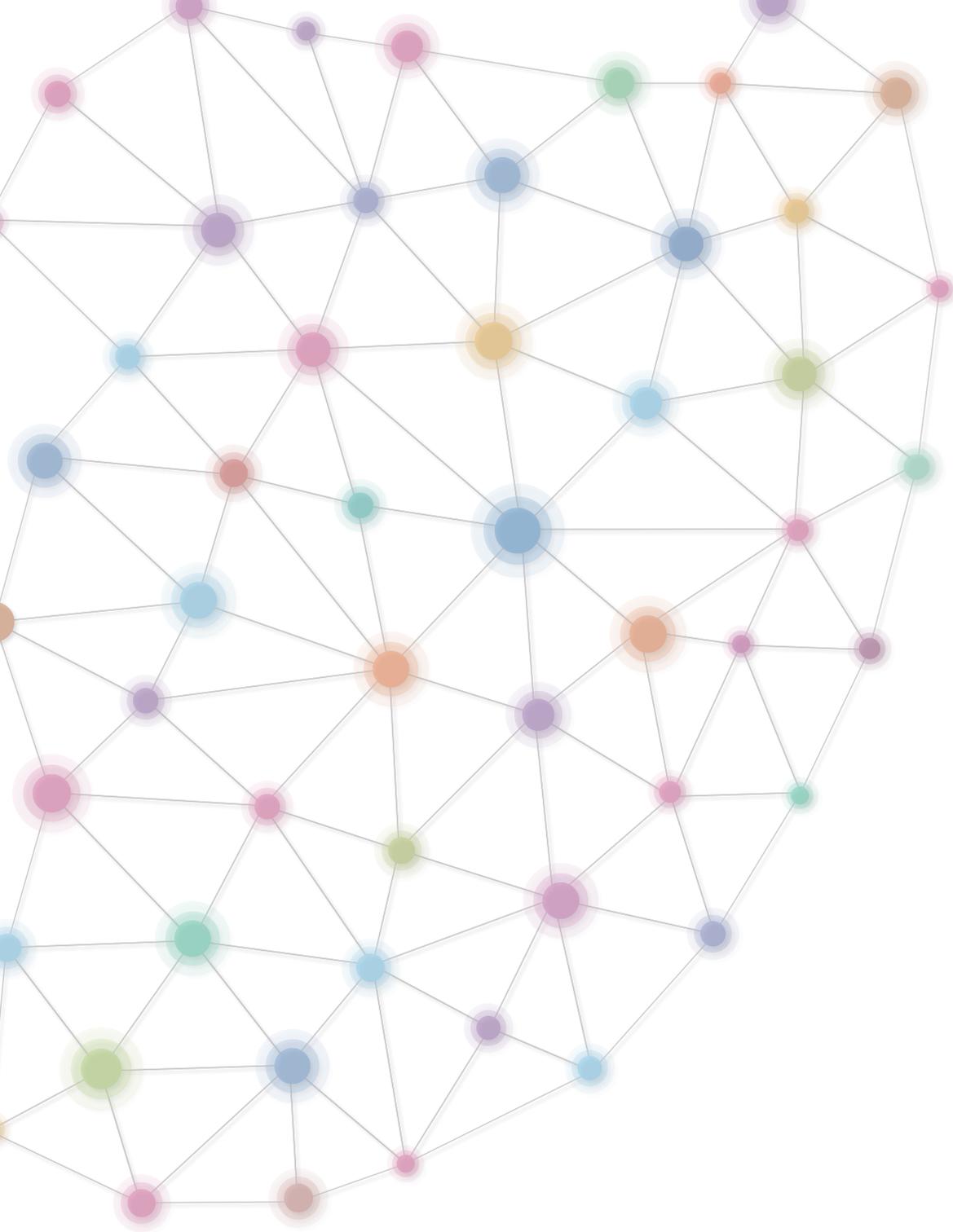
#### Leading School Improvement: District-Level

Designed for: Central Office Administrators, School Supervisors, Superintendents

October 8–9, 2020

*“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



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