



ELEVATING



EVIDENCE

# 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

- ❑ New provisions included in the Every Student Succeeds Act (ESSA, 2015).
- ❑ 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.



Select topics to Find What Works based on the evidence



Literacy



Mathematics



Science



Behavior



Children and Youth with Disabilities



English Learners



Teacher Excellence



Charter Schools



Early Childhood (Pre-K)



Kindergarten to 12th Grade



Path to Graduation



Postsecondary

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



Share Your Comments on the What Works Clearinghouse Standards Handbook, Version 4.1 and What Works Clearinghouse Procedures Handbook, Version 4.1!

Review the draft handbooks and proposed changes to the What Works Clearinghouse Standards Handbook, Version 4.1 and What Works Clearinghouse Procedures Handbook, Version 4.1.



QUICK LINKS



INTERVENTION REPORTS



PRACTICE GUIDES



REVIEWS OF INDIVIDUAL STUDIES

Connect With the WWC



# Find What Works based on the evidence

**FIND RESEARCH WITH STUDENTS LIKE YOURS** ▶

How to Use FWW Print

228 Results filtered by:

Literacy x

**Filter by topic**

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

**MORE FILTERS** ▶

Evidence of effectiveness <sup>i</sup>	Intervention <sup>i</sup>	Grades examined <sup>i</sup>	Compare <sup>i</sup>
<input type="checkbox"/>	Literacy Express	PK	<input type="checkbox"/>
<input type="checkbox"/>	Phonological Awareness Training	PK	<input type="checkbox"/>
<input type="checkbox"/>	Knowledge is Power Program (KIPP)	5-12	<input type="checkbox"/>
<input type="checkbox"/>	Reading Recovery®	1	<input type="checkbox"/>
<input type="checkbox"/>	READ 180®	4-10	<input type="checkbox"/>
<input type="checkbox"/>	Sound Partners	K-1	<input type="checkbox"/>
<input type="checkbox"/>	Phonological Awareness Training plus Letter Knowledge Training	PK	<input type="checkbox"/>
<input type="checkbox"/>	Instructional Conversations and Literature Logs	2-5	<input type="checkbox"/>
<input type="checkbox"/>	SpellRead	5-6	<input type="checkbox"/>
<input type="checkbox"/>	Dialogic Reading	PK	<input type="checkbox"/>
<input type="checkbox"/>	Success for All®	K-4	<input type="checkbox"/>
<input type="checkbox"/>	DaisyQuest	PK-1	<input type="checkbox"/>
<input type="checkbox"/>	Earobics®	K-3	<input type="checkbox"/>
<input type="checkbox"/>	Leveled Literacy Intervention	K-2	<input type="checkbox"/>
<input type="checkbox"/>	Stepping Stones to Literacy	K	<input type="checkbox"/>

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

Export Print

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 (587 KB)

REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Cognition	0	1 study meets standards	PK	722	--
General Mathematics Achievement	0	1 study meets standards	PK	185	--
Oral language	++	3 studies meet standards	PK	1,002	12
Phonological processing	++	3 studies meet standards	PK	1,004	12
Print knowledge	++	3 studies meet standards	PK	999	15

Connect With the WWC





- Literacy Express
- Program Description
- Research
- Effectiveness
- Absence of conflict of interest
- Additional program information
- Research
- Effectiveness
- The WWC found Literacy Express to have positive effects on oral language, print knowledge, and phonological processing.
- References
- Appendix A1.1 Study characteristics: Farver, Lonigan, & Eppe, 2009
- Appendix A1.2 Study characteristics: Lonigan, Farver, Clancy-Menchetti, & Phillips, 2005
- Appendix A1.3 Study characteristics: Preschool Curriculum Evaluation Research (PCER) Consortium, 20
- Appendix A2.1 Outcome measures for the oral language domain
- Appendix A2.2 Outcome measures for the print knowledge domain
- Appendix A2.3 Outcome measures for the phonological processing domain
- Appendix A2.4 Outcome measures for the cognition domain
- Appendix A2.5 Outcome measures for the math domain
- Appendix A3.1 Summary of study findings included in the rating for the oral language domain1
- Appendix A3.2 Summary of

# What Works Clearinghouse



## Literacy Express

### Program Description<sup>2</sup>

*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<sup>3</sup>

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 1,004 preschool children from three to five years of age from 70 preschools in Florida and California.<sup>4</sup>

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.

Based on these three studies, the WWC considers the extent of evidence for *Literacy Express* on preschool children to be

1. This 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 Lonigan (2005, 2006). A review of those 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 Lonigan showed statistically significant differences between the *Literacy Express* group and the control group on 5 of 11 outcome measures. Hence, results from the Lonigan (2005, 2006) 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 (Lonigan, Farver, Clancy-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 III) as described in protocol Version 2.0.
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.





Searching: [Academic Search Complete](#) | [Choose Databases](#)

co-teaching  [?](#)

[Search Options](#) | [Basic Search](#) | [Advanced Search](#) | [Search History](#)

### Search Options

Reset

#### Search Modes and Expanders

##### Search modes [?](#)

- Boolean/Phrase
- Find all my search terms
- Find any of my search terms
- SmartText Searching [Hint](#)

##### Apply related words

##### Also search within the full text of the articles

##### Apply equivalent subjects

#### Limit your results

##### Full Text

##### Scholarly (Peer Reviewed) Journals

##### References Available

##### Published Date

Month  Year: 2009 - Month  Year: 2019

##### Publication Type

- All
- Periodical
- Newspaper
- Book

##### Image Quick View

##### Image Quick View Types

- Black and White Photograph
- Color Photograph
- Graph
- Map
- Chart
- Diagram
- Illustration

##### Publication

##### Number of Pages

All



Searching: **Academic Search Complete** | [Choose Databases](#)

co-teaching

[Basic Search](#) [Advanced Search](#) [Search History](#)

**Refine Results**

**Current Search**

Boolean/Phrase:  
co-teaching

**Limiters**

Full Text

Scholarly (Peer Reviewed) Journals

Published Date: 20090101-20191231

**Limit To**

Full Text

References Available

Scholarly (Peer Reviewed) Journals

2009 Publication Date 2019

Show More Options set

**Source Types**

All Results

Academic Journals (72)

Book Reviews (2)

Subject: Thesaurus Term

Subject

Publication

Search Results: 1 - 10 of 74

Relevance Page Options Share

- Co-teaching in a mainstream post-primary mathematics classroom: an evaluation of models of co-teaching from the perspective of the teachers.**

By: Carty, Audrey; Marie Farrell, Ann. Support for Learning. May2018, Vol. 33 Issue 2, p101-121. 20p. 2 Diagrams, 1 Chart. DOI: 10.1111/1467-9604.12198.

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

Academic Journal

Cited References: (61)

[HTML Full Text](#) [PDF Full Text \(336KB\)](#) [PlumX Metrics](#)
- Teacher Preparedness in the use of Co-teaching in Inclusive Classrooms.**

By: Chitiyo, Jonathan; Brinda, Wayne. Support for Learning. Feb2018, Vol. 33 Issue 1, p38-51. 14p. 2 Charts, 1 Graph. DOI: 10.1111/1467-9604.12190.

**Subjects:** INCLUSIVE education; TEACHING teams; TEACHING methods; SPECIAL needs students; SPECIAL education; SCHOOL children

Academic Journal

Cited References: (65)

[HTML Full Text](#) [PDF Full Text \(254KB\)](#) [PlumX Metrics](#)
- Reading Comprehension and Co-Teaching Practices in Middle School English Language Arts Classrooms.**

By: Wexler, Jade; Kearns, Devin M.; Lemons, Christopher J.; Mitchell, Marisa; Clancy, Erin; Davidson, Kimberly A.; Sinclair, Anne C.; Yan Wei. Exceptional Children. Jul2018, Vol. 84 Issue 4, p384-402. 19p. DOI: 10.1177/0014402918771543.

**Subjects:** READING comprehension; ENGLISH language; ACTIVITY programs in education; STUDENTS with disabilities; SPECIAL education; GENERAL education

Academic Journal

Cited References: (65) Times Cited in this Database: (2)

[HTML Full Text](#) [PDF Full Text \(951KB\)](#) [PlumX Metrics](#)

**EBSCOhost**

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Co-teaching in a mainstream post-primary mathematics classroom: an evaluati...

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ORIGINAL ARTICLE

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
- ❑ Clearinghouse Pros and Cons
- ❑ Accessing Academic Databases
- ❑ Best Practices for Searching Databases





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.