Using Databases and Clearinghouses

Office of Continuous Improvement and Support

Last Updated: September 2019
Agenda

- Evidence-based Practices under ESSA
- Clearinghouse Pros and Cons
- Accessing Academic Databases
- Best Practices for Searching Databases
Objectives

- By the end of this webinar, participants will be able to:
  - describe the pros and cons of using clearinghouses to find information about new interventions and strategies, and
  - explain the best practices for using academic databases to find useful research.
Evidence-based Practices

- A requirement for school improvement efforts and certain federal funds.
- Encourages the use of tested and proven best practices in classrooms and schools.
Evidence-based Practices, Continued

- For more detailed information, please review the other webinars in this series:
  - Evidence-based Interventions: Overview
  - An Introduction to Study Design
  - Understanding Education Statistics
- Visit KDE’s Evidence-based Practices website.
Clearinghouses

A User Friendly Option
What is a clearinghouse?

- Provide independent evaluation of programs, strategies, and interventions.

- Common clearinghouses include:
  - What Works Clearinghouse (WWC)
  - Evidence for ESSA
  - The Campbell Collaborative

- View KDE’s running list of clearinghouses
Clearinghouse Pros and Cons

**PRO**
- Synthesize research into user friendly reports.
- Include tools that support easy filtering and ranking.
- Widely available and free to use.

**CON**
- Not comprehensive.
- Have varying standards of quality.
- May include reviewer bias or reflect organizational motives.
Clearinghouse Best Practices

- Look to see if research is cited.
- Critically read commentary and scan for bias.
- Pay careful attention to the scope and methods of implementation.
- Review reports from multiple clearinghouses.
Welcome to the What Works Clearinghouse

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question "What works in education?" Find more information about the WWC.

Highlights


Quick Links

- Intervention Reports
- Practice Guides
- Reviews of Individual Studies

Connect With the WWC
<table>
<thead>
<tr>
<th>Evidence of effectiveness</th>
<th>Intervention</th>
<th>Grades examined</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Literacy Express</td>
<td>PK</td>
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<tr>
<td></td>
<td>Phonological Awareness Training</td>
<td>PK</td>
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<td></td>
<td>Knowledge is Power Program (KIPP)</td>
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<td>Reading Recovery®</td>
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<td>READ 100®</td>
<td>4-10</td>
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<td></td>
<td>Sound Partners</td>
<td>K-1</td>
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<td>Phonological Awareness Training plus Letter Knowledge Training</td>
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<td>Instructional Conversations and Literature Logs</td>
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<td>Success for All®</td>
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<td>K-3</td>
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<td>Leveled Literacy Intervention</td>
<td>K-2</td>
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<td>Stepping Stones to Literacy</td>
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**Literacy Express**

Literacy Express is a preschool curriculum designed for three- to five-year-old children. It is structured around units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development. It can be used in half- or full-day programs with typically developing children and children with special needs. It provides professional development opportunities for staff, teaching materials, suggested activities, and recommendations for room arrangement, daily schedules, and classroom management.

**Reviewed Research**

**Early Childhood Education**

**July 2010**

[**EVIDENCE SNAPSHOT**](#)  [**INTERVENTION REPORT (347 KB)**]  [**REVIEW PROTOCOL**]

<table>
<thead>
<tr>
<th>Outcome domain</th>
<th>Effectiveness rating</th>
<th>Studies meeting standards</th>
<th>Grades examined</th>
<th>Students</th>
<th>Improvement Index</th>
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<td>PK</td>
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<tr>
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<td>++</td>
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<td>Phonological processing</td>
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<tr>
<td>Print knowledge</td>
<td>++</td>
<td>3 studies meet standards</td>
<td>PK</td>
<td>999</td>
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Connect With the WWC
Literacy Express

Program Description

Literacy Express is a preschool curriculum designed for three- to five-year-old children. It is structured around units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development. It can be used in half- or full-day programs with typically developing children and children with special needs. It provides professional development opportunities for staff; teaching materials; suggested activities; and recommendations for room arrangement, daily schedules, and classroom management.

Research

Three studies of Literacy Express that fall within the scope of the Early Childhood Education review protocol meet What Works Clearinghouse (WWC) evidence standards. The three studies include 1,204 preschool children from three to five years of age from 70 preschools in Florida and California.

Based on these three studies, the WWC considers the extent of evidence for Literacy Express on preschool children to be medium to large for oral language, print knowledge, and phonological processing and small for cognition and math. No studies that meet WWC evidence standards with or without reservations examined the effectiveness of Literacy Express on preschool children in the early reading and writing domain.

1. The report has been updated to include a review of two studies that were released since 2007. These studies are within the scope of the protocol and meet evidence standards. The findings described in the previous Literacy Express intervention report were based, in part, on studies by Lorigan (2006, 2008). A review of these studies for the present report revealed that they were based on a second cohort of children from a randomly assigned set of preschools. Since children entered the preschools after random assignment, the initial equivalence of the treatment and control groups must be established. Tests of the equivalence of the analysis samples conducted by Lorigan showed statistically significant differences between the Literacy Express phonological processing domain and the control group on 3 of 11 outcome measures. Hence, results from the Lorigan papers, zone studies were not considered when preparing the present intervention report. A complete list and disposition of all studies reviewed are provided in the references.

2. The descriptive information for this program was obtained from publicly available sources: the research literature (Lorigan, Vanier, Cerney Menchetti, & Phillips, 2005) and from the developer as part of the WWC’s standard developer contact process. The WWC requests developers to review the program description sections for accuracy from their perspective. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review. The literature search reflects documents publicly available by May 2009.

3. The studies in this report were reviewed using WWC Evidence Standards, Version 2.0 (see the WWC Procedures and Standards Handbook, Chapter 11) as described in protocol Version 3.0.

4. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
Academic Databases

A Trusted Source of High Quality Research
What is an Academic Database

- A collection of research and writing archived from academic journals.
- Report the direct results of research.
- Are typically peer reviewed and have high standards for inclusion.
- Typically require a paid subscription.
Accessing Trusted Databases

- Education Resources Information Center (ERIC)
- Kentucky Educators have access to 62 academic databases through the Kentucky Virtual Library.
  - Academic Search Complete
  - Teacher Reference Center
  - NoveList
  - Psychology and Behavioral Sciences Collection
Database Pros and Cons

**PRO**
- Comprehensive listings
- Access research directly from the researcher.
- No reviewer bias.

**CON**
- Often require a subscription.
- Are not very user friendly.
- Number of resources can be overwhelming.
Academic Database Best Practices

- Create clear search terms.
- Apply filters.
- Use quotes and plus signs to group words.
- Keep an open mind and be patient.


Subject: MATHEMATICS education (Primary); MATHEMATICAL enrichment; SPECIAL education; SUPPORT services (Education); ACADEMIC achievement – Evaluation; SCHOOL children; IRELAND; Educational Support Services

2. Teacher Preparedness in the use of Co-teaching in Inclusive Classrooms.


Subject: INCLUSIVE education; TEACHING Ideas; TEACHING methods; SPECIAL needs students; SPECIAL education; SCHOOL children

3. Reading Comprehension and Co-Teaching Practices in Middle School English Language Arts Classrooms.


Subject: READING comprehension, ENGLISH language; PROGRAMS in education; STUDENTS with disabilities; SPECIAL education; GENERAL education
Co-teaching in a mainstream post-primary mathematics classroom: an evaluation of models of co-teaching from the perspective of the teachers

AUDREY CARTY and ANN MARIE FARRELL

This article examines the use of a range of co-teaching models when teaching mathematics. The approaches suggested have potential for all students, but in this instance their importance as a pedagogical approach with students with special educational needs (SEN) in inclusive classrooms is considered. The study was based in the first-year mathematics classroom of an Irish, urban, mainstream, post-primary, girls' school. This article highlights the findings from the teacher's perspective and presents their reflections on a range of co-teaching approaches. The potential and challenges of these are considered in the context of schools generally.

Key words: co-teaching, curriculum, mathematics.

Introduction

The importance of students with special educational needs (SEN) being educated alongside their peers in the local school wherever possible is recognised internationally in terms of the importance of designing learning...
Academic Database Tips

- Try different search terms to get different results:
  - Instead of “Read 180” try “computer based reading programs”.
- Read multiple pieces of literature.
- Don’t forget to evaluate literature against ESSA’s definitions of evidence, available on KDE’s Evidence-based Practices website.
Thank You!

- Evidence-based Practices under ESSA
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If you have questions regarding evidence-based interventions or database use, please contact the District 180 branch in the Office of Continuous Improvement and Support at (502) 564-2116.