PRODUCTS & SERVICES 2021
helping schools, districts, and education agencies improve outcomes for all students

McREL INTERNATIONAL
Curiosity for better learning
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
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info@mcrel.org

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Professional Learning on Your Terms

You’ve got goals and plans. We’ve got the resources to help you achieve your vision. Together, we can help advance your professional expertise and give your students the learning environment they need to soar.

Contact us at info@mcrel.org to start the conversation and get a flexible, customized PD solution to meet your exact goals, timeline, and budget.

On-site Learning

Online Learning (self-paced and live)

Hybrid Learning

mcrel.org/contact

“McREL actually could see and guide us through some problems of practice even before we did!”
—Rachel Belin, managing partner, Kentucky Student Voice Team

Online, Self-Paced PD Courses!
(see pages 4–6 for details)

Engaging and meaningful online learning for teachers and principals, available when you want it, on these popular topics and more:

- Creating the Environment for Learning
- Managing Change at Schools
- Developing Collective Efficacy
- Creating a Classroom Environment That Supports Student Learning
- Monitoring Implementation of School Initiatives
- Classroom Instruction That Works with English Language Learners
- Six-Phase Model for Student Learning That Sticks
- Quality Questioning for Student Learning
- Nurturing a Positive Learning Environment

mcrel.org/pd/online-courses
Great to see you!

As I write, the vast majority of U.S. schools are gearing up for in-person instruction, McREL consultants are once again traveling to partner schools and district offices, and in-person PD at McREL headquarters in Denver is back on the calendar. 2021–22 isn’t going to be an easy school year, but then again, no school year is easy. What it will be, I’m convinced, is a historic opportunity to build community, skills, and collective efficacy in board rooms and classrooms around the world.

A lot of hard work lies ahead but think of the potential reward: the most effective teaching and learning any of us has ever witnessed. Some of the ways McREL can help:

- Professional learning and coaching for teachers, principals, and system leaders
- Systems for classroom observations, initiative monitoring, coaching, and staff evaluations
- Research, data analysis, and evaluations of programs, grants, and ed-tech products
- School improvement and innovation strategies, technical assistance, and implementation support
- Strategic planning and visioning

How can we partner with your school or district? Call us at 800.858.6830, email info@mcrel.org, or use the contact form at mcrel.org/contact to start the conversation.

Bryan Goodwin, President & CEO
McREL International
www.mcrel.org

“Clarity in communication, time for turnaround, and professionalism were all excellent. Everything produced for this project by the McREL team was high-quality. Team members who I interacted with were friendly, efficient, and patient through periods of transition at my organization.”

—Jaren Smith, program lead, data & learning, Colorado Education Initiative
Explore Our Products & Services

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Instructional Services and Professional Learning

McREL helps teachers, instructional coaches, principals, and other school leaders develop and hone their ability to engage, motivate, and challenge every student at every level, consistently delivering high-quality instruction and deep learning. 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 evidence and analysis of what really works in classrooms to increase student success.

All of our instructional support services are customizable to meet your school’s local context. When we begin working with your school, district, or agency, 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 local strengths, needs, goals, and community. It isn’t just work for us, it’s a genuine mission-driven partnership with you and your team. And whether your students and staff are working in person, remotely, or a mix of both, we can adapt right along with you, providing on-site and online services in a variety of models.

Self-Paced Online Professional Learning

Our online PD courses will give you inspiration, guidance, and practical strategies—all grounded in extensive research and evidence—to make your classroom a lively place of curiosity and achievement. Choose from quick courses with 3–5 hours of content or in-depth courses that have up to 15 hours of learning.

Quick Courses

Creating a Classroom Environment That Supports Student Learning | $39 | 3 hours
Get practical tips and research-based strategies that can help you establish a classroom environment that supports engaged student learning, drawing on key concepts from Classroom Instruction That Works. At the end of the course, you’ll have knowledge and tools to engage students in their learning; help students set high expectations; set quality learning objectives and intentional structures; provide student feedback that reinforces effort and nurtures growth; and create positive relationships with students and families.

Session focus: Teaching Strategies, Classroom Management
Designed for: Teachers, Instructional Coaches & Mentors, PD Leaders

Managing Change at Schools | $39 | 3 hours
Learn key concepts and strategies for successfully initiating, managing, and sustaining important changes in your school or system in order to drive continuous improvement and innovation. This overview course covers the important principles school leaders should know that apply during change processes, such as implementing new policies, procedures, or programs. The course also provides insights on why and how staff can respond differently to change, and gives strategies to help your team process change productively.

Session focus: Leadership Strategies, Change Management
Designed for: Principals, District Administrators, School Leadership Teams

mcrel.org/pd/online-courses
Quick Courses  (continued)

**Developing Collective Efficacy | $39 | 3 hours**

In this short course, you'll learn how to create and strengthen collective efficacy at your school—a shared belief among staff that the work they do together will have a positive impact on students. As you learn more about what collective efficacy is and why it’s important to student learning, you’ll learn how to cultivate trust, empowerment, and collaboration among the teachers and support staff at your school.

**Session focus:** Leadership, School Improvement, High-Performance School Culture

**Designed for:** Principals, District Administrators, School Leadership Teams, Instructional Coaches

**Monitoring Implementation of School Initiatives | $39 | 3 hours**

This brief self-paced course provides principals and other school leaders an opportunity to reflect on and assess their practices for managing, monitoring, and supporting the implementation of school improvement efforts. You’ll learn about the differences between monitoring effectiveness and monitoring implementation, how monitoring implementation supports goal attainment, and the types of data you can collect to track the progress of your initiatives.

**Session focus:** Leadership, Change, School Improvement, Data Process

**Designed for:** Principals, District Administrators, School Leadership Teams, Instructional Coaches, Data Teams

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In-Depth Courses

**Quality Questioning for Student Learning | $129 | 15 hours**

Learn how to better promote your students’ curiosity and deepen their understanding by asking classroom questions that are matched to their learning needs. Key content includes: characteristics of quality questions, cognitive demand and questioning, questions to support learning different kinds of knowledge, matching questions to the stages of learning, and using questioning to support a community of learners.

**Session focus:** Teaching Strategies, Instructional Design

**Designed for:** Teachers, Instructional Coaches & Mentors

mcrel.org/pd/online-courses

**For more information:** Call 800.858.6830 or email info@mcrel.org
In-Depth Courses  (continued)

Six-Phase Model for Student Learning That Sticks | $129 | 15 hours
Using insights from research on memory and learning, this course presents a 6-phase model for student learning and shows how to sequence and present lessons in a way that best aligns with what’s happening inside students’ brains when they’re learning and applying new academic content. Key content includes: basic science of memory formation and recall, 6-phase model for student learning, lesson planning aligned to the 6-phase model, and the role of curiosity in engaging and deepening learning.

Session focus: Teaching Strategies, Instructional Design
Designed for: Teachers, Instructional Coaches & Mentors

Classroom Instruction That Works with English Learners: Student Learning Strategies | $129 | 15 hours
For classroom teachers and EL specialists alike, this on-demand, self-paced course will give you practical information about the five stages of language acquisition and the instructional strategies you can use at each stage to help your students progress toward fluency. You’ll also learn how to use an academic language framework to support your EL students as they learn vocabulary and language structures that are associated with academic content areas. In-depth examples are provided for math, English language arts, and science teachers.

Session focus: EL Teaching Strategies and Instructional Design
Designed for: Classroom Teachers, EL Specialists

Nurturing a Positive Learning Environment | $129 | 15 hours
Learn key insights, reflections, and strategies for creating a positive, empowering classroom environment that supports higher levels of student learning. Using a process of self-reflection from the McREL book Pursuing Greatness, this course will help you address four common challenges related to creating a positive learning environment and help you empower students to fully engage in and own their learning experiences.

Session focus: Instructional Strategies, Professional Self-Reflection
Designed for: Teachers, Instructional Coaches, PD Leaders

mcrel.org/pd/online-courses
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.

Our Classroom Instruction That Works professional learning sessions help participants understand the “what, why, how, and when” of using each of the nine CITW categories of instructional strategies for maximum effect on student learning. CITW 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

In our PD sessions, teachers 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 for in-classroom and online learning 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, or use McREL’s contact form at mcrel.org/contact. Also consider our new online learning experience: See pp. 4–6.

**Related resources available at store.mcrel.org:**
Classroom Instruction That Works with English Learners

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

The Classroom Instruction That Works with English Learners professional learning sessions give teachers knowledge and applicable strategies regarding the stages of second language acquisition and their implications for instruction. The sessions also demonstrate how to engage English learners in the classroom and cover 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 EL Lens.** Experience hands-on practice with reading strategies, while viewing them through an EL lens to see what is different about teaching EL students.
- **Academic Conversations in the Content Areas.** Practice academic talk aligned with content to fully appreciate its powerful connection to the oracy-literacy relationship.

**Designed for:** Classroom teachers with EL students in their class, EL specialists, principals, and central office EL leaders. **Customizable:** Sessions can be contextualized for in-classroom and online learning 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, or use McREL’s contact form at mcrel.org/contact. Also consider our new online learning experience: See pp. 4–6.

**Related resource available at store.mcrel.org:**

![Classroom Instruction That Works](image1.png)
![Tools for Classroom Instruction That Works](image2.png)
![Classroom Instruction That Works](image3.png)
![A Handbook for Classroom Instruction That Works](image4.png)
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 professional learning sessions, 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 that employs cognitive science to help teachers design deep learning experiences for students.

**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, or use McREL’s contact form at mcrel.org/contact. Also consider our new online learning experience: See pp. 4–6.

Related resources available at store.mcrel.org:
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, or use McREL’s contact form at mcrel.org/contact. Also consider our new online learning experience: See pp. 4–6.

**Related resources available at store.mcrel.org:**

“"Our teachers became more mindful, intentional, and collaborative, and our students came to be active participants in their own learning. Classroom Instruction That Works has been the game changer, bringing our school community to speak the same language and move forward in one rhythm. It works!""

—Joni Serisola, assistant principal, George Washington High School, Guam
Q&A: The Six-Phase Model for Learning

The unprecedented challenge of 2021–22 will be recovering from the unprecedented challenges of 2019–20 and 2020–21. Fortunately, teachers who have a working knowledge of cognitive science head into the year well equipped. Bryan Goodwin and Tonia Gibson, co-authors of Learning That Sticks, share how McREL’s Six-Phase Learning Model can help any teacher, of any student, in any learning environment.

What are the six phases?

**Bryan:** Because our brains filter away most inputs, information needs to claw its way through several obstacles to be retained, accessed, and analyzed. Teachers can take certain actions to aid this process if they know the phases: become interested in learning; commit to learning; focus on new learning; make sense of learning; practice and reflect on learning; and extend and apply learning.

**Do these phases apply equally in online and in-person learning?**

**Bryan:** The tactics differ, but every student regardless of setting needs to experience all six to master their learning.

**Tonia:** One district team I began working with during the pandemic has had success learning about and applying the phases of learning to begin reimagining the way they plan for student learning.

A small team of teacher leaders conducted their own virtual professional learning about the six phases, then identified how they could apply their own new knowledge to improve their classroom planning. They have been developing standards-aligned units of learning for online, hybrid, or face-to-face use using the six phases, and have shared some interesting observations about not only their students’ learning, but their own.

When teachers pay attention to the six phases, students can experience learning in a way that not only makes logical sense but allows them to connect to the subject matter and scaffold their learning over time, giving them the best opportunity to make their learning stick in long-term memory.

**Bryan:** That’s great to hear! I’ve been presenting the model to educators all over the world and they’re looking forward to results just like these.

Like everything in education, implementation is key, isn’t it?

**Tonia:** Absolutely. In writing Learning That Sticks with our colleague Kris Rouleau, we identified specific actions that teachers and students can take to make each phase happen, and Bryan later followed up with a blog series showing how to adapt these actions for online learning.

Give us an example?

**Bryan:** I’ll give you two. In the “become interested” phase, teachers need to skillfully use questioning to activate prior knowledge, reveal gaps in knowledge, and show the way forward to filling those gaps. In the “extend and apply” phase, performance assessments offer opportunities to demonstrate mastery.

**Tonia:** Performance assessments aren’t necessarily easy to design or implement—they’re not intended to be—but as someone who has developed and implemented them all the way from kindergarten to 8th grade, I can attest they’re certainly a lot more engaging and purposeful for everybody involved than a traditional summative assessment.

Parting thoughts on the learning model?

**Tonia:** It all comes back to curiosity—students being curious about their own learning and progress, and teachers being curious, wanting to know more about how they can best meet the needs of their students using evidence-based strategies.

**Bryan:** Schools inadvertently do things that suppress curiosity, and too many kids tune out the longer they spend in school. But brain science shows there are clear ways to keep curiosity building for a lifetime.
Leadership Services and Professional Learning

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.

Leadership Coaching

Do you need every leader in your school or district to work together toward a shared vision of effectiveness? 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, or use McREL’s contact form at mcrel.org/contact for a proposal that fits your needs.

For more information: call 800.858.6830 or email info@mcrel.org
Balanced Leadership for Student Learning™

What makes an effective principal and school leader? What’s the best leadership style to help make schools better for all students? McREL’s research and analysis on effective schools discovered a set of specific leadership behaviors and actions that help students learn more and help teachers and staff increase their collective efficacy. We used this evidence base to create Balanced Leadership® and help more than 20,000 principals across the U.S. and around the world gain this knowledge and improve their leadership skills.

Now thoroughly updated and redesigned, the new Balanced Leadership for Student Learning helps leaders learn the key actions and responsibilities of school leadership—and, more importantly, how, when, and why to enact them in their schools to increase student learning and school success.

Our Balanced Leadership for Student Learning 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 learning, and uniting your school community with a shared vision of school success.

- **Manage change well**—understanding how to create positive demand for change and skillfully steer through the challenges associated with making changes to procedures, programs, and policies for improvement.

- **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:**

- Hybrid (on-site + online): 4 days on-site spread throughout the school year, plus virtual check-ins and coaching

**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, or use McREL’s contact form at mcrel.org/contact. Also consider our new online facilitator renewal.

**Related resources available at 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 learning, 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 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, or use McREL’s contact form at mcrel.org/contact.

**Related resource available at solutiontree.com:**

**Related resource available at store.mcrel.org:**
School & System Improvement Services

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 that each and every student receives a great school experience.

Our expert consultants—who are former principals and administrators themselves—help our school, district, and agency clients think strategically about continuous improvement and innovation, finding the root causes of challenges and identifying areas for quick wins and long-term growth. We take an assets-based, bright-spots approach, identifying and building on what your school or system already does well, and developing your team’s internal capacity to sustain improvement over time.

Drawing on insights from proven principles of improvement science and change management, we’ll collaborate with your team to contextualize strategies and resources, listening to your challenges and needs and understanding your vision for success. From there, we’ll fine-tune a plan to support your specific goals.

Curiosity Works® for School Improvement and Innovation: Overview

This one-day introduction session provides school leaders with an overview of our Curiosity Works School Improvement and Innovation approach. In this session, participants will:

• Learn about what makes a Curiosity Works approach to school improvement and innovation different from other approaches, and why it is worth considering for their school(s).
• Learn why curiosity is an important lever for learning and how to cultivate it in teachers, leaders, and learners.
• Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach.
• Learn to look for and leverage bright spots through an instructional rounds process.
• Learn about and explore one of the Curiosity Works Improvement Pathways.
• Discover the power of peer coaching for school improvement.
• Practice using an initiative planning template to articulate next steps for improvement.

Designed for: PreK–12 school and district leadership teams.

Delivery Options: 1 day of face-to-face professional learning. Each participant will need the text, Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation, which can be purchased directly from McREL at a 20% discount off list price.

Cost: $8,300 for up to 40 participants.

Schedule now: Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact.
Curiosity Works for School Improvement and Innovation: Getting Started

Two days of professional learning to support school and district leadership teams as they learn about and plan for action using a Curiosity Works approach to school improvement. Through this professional learning, teams will:

• Learn why curiosity is an important lever for learning and how to cultivate it in teachers, leaders, and learners.
• Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach.
• Return to their core purpose, articulating and strengthening their school’s core values, mission, and vision.
• Engage in a data review process that focuses on bright spots as well as areas for growth, resulting in a self-assessment of a school’s position along the five Curiosity Works Improvement Pathways that are grounded in our What Matters Most Framework.
• Establish a focus for improvement or innovation and identify high-leverage strategies for action.
• Draft a plan to support peer coaching as a professional learning structure.
• Understand the importance of monitoring change for the organization and for individuals.
• Identify leadership actions to support implementation of a school’s change initiatives.
• Create a plan of action to begin a Curiosity Works approach to school improvement.
• Learn about and practice using 16 different tools to support their school improvement journey.

Designed for: PreK–12 school and district leadership teams.

Delivery Options: 2 consecutive days of face-to-face professional learning. Each participant will need the text, Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation, which can be purchased directly from McREL at a 20% discount off list price.

Cost: $12,800 for up to 40 participants.

Schedule now: Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact.

Related resources available at store.mcrel.org:
Data-Driven Decision-Making Through Collaborative Teaming

Collaborative teacher teams such as professional learning communities offer a structure to promote shared leadership in a school as well as a process for establishing a schoolwide culture based on a common vision of collaboration, collective inquiry, learning, and mutual trust. Use of collaborative teams as a strategy for improvement is built on the premise that collaborative team members increase their individual capacity for improving instruction through their work on the team. In this series of workshops, school-based collaborative teams will focus on developing and implementing the structures, data-use processes, and research-based practices that are characteristic of highly effective teams focused on improving outcomes for students.

**Designed for:** PreK–12 teachers and leaders.

**Delivery options:** 6 days (three 2-day face-to-face sessions for one or two school sites); and six 1-hour virtual sessions for ongoing support.

**Cost:** $37,000 for up to 40 participants, including face-to-face and virtual sessions.

**Schedule now:** Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact.

Developing Collaborative Team Structures and Processes

When undertaking the implementation of any initiative involving team collaboration, team structures and processes play a key role in the overall efficacy of the framework. These often-overlooked structures are the flywheel that ensures a cohesive, seamless system of support can be developed. It is crucial that leaders establish a vision for each team as well as how they function and communicate, ensuring that roles are clearly defined. To function at their best, teams need agreed-upon norms, decision-making processes, schedules, and documentation procedures. This workshop sets in motion the development of these structures and processes to establish a solid foundation for collaborative teams and work.

**Designed for:** School leaders and teacher leaders.

**Delivery options:** 1 day of face-to-face professional learning.

**Cost:** $7,400 for up to 40 participants.

**Schedule now:** Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact.

“I absolutely loved the various modes of learning to stimulate and engage us throughout the PD. Bryan Goodwin and Tonia Gibson were incredibly engaging to listen to.”

—Participant feedback from Learning That Sticks online PD course
Power Walkthrough®

More than 1.4 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:**

- 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, or use McREL’s contact form at mcrel.org/contact.
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, or use McREL's contact form at 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, or use McREL's contact form at mcrel.org/contact.

**Related resource:**

McREL POWER WALKTHROUGH®
youtu.be/_gwNPCtVKK0

**For more information:** call 800.858.6830 or email info@mcrel.org
Q&A: Starting the School Year With Vision and Purpose

All educators know that the school year doesn’t start when the calendar says it does. Months of planning set the stage for success, and McREL’s executive director of learning services, Dr. Kristin Rouleau, says this prep time ought to include some hard (but fun!) thinking about every school’s values, purpose, and mission.

There’s so much to do before students arrive, is there really time for a philosophical discussion?

Kris: There has to be. And not just one discussion. The profound reasons for teaching need to be embedded into everything we do, so that we don’t get ground down by the busy work that awaits us all, but instead remember that it’s all a means to an end.

Talking about values, purpose, and mission can boost morale?

Kris: It sure can. In fact, I don’t see how you can have a happy, high-functioning team without those shared ideas.

Walk us through the terminology then.

Kris: We go deeper into this in Curiosity Works, which I co-wrote with Bryan Goodwin and Dale Lewis in 2018. We identified six phases to continuous improvement. The middle stages are the ones that most people probably associate with running a school: focus on teaching and learning; support professional learning and collaboration; and embed consistent, deep practice.

That covers a lot of ground.

Kris: Yes, and if you mastered all of that, you would have a tolerably well-functioning school—superficially, at least. It’s the phases that come before and after that I like to draw people’s attention to.

And they are?

Kris: On the front end, create hopeful urgency and chart a course. And on the back end, build a purposeful community. These have little to do with covering content or analyzing student performance data—that’s for the middle phases. Creating hopeful urgency has to do with envisioning a future that is within reach but doesn’t yet exist—it’s about setting goals and creating a way to reach them. It’s fundamentally an act of imagination, and you have to be purposeful about it because otherwise the natural tendency is to focus on whatever challenge is in front of us right now.

And this is a building-level function?

Kris: Absolutely! Even if you’re a district school without formal self-governance, who better to lead the team than the team itself?

To jump ahead, what’s building a purposeful community?

Kris: Studies keep showing this, and we’ve all seen it anecdotally by comparing notes with colleagues: Two schools can have virtually identical curriculum, teacher experience, and student demographics, yet very different results. What’s the difference? It’s leadership, it’s culture, it’s school climate, it’s collective efficacy. Leadership is second only to teaching in influencing student achievement. Collective efficacy is also highly correlated with student achievement. That’s the belief that the entire team works better together—in large part because they’re working together.

Merely believing you’re good doesn’t make you good.

Kris: Nope, and not for a second would I suggest that any of this is effective in the absence of strong academics. When you add values, purpose, and mission to the academics, that’s when a school can really excel.
Teacher and Leader Evaluation Services

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, helping them reach their full professional potential. Available frameworks include:

- **CUES Teacher Evaluation.** The CUES (Content, Understanding, Environment, Support) framework contains 23 rating elements based on McREL’s research into effective instruction and professional teacher practice. It 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:**

- PowerSchool
- HARRIS School Solutions
- USATLE
- Standard For Success

**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, or use McREL’s contact form at mcrel.org/contact.

"McREL has been a huge help in converting an often big, vague idea into specific action steps that we can implement."

—Jason James, assistant principal, Jellico Elementary School, Tennessee

For more information: call 800.858.6830 or email info@mcrel.org
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.

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 conversations with stakeholders. Needs assessments point the way to potential policy changes or other next steps.

McREL staff also have extensive experience articulating program elements and their presumed connections to intended outcomes. We collaboratively develop logic models or theories of change with key stakeholders that depict how the context, assumptions, and critical ingredients of a policy, program, or intervention are logically connected to short- and long-term outcomes. These logic models can then be used to consider changes to the policy, program, or intervention to strengthen the connections to the outcomes as well as to guide research or evaluation about the policy, program, or intervention.

Schedule a free initial consultation now: Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact for a proposal that fits your needs.

“McREL helped us put in structures and systems that never existed. We needed concrete ways of doing things.”

—Janine Calhoun, principal, Nevada Virtual Academy High School
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 explores 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, or use McREL’s contact form at mcrel.org/contact for a proposal that fits your needs.

Research Design and Delivery

Through a collaborative process with our clients and their stakeholders, McREL’s researchers and evaluators create detailed plans that include identifying study questions, specifying and executing data collection (methods, informants, analytic approach), articulating appropriate analytic approaches, and creating timelines for reporting findings. Senior-level McREL staff have advanced training in, and a deep understanding, of research design and how to use different inquiry approaches to best address the research questions at hand.

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—one that has the greatest chance of detecting impacts on the outcomes of interest (such as teacher and student performance) and that meets the evidence requirements of the client.

Schedule a free initial consultation now: Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact to discuss your research study needs.
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 assessment 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, or use McREL’s contact form at mcrel.org/contact to discuss your data collection and analysis needs.

Instrument or Test Development

McREL has assisted education agencies in the U.S., Australia, and the Pacific 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 scrutinize each research question being asked that requires an assessment instrument 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, or use McREL’s contact form at mcrel.org/contact to discuss your instrument needs and goals.
Ed-Tech Evaluation

Schools and districts searching for improved outcomes often turn to ed-tech products and programs that promise to personalize learning, better engage students, and improve academic outcomes; educators are often 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, contact McREL.

Schedule now: Call 800.858.6830, email info@mcrel.org, or use our new ed-tech contact form at mcreleval.tech for a proposal that fits your needs.

Research and Evaluation Coaching

Do you need support in understanding how you can assess the outcomes of policy decisions or interventions? Or to simply be better informed consumers of research? We’re here to help.

With customized coaching and support from McREL, you’ll benefit from our experience coaching educators on methods of inquiry that will allow them to not only identify the critical ingredients that underlie their policies and programs, but also conduct their own evaluations of their policies or interventions. Armed with this knowledge, educators have improved capacity to conduct studies or to have improved understanding of the research or evaluation work they encounter.

Schedule now: Call 800.858.6830, email info@mcrel.org, or use McREL’s contact form at mcrel.org/contact for a proposal that fits your needs.
Q&A: Evaluating Mental Health Programs

With stressors on children multiplying, schools are putting a lot of thought into mental health programming—and McREL is putting a lot of thought into how evaluators can help such efforts improve and thrive. Dr. Lisa M. Jones (left) and Susan Shebby (right) explain.

The pandemic has brought mental health issues to the forefront of people’s minds. What have you been observing?

Lisa: Students forced to learn content virtually experienced grief and loss from the daily relationships they had with teachers and other students. Traditional rites of passage like prom and in-person graduation were absent. Then, when schools started in-person learning in the fall, children were frequently disrupted by switching between in-person and virtual learning. Kids like and need consistency and structure, but during the pandemic everything shifted, which has contributed to serious mental health issues. Student suicides across elementary, middle, and high school ages increased during this time.

Mental health concerns among students isn’t an entirely new phenomenon though, is it?

Susan: Columbine in 1999 was a watershed because it launched a national conversation on bullying and its effects on mental health. Interest in school-based mental health supports increased and more funding sources became available. The Substance Abuse and Mental Health Services Administration began making grants to state education departments under Project AWARE (Advancing Wellness and Resilience in Education) to increase awareness about mental health and provide mental health and substance abuse programs and services.

You’re evaluators, not practitioners. What’s your role?

Lisa: Evaluation might sound like a dry, behind-the-curtain activity where folks sit behind computers and crunch numbers to decide whether a program is good or not. But that isn’t how we view our work. We embed ourselves with our partners and become part of their teams, listening to them and offering guidance on exploring different ways to understand what makes a program work well. We co-design strategies to make sure our clients can demonstrate how mental health supports are effective for students and how they indirectly contribute to helping students succeed academically. We have clients who ask us for ideas on the best way to hear what parents and other community members think about mental health and how aware they are of services kids can get in schools.

Susan: Both of us previously worked in classrooms and district offices, and we know the rhythms of school life, which is useful. In our role as external evaluators, we use this perspective to have challenging conversations because we can collect data without disrupting the real reason why kids and adults are in the building: teaching and learning. Now that we’re external evaluators, we offer a different perspective and have challenging conversations about areas that might need changing. We might discover situations that prevent our clients from realizing their goals. That critical eye can help them examine and refine areas that need strengthening.

Lisa: We can also sit by their elbow and help them conceptualize how the programs and services they offer lead to outcomes they desire. We take a systems approach in helping program leaders make sure that what they are doing will actually lead to what they envision for students. For example, lots of schools are introducing social-emotional learning curricula. Our question is: Why? Will it improve behavior, if that is the issue? If so, how will it change behavior?

You mentioned co-designing strategies. It sounds like the evaluation function can go beyond merely assessing something that somebody else has built.

Susan: Definitely. We help them think through their specific needs and possible ways to meet those needs. We help clients define goals and milestones and then work together to build tools to identify successes and improve implementation. We also provide them with resources such as published research studies, policy briefs, and real-time data that help guide district leaders’ decisions about specific programs and interventions.

Lisa: Everything we do is based solely on the needs and the context of the communities we serve. We don’t offer one-size-fits-all boilerplate solutions for our partners. We need to know them and we use our professional experience to help them do their jobs and serve our kids.
McREL’s publications provide insights and advice based on analysis of what works in education. While most of our titles can be purchased at 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. If purchasing multiple copies for your school team, contact us at store@mcrel.org to learn about volume discounts and placing purchase orders.

Our newest publications

Tilting Your Teaching: Seven Simple Shifts That Can Substantially Improve Student Learning
By Glen Pearsall with Natasha Harris
Softcover: $24.95
Buy now at store.mcrel.org/catalog/book/tilting-your-teaching
Here’s the book for every teacher who feels this close to excellence in the classroom. 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.

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
Buy now at 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.

A Teacher’s Reflective Impact Journal: Pursuing Greatness Every Day
By Mary Smith, Pete Hall, and Alisa Simeral
Softcover: $14.95
Buy now at 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. Develop reflective habits to help you focus on your goals, improve what needs improving, and celebrate what you’ve gotten right. 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
Buy now at 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? Learn about the many subtle ways formal education seems to hinder our natural curiosity and how rekindling a sense of wonder in schools can prime the pump for learning, foster a culture of engagement, grow better educational leaders, and prepare students and staff to lead more fulfilling lives.

For more information: call 800.858.6830 or email info@mcrel.org
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
Buy now at 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 21st-century skills. Learn how to select the teaching techniques that will work best in your classroom to heighten engagement and deepen understanding with your students.

A Handbook for Classroom Instruction That Works (2nd ed.)
By Howard Pitler and Bj Stone
Softcover: $32.95
Buy now at store.mcrel.org/catalog/book/handbook-classroom-instruction-works

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

Tools for Classroom Instruction That Works: Ready-to-Use Techniques for Increasing Student Achievement
By Harvey F. Silver, Cheryl Abla, Abigail L. Boutz, and Matthew J. Perini
Softcover: $34.95
Buy now at 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.
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

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.

The Curiosity and Powerful Learning Series

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
Buy now at 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.

Curiosity and Powerful Learning

By David Hopkins and Wayne Craig, with Oli Knight

Softcover: $19.95
Buy now at store.mcrel.org/catalog/book/curiosity-and-powerful-learning

This manual introduces four Whole School Theories of Action that create and maintain the conditions in which teachers can flourish and six Teacher Theories of Action that link specific teaching strategies with curiosity-driven learning.

The System and Powerful Learning

By David Hopkins and Wayne Craig

Softcover: $19.95
Buy now at store.mcrel.org/catalog/book/system-and-powerful-learning

This manual takes a wide-angle view of the Powerful Learning School Improvement Strategy 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
Buy now at store.mcrel.org/catalog/book/curiouser-and-curiouser

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 1 & 2: Cooperative Group Work and Synectics

By David Hopkins
Softcover: $19.95
Buy now at 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, synectics, 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
Buy now at store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-3-4

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
Buy now at store.mcrel.org/catalog/book/curiosity-and-powerful-learning-models-practice-5-6

Model 5, inductive teaching, encourages students to build, test, and use categories. It nurtures logical thinking and supports students to process information effectively. Model 6, mnemonics, assists students to master large amounts of information and to gain conscious control of their learning processes.
Other Instructional Titles

Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth
By Pete Hall, Alisa Simeral, Bryan Goodwin, Bj Stone, and Bess Scott
Softcover: $32.95 | Kindle: $27.95 | ePub: $27.95
Buy now at 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
Buy now at store.mcrel.org/catalog/book/instructional-models
Explore the variety of instructional models available to today’s educators and learn how they can unite teachers and students in identifying—and achieving—classroom goals.
Download a free excerpt and white paper! Visit 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
Buy now at 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.

The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day
By Bryan Goodwin and Elizabeth Ross Hubbell
Softcover: $28.95
Buy now at store.mcrel.org/catalog/book/12-touchstones-good-teaching
What are the 12 simple but essential things you can do every day to deliver high-quality instruction and positively impact student outcomes? In addition to identifying the 12 touchstones, the authors also define three key imperatives for quality teaching and learning—be demanding, be supportive, and be intentional—and offer strategies for integrating them into classroom practice.

For more information: call 800.858.6830 or email info@mcrel.org
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
Buy now at store.mcrel.org/catalog/book/unstuck

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
Buy now at store.mcrel.org/catalog/book/balanced-leadership-powerful-learning

This book shares how a balanced approach enables more effective implementation of the fundamental components of leadership: establishing a clear focus on what matters most for the entire school; managing the challenges associated with change to sustain improvement efforts; and creating a committed, purposeful, and positive community of teachers and staff.

Simply Better: Doing What Matters Most to Change the Odds for Student Success
By Bryan Goodwin
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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.
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Assessment can accomplish so much more than assigning a grade! It can deepen the bonds of trust and shared commitment between teacher and student—and among students—helping the class see that when it comes to mastering content, they’re all in it together. Using this guide, teachers can transform assessment from a chore to an integral and exciting aspect of learning.
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