

AUGUST 2020

# PRODUCTS & SERVICES

Evidence-based resources  
to help educators and  
their students flourish



On-site



Online



Hybrid

# **McREL**

INTERNATIONAL

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)

800.858.6830

[info@mcrel.org](mailto:info@mcrel.org)

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08/05/2020

# Learn, collaborate, and grow with McREL: Online or On-site

Whether you prefer on-site, online, or a hybrid model for professional learning and coaching, we can deliver.

Choose one of our popular sessions listed in this catalog, or contact us to build a customized learning solution that meets your specific needs and goals. Contact us today at [info@mcrel.org](mailto:info@mcrel.org).



**On-site  
Learning**



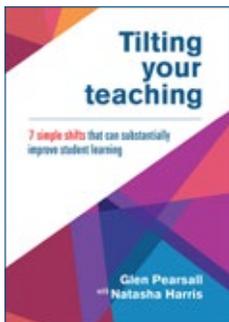
**Online Learning  
(self-paced  
and live)**



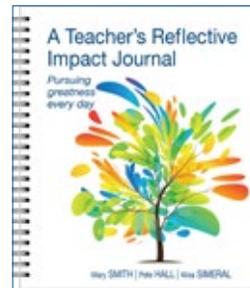
**Hybrid  
Learning**

## New books that inform and inspire!

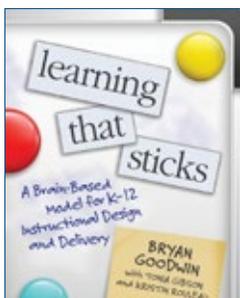
*(see page 28 for details)*



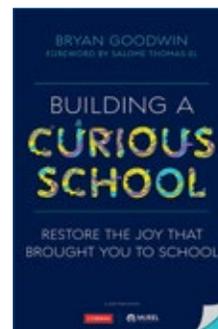
**Tilting Your Teaching:  
7 Simple Shifts That Can  
Substantially Improve  
Student Learning**



**A Teacher's Reflective  
Impact Journal: Pursuing  
Greatness Every Day**



**Learning That Sticks:  
A Brain-Based Model  
for K-12 Instructional  
Design and Delivery**



**Building a Curious School:  
Restore the Joy That  
Brought You to School**

**Buy now 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**

## So much has changed. So much hasn't.

Since our founding in 1966, McREL International has studied what really works in education and then turned that research into practical guidance and training for teachers and education leaders across the U.S. and around the world. We are passionate about spreading best practices in teaching and leadership wherever they are needed, so that all students experience high-quality learning.

Life has changed in many ways over the last 54 years—never more dramatically than in the last several months. Our guiding principles, however, have not changed. Values matter. Every student in every classroom deserves high-quality, equitable instruction every day. Science guides smart decisions. Effective teaching and school leadership skills can be learned—and they do influence student achievement.

Like many of you in schools and districts who have shifted to online teaching, learning, and collaboration, McREL is now offering remote consulting, coaching, and professional learning opportunities. We launched this initiative shortly before COVID-19 came into existence, to help more educators engage with us more cost effectively. The pandemic turned this nice-to-have option into a must-have. I'm incredibly proud of our Learning Services team for creating “virtual” classes so promptly, without sacrificing the interconnectedness and supportiveness that have always characterized McREL's “inside-out” approach to professional learning, research, and program evaluation—an approach that puts clients' needs, not our convenience, first.

As always, we stand ready to help you design and implement solutions for improvement and capacity-building, clearing a 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

How can we partner with your school or district in 2020–21? Call us at 800.858.6830, email [info@mcrel.org](mailto:info@mcrel.org), or use the contact form at [mcrel.org/contact](https://www.mcrel.org/contact) to start the conversation.



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

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## Instructional Services and Professional Learning



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.

We're a research-based organization, so you can be assured that 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 in 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.

“*Our annual summer multilingual education symposium went ‘virtual’ for the first time in 2020. Of course we were concerned about the transition, but it was a great success and McREL was a big part of the reason. Jane Hill is a leading expert on language acquisition and her presentation on Classroom Instruction That Works With English Language Learners was just as engaging as if she’d been able to join us in person. 2020–21 is going to be a challenging year but our confidence in meeting students’ needs is increasing daily.*”

—Jennifer Pitt, multilingual program team lead, Houston Independent School District, Texas

“*McREL has given our teachers practical strategies to apply in their classrooms. They model the strategies, give feedback after observing the strategies, and offer suggestions on how to adjust strategies to best fit the classroom teacher and the needs of the classroom teacher and students. I have seen a complete transformation in the lower grades and it is amazing.*”

—Lori Adkins, elementary supervisor, Campbell County Public Schools, Tennessee



## Real-world results

### Raising Achievement and Morale at a “Priority” Elementary School

*Jellico Elementary School, a “priority improvement” school in northeast Tennessee, turned to McREL starting in 2018 to help build teachers’ knowledge, skills, and strategies to consistently deliver high-quality instruction in every classroom, for every student, and to build school leaders’ capacity to plan, enact, and sustain the improvement initiatives long-term. Drawing from Classroom Instruction That Works, McREL’s consultants used on-site and online visits with school staff to deliver training and coaching that helped teachers create more engaging, supportive classroom environments.*

*In addition to the professional learning, principal Kenneth Chadwell began using McREL’s Power Walkthrough app to observe classrooms, note how often their school was using specific instructional practices, and inform follow-up coaching.*

*Student attendance has surged and achievement is following. “Jellico Elementary is one example of what can happen when hard work is combined with the instructional support provided by McREL,” said Lori Adkins, the district’s elementary supervisor.*



## Real-world results

### Improving Processes and Relationships at an Online High School

*As Nevada Virtual Academy High School (NVVA) principal Janine Calhoun can attest, students, teachers, and administrators at online schools have similar needs as their peers in brick-and-mortar schools—plus a few unique ones.*

*“Because we’re virtual, it’s easy for people to become isolated,” Calhoun said. So the school used a federal grant to partner with McREL to put in structures and provide training and coaching that supported professional communication and relationships.*

*McREL developed customized on-site and online sessions for NVVA teachers on how to adopt better routines, ensure greater consistency, develop collegial expertise, and foster shared innovation. “It was never a canned program,” said Calhoun.*

*“Instead it was a lot of conversations with McREL guiding us toward what we would discover to be good for our school.”*

*Another plus was sustainability. “The structures we’ve put in place aren’t dependent on additional funding. That is what will allow us to continue—because McREL provided us a pathway that we can sustain, with good leadership that they’ve helped us get to,” Calhoun said.*

See more McREL success stories at [mcrel.org/success-stories](https://mcrel.org/success-stories)

## NEW! Self-Paced Online Professional Learning

McREL's online professional learning courses will give you practical strategies and guidance—grounded in extensive research and evidence—to make your classroom a lively place of curiosity and achievement.



**Quality Questioning for Student Learning.** Not all questions are created equal. Learn to move past asking simple-response questions in your classroom and begin asking questions that engage every learner, intensify student curiosity, and prompt subject-matter explorations that lead to deeper knowledge acquisition and higher achievement. Get strategies for helping students ask their own great questions of themselves and, during group projects, of their peers.

12–15 hours of PD content

Instructor: Dr. Kris Rouleau, co-author of *Unstuck*, *Learning That Sticks*, and *Curiosity Works*



**Six-Phase Model for Learning That Sticks.** Why don't your students remember *everything* you teach? Knowing a little more about how your students' brains process and store new information can help you create better, more memorable lessons and learning activities. This course provides an introduction to McREL's Six-Phase Learning Model.

12–15 hours of PD content

Instructor: McREL consultant Tonia Gibson, co-author of *Learning That Sticks*

[mcrel.org/learn-online/](https://mcrel.org/learn-online/)



**Instructional Strategies for EL Students.** For English language learners to gain fluency and engage in deeper, more complex learning—and to access future educational and career opportunities—they need to learn and use the higher-level vocabulary and syntax of academic subjects. This course explores good techniques teachers can use (and identifies some old standbys that should really be discarded) for helping students of any linguistic background gain proficiency in academic vocabulary.

**Pursuing Professional Greatness With Self-Reflection.** Join educator and writer Pete Hall for this course on how to use a professional self-reflection process to improve your instructional skills for student success and tackle common instructional challenges. Learn the keys to evolving your teaching, shifting from leading the learning yourself to guiding your students as they become the owners of their learning experiences.

## 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



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



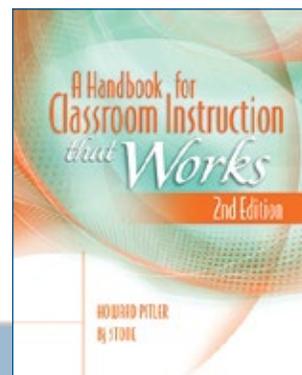
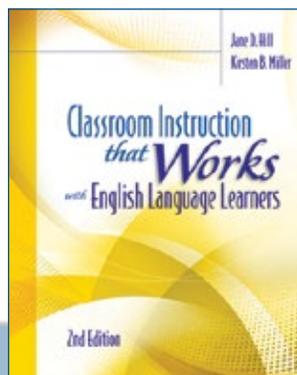
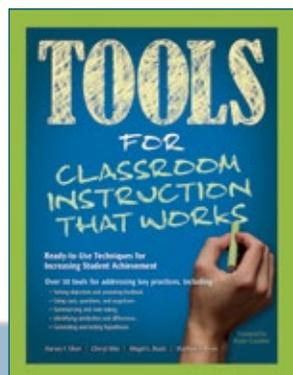
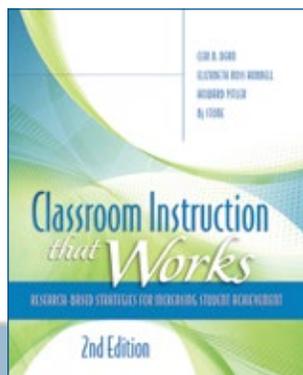
Hybrid (On-site + Online): 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits

**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):**



# INSTRUCTION

## 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



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



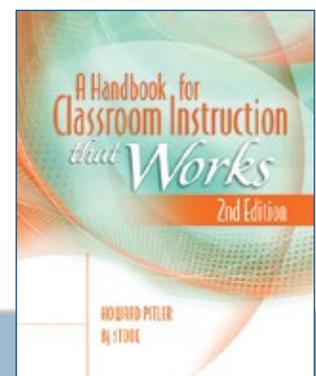
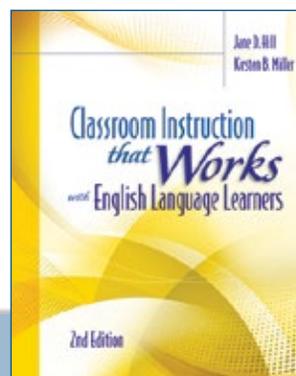
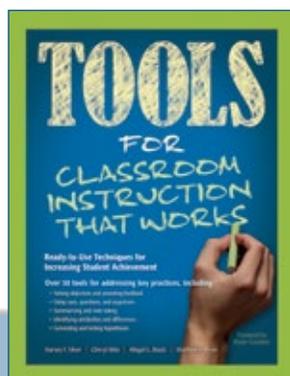
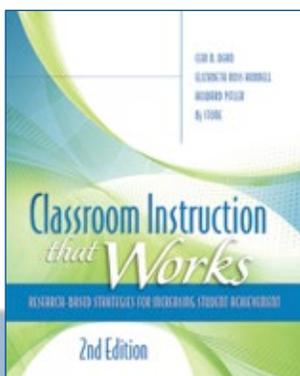
Hybrid (On-site + Online): 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits

**Trainers:** Additional day of training. 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):**



## 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.

### Delivery options:



On-site: 2–3 consecutive days



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

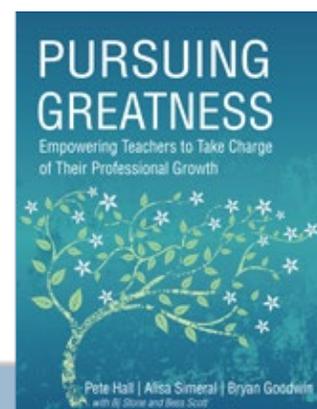
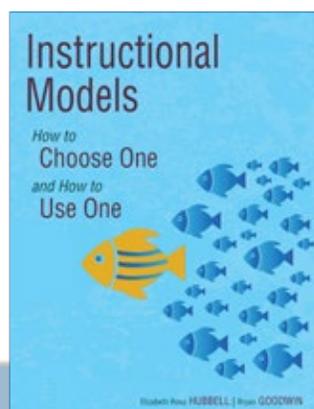
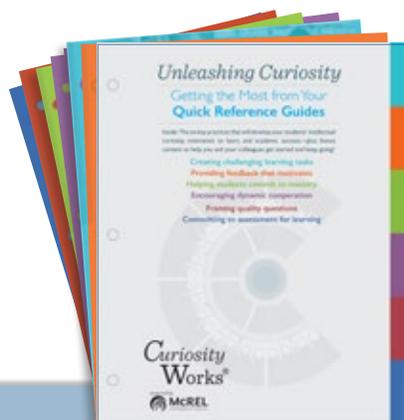


Hybrid (On-site + Online): 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits

**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](https://mcrel.org/contact).

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



# INSTRUCTION

## 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



Online: 3–6 live webinars throughout the year, exclusively for your participants



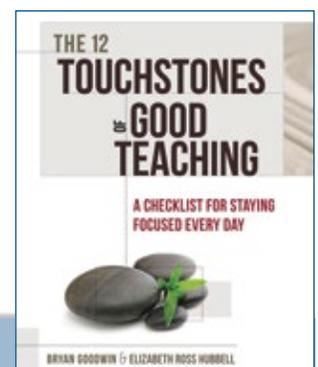
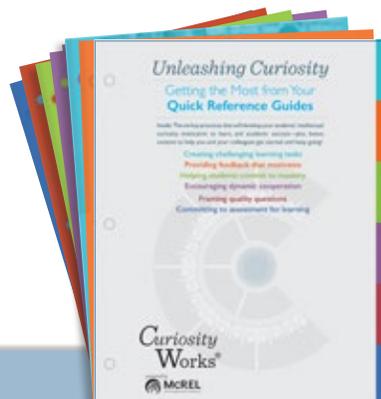
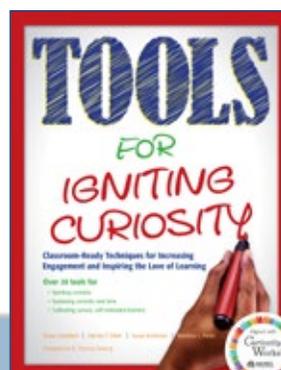
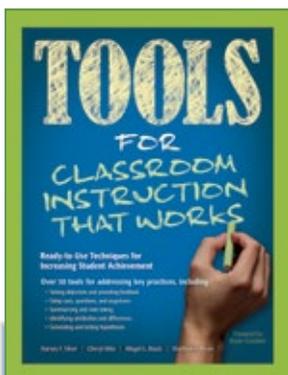
Hybrid (On-site + Online): 3–5 days spread throughout the year, with additional online check-ins and coaching between on-site visits

**Trainers:** 2 additional days of training. 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](https://mcrel.org/contact).

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

### Delivery options:

 On-site  
  Online  
  Hybrid (On-site + Online): Duration depends on scope of work requested.

**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).

## 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.

# LEADERSHIP

## Leadership Services and Professional Learning



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.

*“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. Bringing the same focus to instructional design in the classroom means extending that message of consistency to teachers and students so that everybody's on the same team.”*

*—Bryan Johnson, superintendent, Hamilton County Schools, Tennessee*



Real-world results

## 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.*



Real-world results

## 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."*

See more McREL success stories at [mcrel.org/success-stories](https://mcrel.org/success-stories)

# 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: 2–5 consecutive days



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



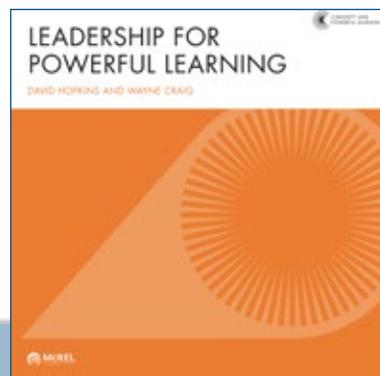
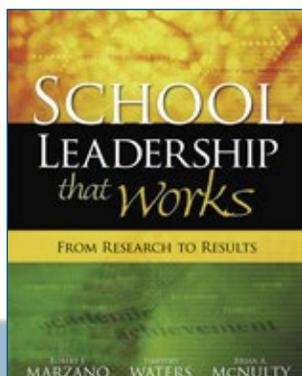
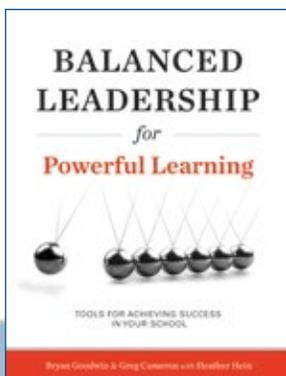
Hybrid (On-site + Online): 3-5 days on-site spread throughout school year, with online check-ins and coaching between visits

**Trainers:** 2 additional days of training. 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](https://mcrel.org/contact).

**Related resources available at [store.mcrel.org](https://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: 2–3 consecutive days



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

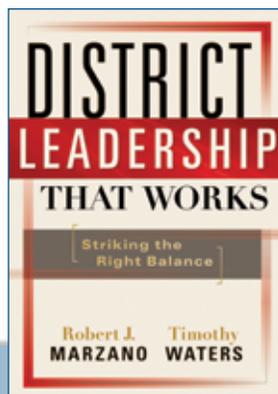


Hybrid (On-site + Online): 3-5 days on-site spread throughout school year, with online check-ins and coaching between visits

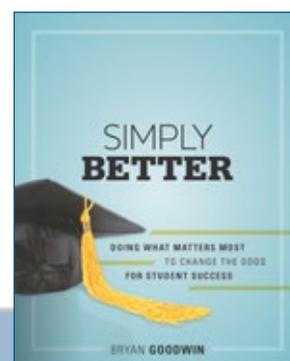
**Cost:** Varies depending on delivery option, location, and level of customization. Contact McREL today for a proposal that fits your needs.

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

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



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



# Q&A: LEADERSHIP

## Q&A With McREL's Kent Davis: Times Change; Good Leadership Endures



Kent Davis, Associate Director

**Q:** How long have you been facilitating professional learning for Balanced Leadership?

**A:** I've just started my 10th year with McREL, teaching and coaching the Balanced Leadership strategies to thousands of principals and district leaders across the U.S. and around the world. Before I joined McREL, I was an assistant superintendent in the Deer Valley School District in Arizona, and I facilitated our in-district workshops for 2–3 years. We were one of the first districts to have administrators trained by McREL to deliver our own Balanced Leadership sessions.

**Q:** What drew you to it?

**A:** *We were a growing district, opening one or two new schools a year. We'd hired dozens of new administrators, principals, and assistant principals and we needed some way to bring everybody together with a common understanding of good, effective leadership principles.*

**Q:** The coronavirus crisis brought sudden change to all schools. Is BL helping leaders adapt?

**A:** *Definitely. The three main components of Balanced Leadership are:*

- 1) Learning to manage change in your school;**
- 2) Develop a purposeful school community that has a shared vision of success and belief that working together you can get there, and**
- 3) Focus your leadership efforts on a small set of initiatives that will make the biggest changes for your students. In each of those component areas, we provide skills and strategies that BL-trained principals can use to support their teachers, students, and families as they shift to online schooling—and as they prepare for the return of traditional schooling.**

**Q:** Why should districts invest in Balanced Leadership?

**A:** *Districts invest a lot of time in developing their teaching staff, which they should. But it's also important to train school leaders so they can better support their teachers and have a greater influence on student achievement. Districts should do everything they can to develop leaders who can inspire and rally their school staff and community around a shared vision and moral purpose for their work, and then initiate and sustain changes that directly, positively impact student achievement. That's what we emphasize in Balanced Leadership.*

**Q:** Do leaders' challenges differ based on demographics or geography?

**A:** *I've worked with leaders from across the U.S. and the Pacific region, schools large and small, rural to urban, and while contextualization differs from place to place, they're all engaged in continuous improvement and trying to help every student have a successful school experience.*

**Q:** McREL has always been about sharing research-based teaching and leadership strategies with all communities, and we're redoubling our commitment to equity. What role does BL play?

**A:** *We have evolved and enhanced BL over the last few years, tightening the alignment between leadership, school improvement, and student learning, with the equity-based goal of making sure that each and every student, on a daily basis, has the experiences, opportunities, and supports to be successful.*

# 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 focused, “less-is-more” 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.

*“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 be more thoughtful about leading change.”*

—Bryan Johnson, superintendent,  
Hamilton County Schools, Tennessee

*“Anyone can collect data. It’s what you do with it to improve instruction that matters.”*

—Hani Youssef, assistant superintendent,  
Simi Valley Unified School District, California

# 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: 2–3 consecutive days



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

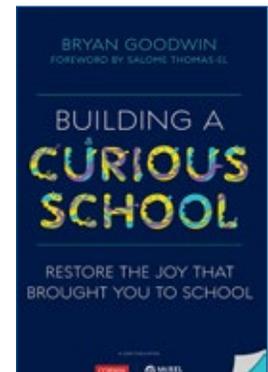
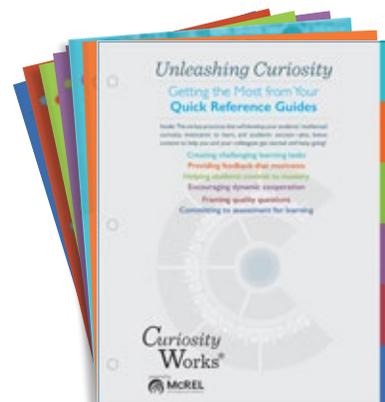
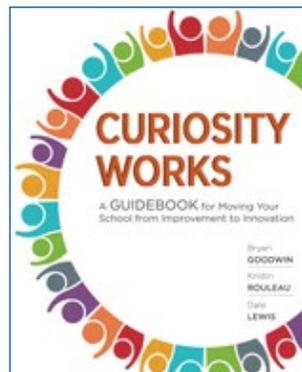
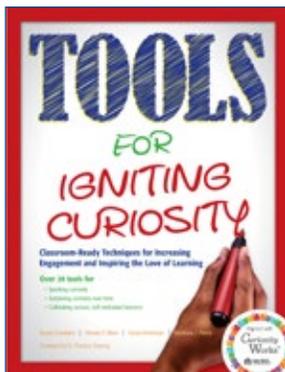


Hybrid (On-site + Online): 3-5 days on-site spread throughout school year, with online check-ins and coaching between visits

**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](https://mcrel.org/contact).

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



# SCHOOL & SYSTEM IMPROVEMENT

## Diagnostic Reviews and Improvement Planning

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

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

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

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

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

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## Implementation Support and Monitoring for Action Plans

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

**Designed for:** Schools and districts.

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

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

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

**Related resource:**



# SCHOOL & SYSTEM IMPROVEMENT

## Power Walkthrough®

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

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

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

### Delivery options:



Online: Power Walkthrough is an online app that works with all mobile devices, laptops, tablets, and desktop computers.

**Trainers:** 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).

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

—Keith Derrick, principal, Royal High School, Simi Valley, California



# PERSONNEL EVALUATION

## 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: 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:



**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).

*“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, superintendent, Sublette County School District #1, Wyoming

# RESEARCH, EVALUATION & DATA ANALYSIS

## Research and Evaluation Services



Professional Learning



Coaching



Consulting



Publications & Resources

Evidence empowers educators to drive positive change. Over the decades, McREL has successfully executed thousands of grants and contracts for research and evaluation work on topics including enhancing teachers' use of formative assessment, increasing STEM workforce readiness, and expanding social equity and awareness.

Our designs and methods highlight the importance of studying interventions. With a broad range of quantitative and qualitative methods at our disposal, we can help stakeholders document what's at stake, what works, and how successful (or not) an intervention has been.

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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



Real-world results

## McREL's ed-tech evaluation 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 that 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.*



Real-world results

## Study finds link between school climate and literacy achievement

*The state department of education in Victoria, Australia, turned to McREL 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: 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 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."*

**See more McREL success stories at [mcrel.org/success-stories](https://mcrel.org/success-stories)**

# Q&A: EVALUATIONS

## Q&A With McREL's Sheila Arens: How Evaluations Aid Decision-Making



Sheila Arens, Research, Evaluation & Technical Assistance Director

**Q:** What types of evaluation does McREL's research team conduct?

**A:** *Lots! We do evaluations for schools, districts, federal agencies, and companies that develop educational resources, like apps for student learning. Some of the types of evaluation we design and run include randomized controlled trials, matched comparison studies, and "qualitative" ethnographic or phenomenological studies.*

**Q:** How do you decide which type meets the client's needs?

**A:** *It starts with immersing ourselves in the product or program under review. Many people are familiar with randomized controlled trials or RCTs, sometimes called "gold standard" studies, and we are happy to conduct them because they produce really solid, persuasive evidence. But they aren't always the right way to go. For a product that's still under development, we would help the client make data-informed decisions to refine their work. We prefer to offer customized approaches, for instance by blending different study types to understand different facets and outcomes of an innovation.*

**Q:** Why is an educational organization offering scientific evaluations anyway?

**A:** *There's no more important question in education than "What works?" Ed-tech is alluring to a district that's under pressure to boost achievement, but it's unrealistic—I would even say unfair—to expect a teacher, principal, or superintendent to assess a company's claims of effectiveness. The federal Every Student Succeeds Act helps by laying out standards for evidence, and we help by showing the company how to generate the right level of evidence for their situation.*

**Q:** What sort of academic and professional background do McREL researchers have?

**A:** *We're a multidisciplinary team. Most of our lead researchers hold doctorates in education, the cognitive sciences, developmental psychology, or inquiry methodology. Our research associates all hold master's degrees. We keep current with research and evaluation trends by attending workshops and presenting and publishing our work. And our staff have a variety of professional passions and interests that they keep up on, such as equity, social justice, and special education, just to name a few. I feel fortunate to work with such an eclectic team—this intellectual diversity helps us meet clients' needs.*

## Literature Reviews, Document Reviews, and Syntheses

Need the lay of the land on a research topic that could influence your organization's strategy? McREL's researchers can put together a synthesis that surfaces the issues you care about while saving your team dozens of hours of reading. Past topics have included 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.

**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.

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## 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.

We help clients assess whether they need a "gold standard" randomized controlled trial or some other design. Likelier than not, we'll customize an approach exclusively for the particular research need, uncovering the data and methods that, ultimately, will have the greatest impact on teacher and student performance.

**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.

*“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 has 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. We also conduct interviews, focus groups, and classroom observations that help school systems gain insight into programs, practices, or processes.

Our staff are skilled in presenting key findings 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.

**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](https://mcrel.org/contact) to discuss your data collection and analysis needs.

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## Instrument or Test Development

McREL has assisted education agencies across the U.S. and in Australia in developing complex measurement and evaluation frameworks.

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. 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.

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

## 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 [mcrelevaleval.tech](https://mcrelevaleval.tech) for a proposal that fits your needs.

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

—VocabularySpellingCity

*“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

# PUBLICATIONS

While most of McREL's publications can be purchased at [store.mcrel.org](http://store.mcrel.org), Amazon, EBSCO, and Barnes & Noble, we also partner with external publishers and some of our titles are available at their respective websites. Ask us about bulk discounts!

## Our newest publications

### Tilting Your Teaching: Seven Simple Shifts That Can Substantially Improve Student Learning

By Glen Pearsall with Natasha Harris

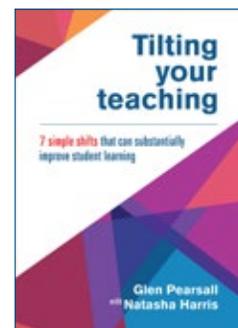
Softcover: \$24.95

Publication date: 2020

ISBN: 978-1-7347820-0-4

Buy now at [store.mcrel.org/catalog/book/tilting-your-teaching](http://store.mcrel.org/catalog/book/tilting-your-teaching)

What if you could keep doing what you're doing . . . but just a tiny bit differently . . . so that student engagement and achievement skyrocketed? Learn about the Simple Shifts and try them in your classroom right away.



### A Teacher's Reflective Impact Journal: Pursuing Greatness Every Day

By Mary Smith, Pete Hall, and Alisa Simeral

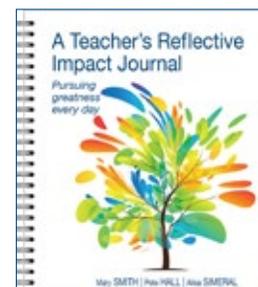
Softcover: \$14.95

Publication date: 2020

ISBN: 978-1-7326994-9-6

Buy now at [store.mcrel.org/catalog/book/teachers-reflective-impact-journal](http://store.mcrel.org/catalog/book/teachers-reflective-impact-journal)

You may be your own harshest critic at times—but you can also be your own best teacher. Filled with quotes to ponder and prompts to organize your thoughts, this is the perfect journal for any teacher who's committed to change from the inside out.



### Building a Curious School: Restore the Joy That Brought You to School

By Bryan Goodwin

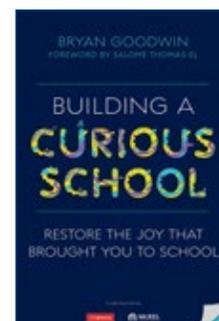
Softcover: \$28.95

Publication date: 2020

ISBN: 978-1-0718139-2-8

Buy now at [store.mcrel.org/catalog/book/building-curious-school](http://store.mcrel.org/catalog/book/building-curious-school)

Curiosity is hardwired in all of us, but the longer students stay in school, the less curious they become. Why is that? Grounded in research, this engaging examination of curiosity shows educators how to intentionally cultivate inquisitiveness and wonder in teaching and learning.



### Learning That Sticks: A Brain-Based Model for K–12 Instructional Design and Delivery

By Bryan Goodwin, Tonia Gibson, and Kristin Rouleau

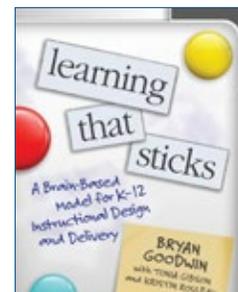
Softcover: \$29.95

Publication date: 2020

ISBN: 978-1-4166291-0-8

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

Unpack the cognitive science underlying research-supported learning strategies so you can sequence them into experiences that challenge, inspire, and engage your students. You'll learn to teach with more intentionality—understanding not just what to do but also when and why to do it.



## 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

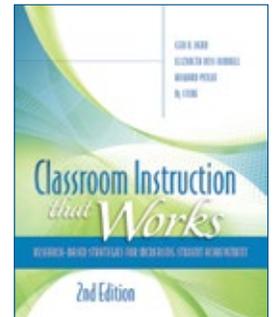
Softcover: \$29.95

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.



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

By Howard Pitler and Bj Stone

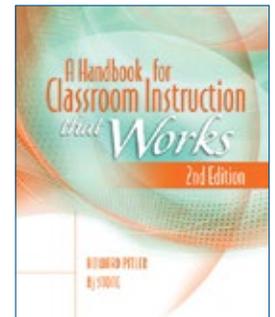
Softcover: \$32.95

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!



# PUBLICATIONS

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

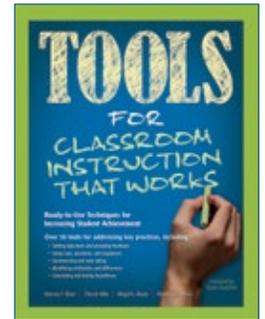
By Harvey F. Silver, Cheryl Abla, Abigail L. Boutz, and Matthew J. Perini

Softcover: \$34.95

Publication date: 2018

ISBN: 978-1-58284-215-8

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



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

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

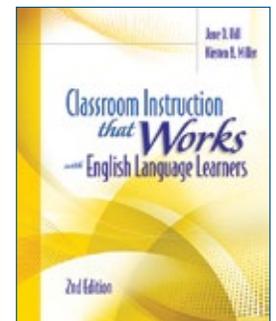
By Jane D. Hill and Kirsten B. Miller

Softcover: \$29.95

Publication date: 2013

ISBN: 978-1-4166-1630-6

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



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

## 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

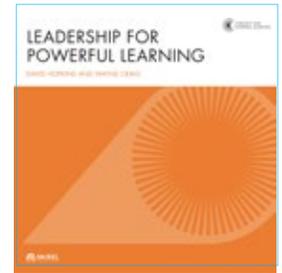
Softcover: \$19.95

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

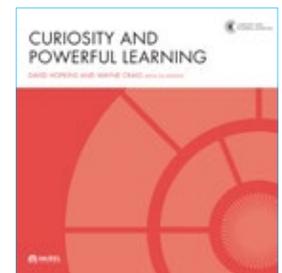
Softcover: \$19.95

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.



# PUBLICATIONS

## The System and Powerful Learning

By David Hopkins and Wayne Craig

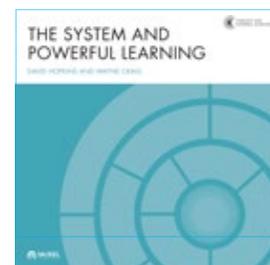
Softcover: \$19.95

Publication date: 2016

ISBN: 978-0-9942653-0-2

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

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



## Curiouser and Curiouser

By John Munro

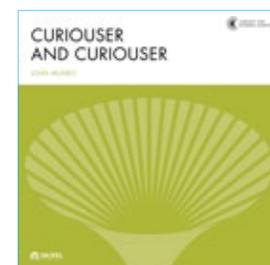
Softcover: \$19.95

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.



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

By David Hopkins

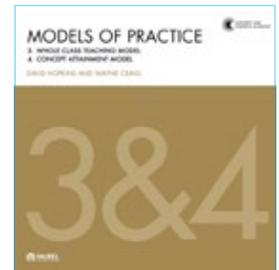
Softcover: \$19.95

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](http://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

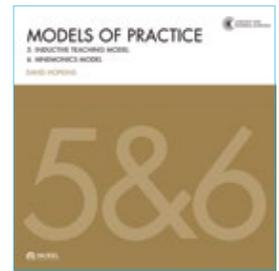
Softcover: \$19.95

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](http://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.



# PUBLICATIONS

## Other Instructional Titles

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

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

Softcover: \$32.95. Kindle: \$27.95. ePub: \$27.95

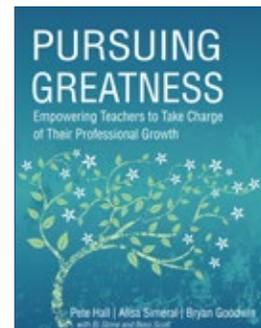
Publication date: 2019

ISBN: 978-1-7326994-5-8

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

You've probably heard that teaching is a journey. So . . . where are you on yours?

That all depends on which challenges you're currently facing. Trying to solve them all at once would lead to disorientation and burnout, so where to start? Self-reflection will help you achieve ever-deeper insights into your own strengths—and ever-better results from your students.



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

By Elizabeth Ross Hubbell and Bryan Goodwin

Softcover: \$23.95

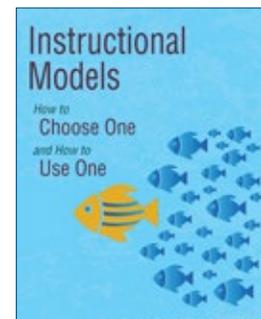
Publication date: 2019

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

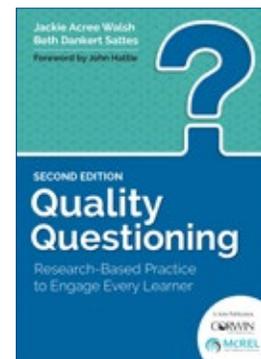
Softcover: \$34.95

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 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



## Leadership and School/System Improvement

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

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

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

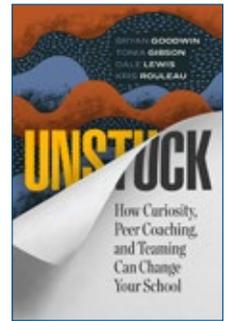
Softcover: \$29.95

Publication date: 2018

ISBN: 978-1-4166-2590-2

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

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



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

By Bryan Goodwin and Greg Cameron, with Heather Hein

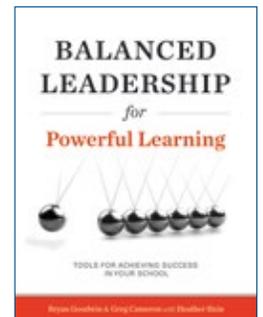
Softcover: \$23.95

Publication date: 2016

ISBN: 978-1-4166-2088-4

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

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



# PUBLICATIONS

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

By Bryan Goodwin

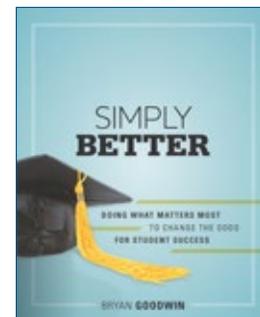
Softcover: \$26.95

Publication date: 2011

ISBN: 978-1-4166-1295-7

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

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



## District Leadership That Works: Striking the Right Balance

By Robert J. Marzano and Timothy Waters

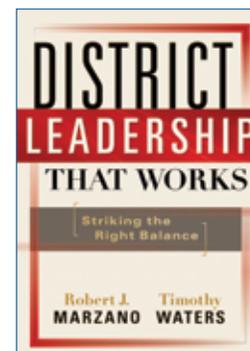
Paperback: \$29.95

Publication date: 2009

ISBN: 978-1-9352-4919-1

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

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



## School Leadership That Works: From Research to Results

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

Print: \$30.95

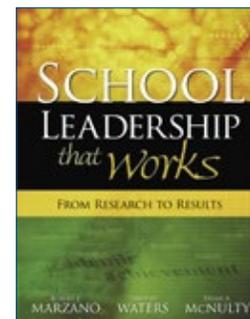
eBook: \$29.99

Publication date: 2001

ISBN: 978-1-4166-0227-9

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

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



## 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

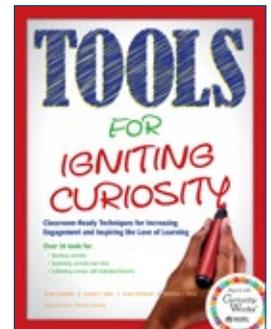
Softcover: \$25.95

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. Combining the research-based insights of curiosity expert Bryan Goodwin with the 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.



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

By Bryan Goodwin

Softcover: \$18.95

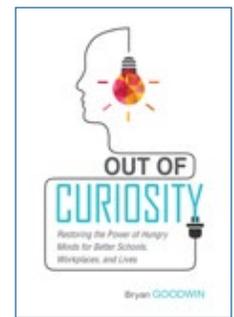
ePub or Kindle: \$17.95

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

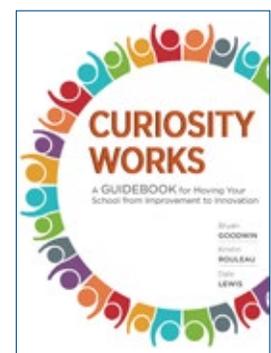
ePub or Kindle: \$23.95

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.



# PUBLICATIONS

## The *Unleashing Curiosity Quick Guide Series*

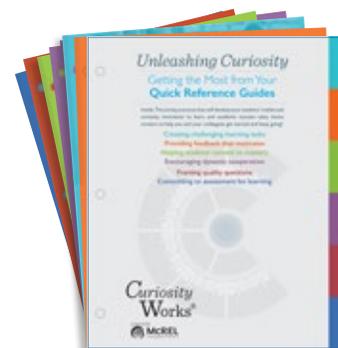
A series of six 8-page instructional guides with key ideas, strategies, and tips for developing your students' intellectual curiosity, motivation to learn, and academic success—plus guidance for professional collaboration and growth. Great for instructional coaches and teacher mentors!

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

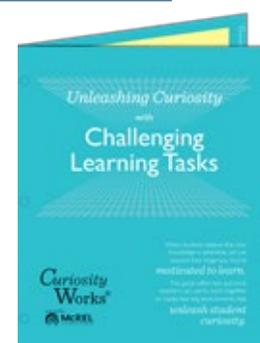
Quick Guide: \$12.95 | 20-pack: \$199.95

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

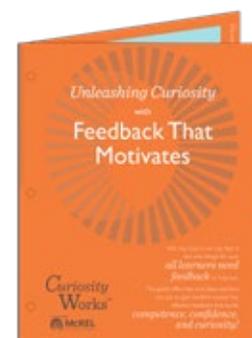
Quick Guide: \$12.95 | 20-pack: \$199.95

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

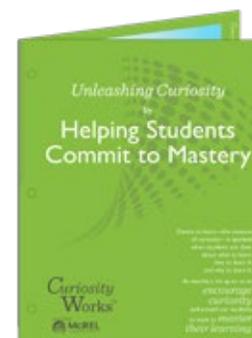
Quick Guide: \$12.95 | 20-pack: \$199.95

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

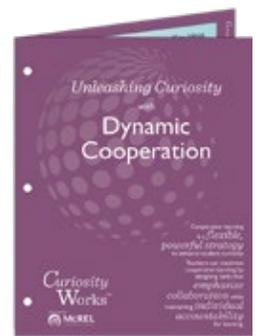
Quick Guide: \$12.95 | 20-pack: \$199.95

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

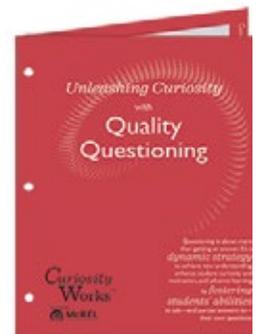
Quick Guide: \$12.95 | 20-pack: \$199.95

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

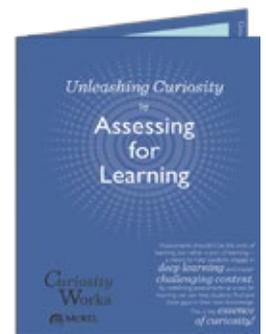
Quick Guide: \$12.95 | 20-pack: \$199.95

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 RESOURCES

## Free Papers and Reports

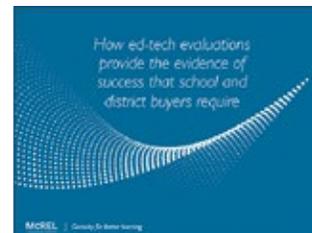
### How Ed-Tech Evaluations Provide the Evidence of Success That School and District Buyers Require

By Faith Connolly, Mathias Smrekar, and Hsiang-Yeh Ho

Publication date: 2020

Download at [mcrelevel.tech](https://mcrelevel.tech)

An introduction to the “tiers of evidence” in the Every Student Succeeds Act and how ed-tech developers can hire an outside evaluator to make the case that their product is effective.



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

By Cheryl Abla 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.



### 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*.



### 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.



# Professional Learning on Your Terms

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