

ERIC Annual Update

JUNE 29, 2017

Speakers

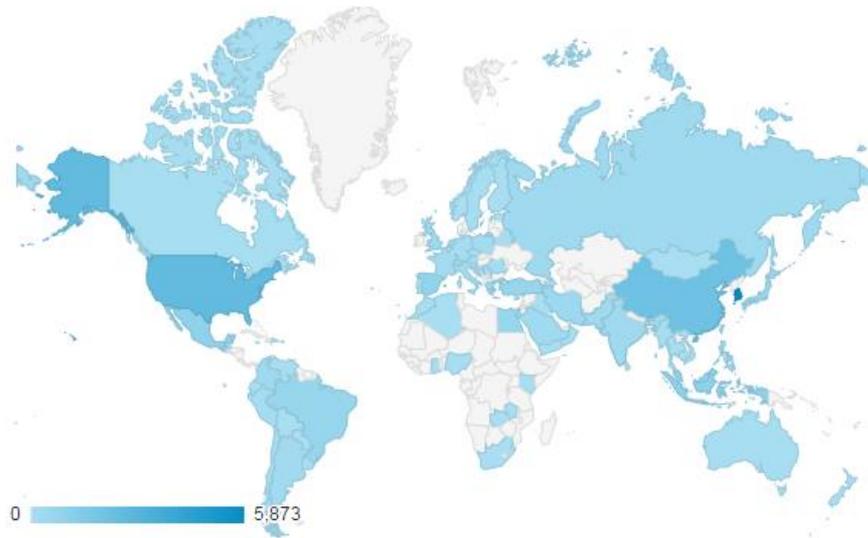
- Erin Pollard, Project Officer, Institute of Education Sciences
- Sheeba Rooney – Task Lead, AEM Corporation
- Nancy Cawley – Communications Lead, AEM Corporation

Agenda

- Year in Review
- New Fields
- Linking to the WWC
- Internal Improvements
- Results of the Public Access Policy
- Improving Communications
- Updates to the Selection Policy
- The Future of ERIC

How many users?

More than **11 million people** visited eric.ed.gov from **238 countries**



What are they looking for?


PewInternet
Free Internet & American Life Project
 a project of
PewResearch

**Social Media & Mobile
 Among Teens and Young Adults**

By Amanda Lenhart, Kristen Purcell
February 3, 2010
<http://pewinternet.org/Reports/2010>
 Pew Internet & American Life Project
 An Initiative of the Pew Research Center
 1615 L St., NW - Suite 700
 Washington, D.C. 20036
 202-419-4500 | pewinternet.org


 This publication is part of a Pew Research Center study on the
 and experiences of America's young adults.
 Twenty-somethings are reshaping the future.

English Language Teaching, Vol. 9, No. 1, 2
 ISSN 1916-4742 E-ISSN 1916-4743
 Published by Canadian Center of Science and Education

Effective Classroom-Management & Positive Teaching
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Received: November 3, 2015 Accepted: December 12, 2015 Online Published: December 14, 2015
 doi:10.5539/elt.v9n1p163 URL: <http://dx.doi.org/10.5539/elt.v9n1p163>

Abstract
 This article offers practical information for primary teachers to become more knowledgeable, skillful in their work. Aspects of positive teaching and learning are explored. Innovative methods of common classroom management struggles into opportunities for positive change and for positive behaviors into positive interactions are explained.
 Classroom climate, expectations, motivation, and methods for constructive reflection investigated to support teachers in developing a positive learning environment.
Keywords: effective classroom management, learning, motivation, positive teaching

1. Introduction
 Classroom management is intended to provide students with more opportunities to learn. A teacher should be able to organize students, space, time, and materials so that students' learning should be able to carry out their maximum potential, which allows students to develop patterns. Teachers must deal with unexpected events and have the ability to control effective classroom management strategies. Effective classroom management and construction are essential goals for all teachers.
 Everything a teacher does has implications for classroom management, including the room, arranging the chairs, speaking to children and handling their responses, then executing, modifying, and reinstating them, developing rules, and communicating with students. These are all aspects of classroom management.
 Learning is work of the head and work of the heart. A climate of fear can hamper learning. Children often learn first for the teacher, to please the teacher and to their learning, more than they learn for the intrinsic value they attach to the subject. The elementary school teacher is very important for the children.
 Teachers are mostly experts in the subjects they teach, but very often teach discipline was identified as the most important problem that teachers face.
 It is important that teachers have an in-depth understanding of the subjects of their subject matter alone is not sufficient to ensure that teachers will be effective in their learning. To be effective, teachers also must have an understanding of learning. "The knowledge base of motivation is so extensive that the challenge for a particular problem. If we have not learned the extensive motivation literature" (Alderman, 2004, p. 15).
 What are the most critical concerns related to classroom management? Motivation, handling students' social and emotional problems, little working with special education or inclusion students. Frequently, student behavior are fundamentally problems of student motivation, which are closely related to both management and motivation. "To be successful, appropriate student behavior in their classrooms in order to maximize the time spent on learning." (Wiseman and Hunt, 2008, p. 6). For a productive learning environment

163

ED 438 551 DOCUMENT RESUME
 CS 217 007

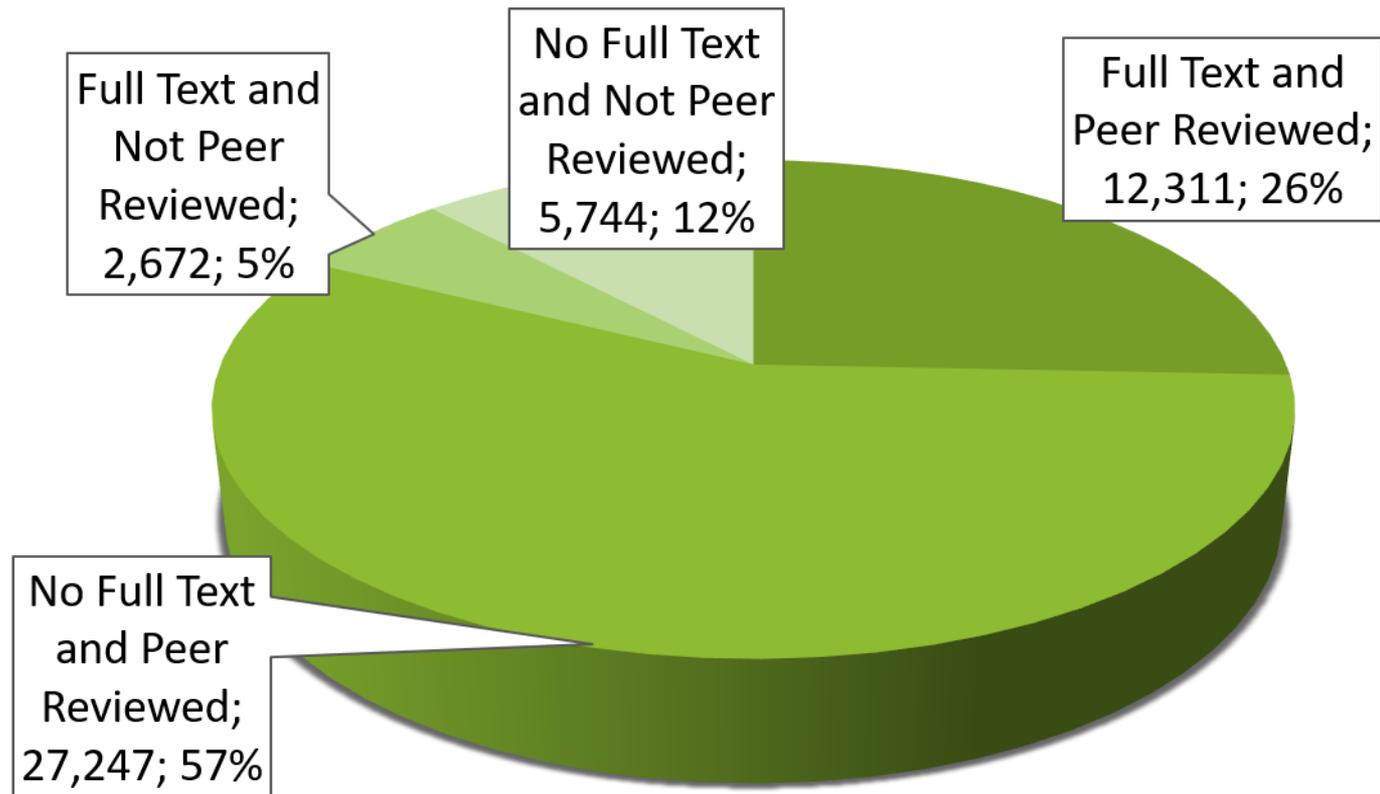
AUTHOR Cummins, Jim
TITLE BICS and CALP: Clarifying the Distinction.
PUB DATE 1999-00-00
NOTE 7p.
PUB TYPE Opinion Papers (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Child Language; Elementary Education; *English (Second Language); Foreign Countries; *Language Acquisition; *Language Patterns; *Standard Spoken Usage
 *Academic Language; *Conversational Skills Rating Scale

IDENTIFIERS

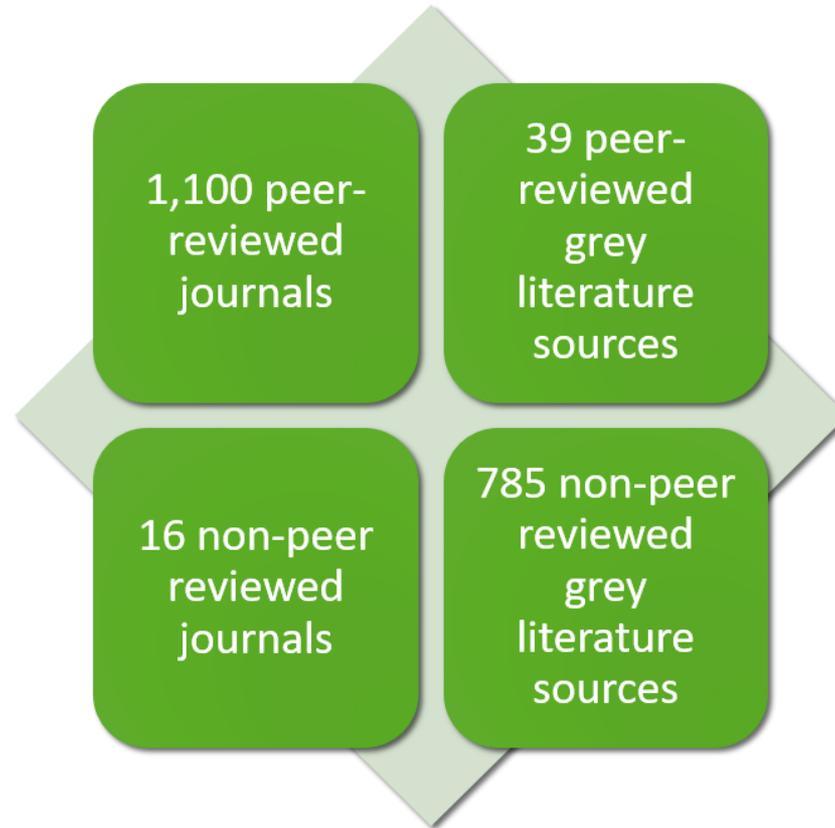
ABSTRACT
 There are clear differences in acquisition and developmental patterns between conversational language and academic language, or BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency). The conceptual distinction between these two levels highlights misconceptions about the nature of language proficiency which contributes to academic failure among bilingual students. Difference in the rate of acquisition of the two levels needs to be considered so that the academic language education of bilingual children with good conversational English ability does not suffer. An instructional program for bilingual students should address: (1) cognitive skills; (2) academic content; and (3) critical language awareness. (EF)

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How much new content?



How many sources?



2017 Highlights

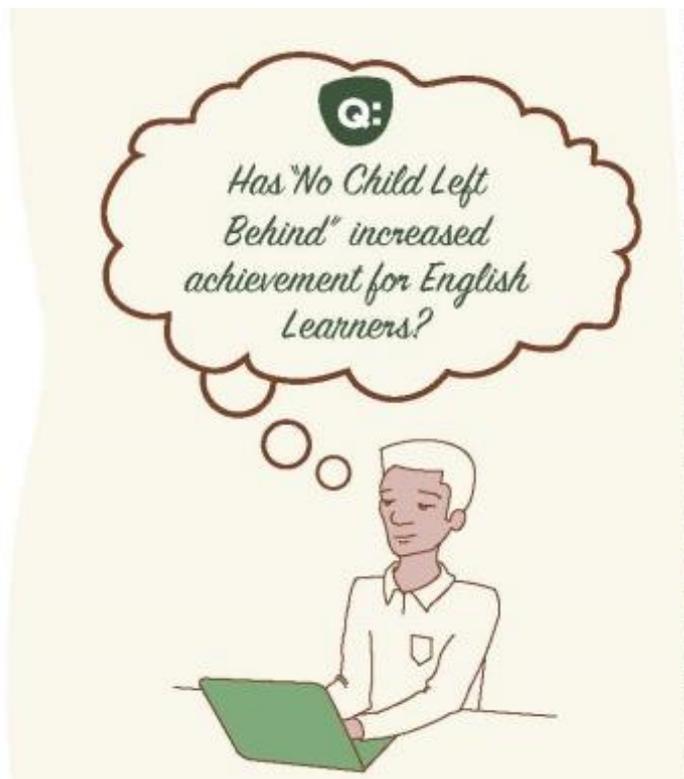
ERIC Identifiers

*What are ERIC
Identifiers?*

- **Standardized proper nouns**
- **Powerful search limiters**
- **A controlled vocabulary for ERIC**

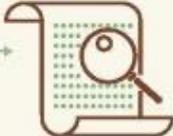
Three identifier categories give more precise results when limiting searches to laws, assessments and surveys, and locations.

New Field: Laws, Policies, and Programs



LAWS, POLICIES, AND PROGRAMS

Find all records in your search related to a **law or policy**.



SAMPLE SEARCH

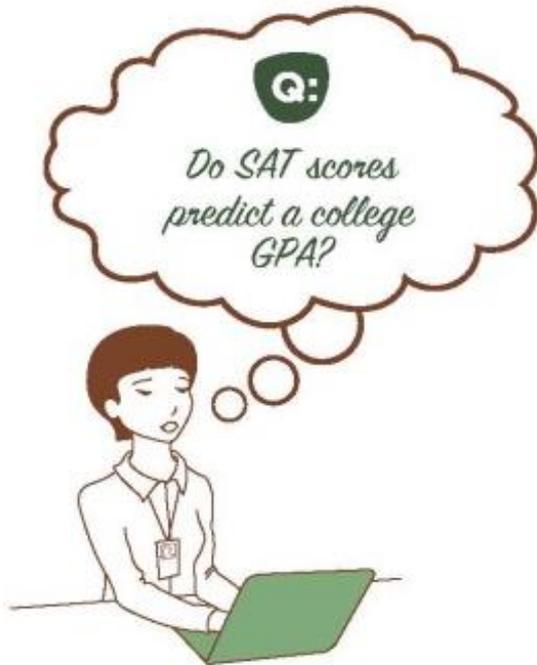
Collection Thesaurus
English Learner Achievement Search

Limit To:

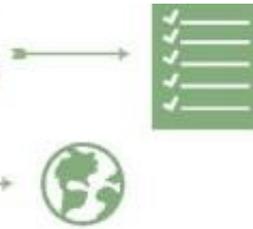
| LAWS, POLICIES, & PROGRAMS | |
|----------------------------------|-----|
| No Child Left Behind Act 2001 | 240 |
| Elementary and Secondary... | 33 |
| Elementary and Secondary... | 18 |
| Individuals with Disabilities... | 17 |
| Proposition 227 (California... | 16 |



New Field: Assessments and Surveys



Use the **assessments and surveys** identifiers to filter searches on state, national, and international assessments.



SAMPLE SEARCH

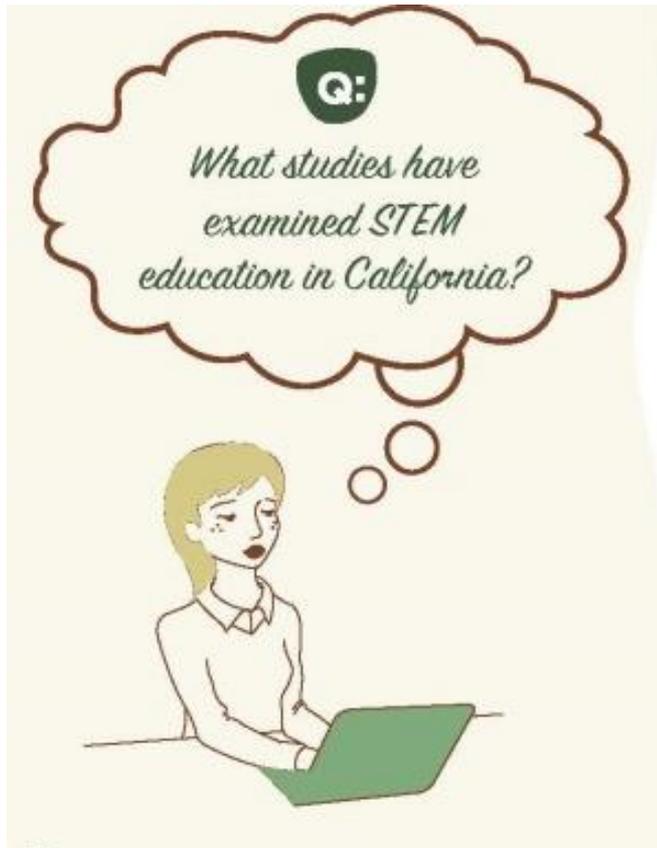
Collection Thesaurus
College GPA Search

Limit To:

| ASSESSMENTS AND SURVEYS | |
|-------------------------------|-----|
| SAT (College Admission Test) | 170 |
| ACT Assessment | 134 |
| Graduate Record Examinations | 32 |
| National Survey of Student... | 20 |



New Field: Location



LOCATION

The location identifier covers continents, **countries, US states, major US and foreign cities, and US territories.**

A small map with a grid and a green location pin is shown to the right of the text.

Collection Thesaurus

STEM Education Search

Limit To:

| LOCATION | |
|----------------|-----|
| United States | 194 |
| California | 149 |
| United Kingdom | 135 |
| Texas | 128 |

A funnel icon is shown to the right of the table.

Making Connections

- Grant Numbers
- IES Website
- What Works Clearinghouse
- Author IDs

Grant Numbers

The image shows two browser windows side-by-side. The left window is the ERIC database search results page for the article "Examination of the Prevalence of Stimulus Overselectivity in Children with ASD". The right window is the IES website showing the details for the grant "Translating Pivotal Response Training Into Classroom Environments".

ERIC Record:

- Collection: Thesaurus
- Search: source:"grantee submission"
- Peer reviewed only: Full text available on ERIC:
- Back to results
- Examination of the Prevalence of Stimulus Overselectivity in Children with ASD**
- Rieth, Sarah R.; Stahmer, Aubyn C.; Suhrheinrich, Jessica; Schreibman, Laura
- Grantee Submission, Journal of Applied Behavior Analysis v48 n1 p1-14 Spr 2015
- Many individuals with autism spectrum disorders (ASD) display stimulus overselectivity, wherein a subset of relevant or compound stimulus controls responding, which impairs discrimination learning. The original experimental research on overselectivity in ASD was conducted several decades ago; however, interventions for children with ASD now typically programming to target conditional discriminations in ways that might minimize the prevalence of stimulus overselectivity. A study assessed 42 children who had been diagnosed or educationally identified with ASD using a discrimination learning task. Of these 42 children, 19% displayed overselective responding, which is a lower percentage than that seen in early research. This study provides explanations for this decreased percentage, implications for intervention, and future directions for research. A discussion paper was published in the "Journal of Applied Behavior Analysis" v48 n1 p71-84 Spr 2015 (EJ1053362).
- Descriptors: [Autism](#), [Pervasive Developmental Disorders](#), [Incidence](#), [Stimuli](#), [Children](#), [Responses](#), [Conditioning](#), [Discrimination](#), [Diagnostic Tests](#), [Observation](#), [Adjustment \(to Environment\)](#), [Behavior Rating Scales](#)
- Publication Type: Journal Articles; Reports - Research
- Education Level: N/A
- Audience: N/A
- Language: English
- Sponsor: Institute of Education Sciences (ED)
- Authoring Institution: N/A
- Identifiers - Assessments and Surveys: Autism Diagnostic Observation Schedule; Millen Scales of Early Learning; Preschool Language Scale
- IES Funded: Yes
- IES Grant or Contract Numbers: **R3248070027**

IES Website:

- IES Institute of Education Sciences
- FUNDING OPPORTUNITIES | SEARCH FUNDED RESEARCH GRANTS AND CONTRACTS
- IES Grant
- TITLE:** Translating Pivotal Response Training Into Classroom Environments
- CENTER:** NCSEER
- PRINCIPAL INVESTIGATOR:** Stahmer, Aubyn
- PROGRAM:** Autism Spectrum Disorders [Program Details]
- AWARD PERIOD:** 7/1/2007 to 6/30/2011
- GOAL:** Development and Innovation
- DESCRIPTION:**
 - Purpose:** As rates of Autism Spectrum Disorders (ASD) increase, there is growing strain on public schools to provide high quality, specialized programming for meeting the needs of students with ASD. Very little research has examined the efficacy of any specific techniques for intervening with children with ASD in school settings. The translation of interventions that have been demonstrated to be effective in controlled settings to school settings is needed.
 - To address this need, researchers at Rady Children's Hospital Research Center are modifying an evidence-based intervention, *Pivotal Response Training*, for use in classroom settings and evaluating its effectiveness for improving outcomes for children with ASD. For the *Classroom Pivotal Response Training* intervention, the researchers will adapt the current *Pivotal Response Training* procedures, manual, and training process for classroom implementation while preserving the integrity of the program. The purpose of this study is to develop, refine, and conduct an initial evaluation to determine whether exposure to the intervention is associated with improvements in the communication, play, academic and social skills of children with ASD.
 - Project Activities:** The researchers will use an iterative process to adapt and develop the intervention. In Phase 1, the researchers will conduct focus groups with teachers to determine how different teachers use, modify, and apply *Pivotal Response Training* in the classroom and identify which specific components need adaptation. In Phase 2, information from Phase 1 will be used to adapt *Pivotal Response Training* procedures and develop a manualized program for classroom use (*Classroom-Pivotal Response Training*). Alterations to the core elements of the program will be experimentally validated with children, ages 3-5, with ASD using single subject methodology. In the final phase, a pilot study of the efficacy of *Classroom-Pivotal Response Training* in classrooms will be conducted. A multiple baseline design will be used to examine fidelity of implementation, teacher satisfaction, and improvements in child outcomes including communication, play, academic and social skills.
 - Products:** The expected outcomes from this study include reports on the effectiveness of the developed

Author ID Websites



Commons

A program of the National Institutes of Health



ORCID



- **Biographical information**
- **List of publications**

Author Link in ERIC – 1,559 links and growing

[Back to results](#)

Comparing Methodologies for Developing an Early Warning System: Classification and Regression Tree Model versus Logistic Regression. REL 2015-077

Koon, Sharon; [Petscher, Yaacov](#)

Regional Educational Laboratory Southeast

The purpose of this report was to explicate the use of logistic regression and classification and regression tree (CART) analysis in the development of early warning systems. It was motivated by state education leaders' interest in maintaining high classification accuracy while simultaneously improving practitioner understanding of the rules by which students are identified as at-risk or not at-risk readers. Logistic regression and CART were compared using data on a sample of grades 1 and 2 Florida public school students who participated in both interim assessments and an end-of-the-year summative assessment during the 2012/13 academic year. Grade-level analyses were conducted and comparisons between methods were based on traditional measures of diagnostic accuracy, including sensitivity (i.e., proportion of true positives), specificity (proportion of true negatives), positive and negative predictive power, and overall correct classification. Results indicate that CART is comparable to logistic regression, with the results of both methods yielding negative predictive power greater than the recommended standard of .90. Details of each method are provided to assist analysts interested in developing early warning systems using one of the methods. Two appendixes include: (1) Literature Review, and (2) Technical details on methods and additional results.

Descriptors: [Classification](#), [Regression \(Statistics\)](#), [Models](#), [At Risk Students](#), [Reading Difficulties](#), [Comparative Analysis](#), [Grade 1](#), [Grade 2](#), [Elementary School Students](#), [Public Schools](#), [Accuracy](#), [Identification](#), [Statistical Analysis](#), [Nonparametric Statistics](#), [Achievement Tests](#).



ERIC Number: ED554441

Record Type: Non-Journal

Publication Date: 2015-Feb

Pages: 35

Abstractor: As Provided

Reference Count: 42

ISBN: N/A

ISSN: N/A

Author Page



Collection Thesaurus

Florida's extended school day policy Search [Advanced Search Tips](#)

Peer reviewed only Full text available on ERIC

[Back to results](#)

School Reading Performance and the Extended School Day Policy in Florida. REL 2016-141

Folsom, Jessica Sidler; [Petscher, Yaacov](#); Osborne-Lampkin, LaTara; Cooley, Stephan; Herrera, Sarah; Partridge, Mark; Smith, Kevin

Regional Educational Laboratory Southeast

Florida law requires the 100 lowest performing elementary schools in reading to extend the school day by one hour to provide supplemental reading instruction. This study found that those schools were smaller than other elementary schools and served a higher proportion of racial/ethnic minority students and students eligible for the school lunch program. The lowest performing schools reported increasing the number of minutes of reading instruction provided to students, increasing staff, and providing instruction in the extra hour that differed from instruction during the rest of the day. When growth in performance is measured, initially low scores generally rise, even in the absence of an intervention, because of natural year-to-year variations. While average school reading performance improved among the lowest performing schools, the increase did not exceed the small year-to-year variations expected when measuring initially low student performance. Appended are: (1) Supplemental tables of school characteristics, school reading performance, and survey responses; (2) Florida Department of Education 100 lowest performing elementary schools in reading extended school day reading instruction plans compliance survey; (3) Data and methodology; and (4) Supplemental statistical tests of significance for school characteristics and implementation of extended school day policy.

Descriptors: [Reading Achievement](#), [Extended School Day](#), [Elementary Schools](#), [Supplementary Education](#), [Reading Instruction](#), [School Effectiveness](#), [Institutional Characteristics](#), [Achievement Gains](#), [Elementary School Students](#), [School Size](#), [Minority Group Students](#), [Low Income Students](#), [Time on Task](#), [School Personnel](#), [Compliance \(Legal\)](#), [Regression \(Statistics\)](#), [Statistical Analysis](#)

Regional Educational Laboratory Southeast. Available from: Institute of Education Sciences, 555 New Jersey Avenue NW, Washington, DC 20208. Tel: 800-872-5327; Web site: <http://ies.ed.gov/ncee/edlabs/>



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ERIC provides a link to this site because it has information that may be of interest to our users. ERIC does not necessarily endorse the views expressed or the data and facts presented on this external site.

Works (116)

Sort

System for performing assessment without testing

2016-03 | other

Source: Yaacov Petscher

Preferred source

Can scores on an interim high school reading assessment accurately predict low performance on college readiness exams?

2016 | journal-article

Source: Yaacov Petscher

Preferred source

Consequences of Misspecifying Levels of Variance in Cross-Classified Longitudinal Data Structures

Frontiers in Psychology

2016 | journal-article

Source: Yaacov Petscher

Preferred source

Do our Means of Inquiry Match our Intentions?

Frontiers in Psychology

2016 | journal-article

Connections to the IES Website



Collection Thesaurus
practice guide Search Advanced Search Tips

Peer reviewed only Full text available on ERIC

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Teaching Academic Content and Literacy to English Learners in Elementary School. IES Practice Guide. NCEE 2014-4012

Baker, Scott; Lesaux, Nonie; Jayanthi, Madhavi; Dimino, Joseph; Proctor, C. Patrick; Morris, Joan; Gers, Kelly; Klieffer, Michael J.; Linan-Thompson, Sylvia; Newman-Gonchar, Rebecca
What Works Clearinghouse

As English learners face the double demands of building knowledge of a second language while learning content, teachers must find effective ways to make challenging content comprehensible for students. This practice guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School," provides recommendations for teaching complex content to English learners while simultaneously building academic and oral language proficiency. This updated practice guide builds on the work of the first practice guide of the grade range from K-5 to K-8, and incorporates instruction in mathematics, science, and social studies techniques found in this guide. Teachers can effectively address English learners' content and language and at times explicitly—building students' English language and literacy, while teaching history, mathematics, and science. The four recommendations include concrete guidance on: (1) Teaching English learners academic content within the context of an engaging piece of informational text; (2) Helping English learners make sense of complex text; (3) Supporting English learners as they learn to generate well-organized essays that are progressively more complex; and (4) Providing struggling English learners with high-quality instructional interventions in reading and content area. Like all other practice guides, this updated practice guide is based on research that has been identified through a comprehensive search for studies evaluating instructional practices for teaching academic content and literacy to English learners in K-8. Appended are: (1) Postscript from the Panel on the Panel and Research Staff; (2) Disclosure of Potential Conflicts of Interest; and (3) Ratings. A glossary is also included.

Descriptors: [English Language Learners](#); [English \(Second Language\)](#); [Second Language Instruction](#); [Literacy](#); [Academic Content](#); [Middle School Students](#); [Academic Discourse](#); [Vocabulary](#); [Oral Language](#); [Written Language](#); [Writing Instruction](#); [Teaching Methods](#); [Learning Activities](#); [Content Area Writing](#); [Instructional Effectiveness](#); [Educational Research](#)

What Works Clearinghouse. P.O. Box 2393, Princeton, NJ 08543-2393. Tel: 866-503-6114; e-mail: info@whatworks.org; <http://ies.ed.gov/ncee/wwc>

Publication Type: Guides - Classroom - Teacher

Education Level: Elementary Education; Middle Schools; Junior High Schools

Audience: Teachers

Language: English

Sponsor: N/A

Authoring Institution: What Works Clearinghouse (ED); National Center for Education Evaluation and Regional Assistance (ED)

IES Funded: Yes

IES Publication: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?guideid=19>



Search Go

PRACTICE GUIDE

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Released: April 2014
PDF (6.6 MB)

Recommendations Details Panel Additional Resources

This practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school.

| | | | |
|--|--|---|---|
| <p>1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <p>STRONG EVIDENCE</p> <p>Show More</p> | <p>2 Integrate oral and written English language instruction into content-area teaching.</p> <p>STRONG EVIDENCE</p> <p>Show More</p> | <p>3 Provide regular, structured opportunities to develop written language skills.</p> <p>MINIMAL EVIDENCE</p> <p>Show More</p> | <p>4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <p>MODERATE EVIDENCE</p> <p>Show More</p> |
|--|--|---|---|

The practice guide is also available in e-book format. Materials from the webinar with the practice guide panelists are also available. Click below to access any of the available resources.

| | | |
|--|--|---|
|  <p>EPUB (5.7 MB)</p> <p>Download this e-book format to view the practice guide on a smartphone, iPad, or Nook.</p> |  <p>MOBI (2.8 MB)</p> <p>Download this e-book format to view the practice guide on a smartphone or Kindle.</p> |  <p>Webinar Presentation (77 Minutes)</p> <p>The presenters cover key recommendations in the areas of academic vocabulary, content-area material, written language, and</p> |
|--|--|---|

Field trip to the WWC

The screenshot shows the top navigation bar of the IES WWC What Works Clearinghouse website. It includes the logo, a search bar with a 'Go' button, and a 'MENU' button. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath the banner is a grid of 12 topic icons with their corresponding labels: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Dropout Prevention, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and 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

A highlight card for a webinar. It features a central image of a hand pointing to the word 'WEBINAR' on a chalkboard. To the left and right of the image are green circular arrows pointing left and right, respectively. Below the image is a horizontal row of seven circles, with the first circle filled in green and the others empty.

What is a WWC Practice Guide?

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Released: July 2016
 PDF (3.2 MB)

Recommendations

Details

Panel

Additional Resources

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#).

| | | | |
|---|--|---|---|
| <p>1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p> | <p>2 Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p> | <p>3 Teach students to decode words, analyze word parts, and write and recognize words.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p> | <p>4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p> |
|---|--|---|---|

What is a WWC Practice Guide?

Recommendation 1



Teach students academic language skill the use of inferential and narrative language vocabulary knowledge.

Academic language is a critical component of oral language. Academic language skills include the following abilities (see Example 1.1 for an explanation of each):

- articulating ideas beyond the immediate context (inferential language)
- clearly relating a series of events, both fictional and nonfiction
- comprehending and using a wide range of academic vocabularies, such as pronoun references

Students who enter kindergarten with limited academic language skills have difficulty understanding the structures and words found in books and school. Academic language structures that are common across subjects and unique to individuals typically develop social language skills naturally—those used to communicate with family and friends—academic language skills usually require instruction to develop their academic language skills, teachers can mitigate so students encounter when learning to comprehend text.

Students of all ages and text-reading abilities need to engage in activities that develop academic language skills. Inferential language instruction supports students ability to think analytically and to understand text that connects ideas from multiple contexts. Students with more advanced narrative language skills can follow increasingly intricate series

Implementation
Grade K Grad
Reco

(6)

Example 1.3. Using inferential language in a read-aloud conversation

Teacher: This book is about cheetahs. Cheetahs are a kind of cat; they are actually a type of wild cat. Wild cats are different from the cats we have as pets in our homes.

Student 1: I have a cat.

Teacher: Is your cat a wild cat or a pet?

Student 1: She's my pet.

Teacher: Yes, if your cat lives in your house she is a pet.

Student 1: She is gray. She is nice and soft.

Teacher: Okay, so you would describe your cat as gray, nice question and the answer together in one sentence you describe your cat?" so your answer should s

Student 1: I would describe my cat as gray, nice, and soft, s

Teacher: Well, that is one way wild cats are similar to pet like to catch things. What are some ways wild cats that are our pets?

Student 2: Wild cats are wild.

Teacher: Well, that's true. What makes wild cats seem wild?

Student 2: You can't pet them.

Teacher: Can you put the question and the answer together was, "What makes wild cats seem wild?"

Student 2: Wild cats seem wild because you can't pet them.

Teacher: Good!

Student 1: And they don't eat cat food. And they probably c

Teacher: Exactly. Wild cats are wild! As wild animals, they catch their own food, and they live in the wild.

Example 2.1. Sample activities to identify words

Identifying words in sentences¹⁴

Teacher: We talked about how you can combine multiple words to form a sentence. I'm going to say a sentence, and I want you to count the number of words in that sentence. Ready?

Students: Yes!

Teacher: The boy ate two pieces of pizza.

Student: Six?

Teacher: Close. Listen one more time. The boy ate two pieces of pizza.

Student: Seven!

Teacher: Correct! There are seven words in that sentence.

Building and dividing compound words¹⁵

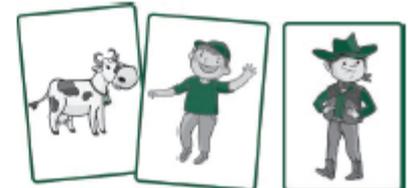
Teacher: Sometimes you can put two words together to form another word. For example, if I put *straw* and *berry* together, I get *strawberry*. What do you get if you put *book* and *shelf* together?

Student: Bookshelf.

Teacher: That's right! You can also break some words into smaller words. What do you get if you take the *cow* out of *cowboy*?

Student: Boy?

Teacher: That's right!



Facilitator's Guides to WWC Practice Guides

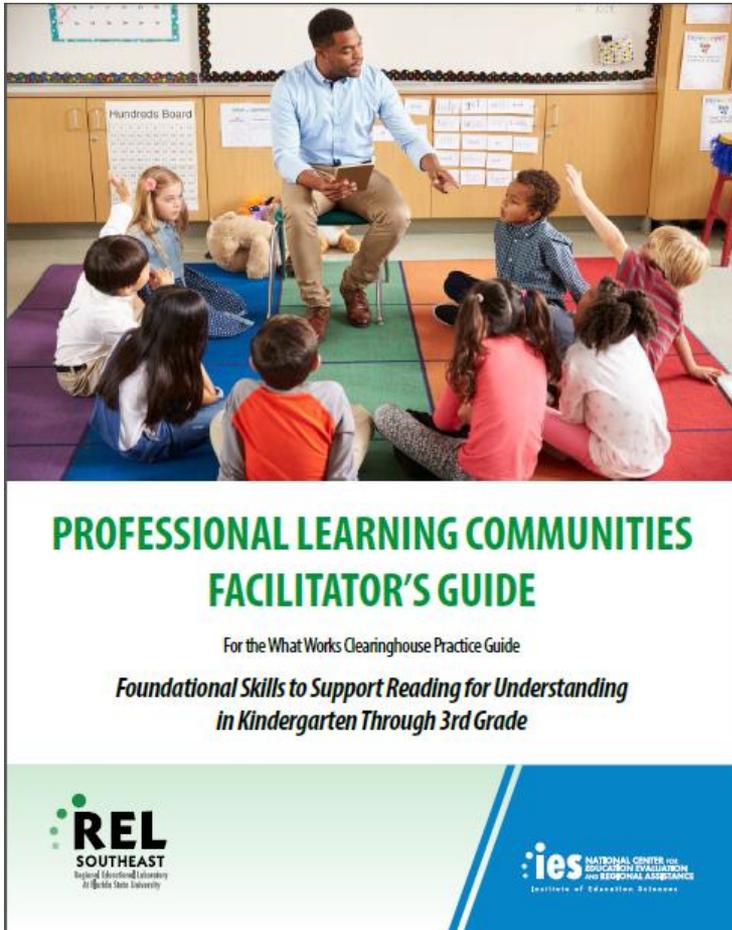


Exhibit 1: Five-Step Process for PLC Sessions

Debrief

Ask the group to share the instructional strategies and activities that they implemented in their classrooms and to explain how students responded, both orally and in writing. Next, ask participants to share how they might change or adapt their lessons to increase student learning.

Define Session Goals

Identify the focus and the specific goals of the session.

Explore New Practices and Compare Them to Current Practices

Access participants' background knowledge and experiences related to the topic of the session. Move into new learning by discussing specific features of each recommendation along with the supporting evidence. Compare current practices with newly learned concepts.

Experiment with Newly Learned Strategies

Collaborate with participants to practice applying activities and strategies that were addressed in the practice guide.

Reflect and Implement

Guide the group in thinking about how the new learning relates to their previous knowledge and practice. Then, as a group, plan how the activities and strategies studied will be implemented in participants' classrooms prior to the next PLC session. Remind the group to be prepared at the start of the next session to share their experiences in implementing the strategies.

Facilitator's Guide Workbook

Session 1
Recommendation 1

Inferential Language

Recommendation 1

Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

- ★ How-to Step 1: Engage students in conversations that support the use and comprehension of inferential language.

Resources

 *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide, pages 6-9

 Activity 1: Inferential Language Examples
Activity 2: Developing Inferential Language
Activity 3: Prepare to Share

 Video 1: Inferential Language, Read Aloud & Discussion, Grades K/1
Video 2: Inferential Language, Read Aloud & Discussion, Grade 3

Debrief

Review the goals discussed in the Introductory session. Ensure each participant has the PLC Participant's Activities and the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide.

Define Session Goals

1. Read Recommendation 1 and How-to Step 1 out loud to the group.
2. Ask the group to discuss initial thoughts or questions about Recommendation 1 and the first How-to step.

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

Activity 1

Inferential Language Examples

Directions: Analyze the classroom conversation found in Example 1.3 of the practice guide on page 9. Write an example of how the teacher developed students' inferential language in the second column.

The teacher...

modeled how to provide reasonable answers that fully address a question and illustrate critical thinking.

drew more information from a student who provided a limited response to the teacher's prompt.

provided open-ended discussion prompts.

Specific Examples (Practice Guide, Example 1.3, page 9)

Look at the last statements made by Student 1. How could the teacher provide an inferential language prompt to those statements?

Facilitator's Guide Videos



The image shows a YouTube video player interface. The main video frame displays a woman sitting on a stool in a classroom, reading a book to a group of children sitting on the floor. The video player includes standard controls: a progress bar at 0:33 / 5:12, play/pause, volume, closed captions (CC), settings, and full screen icons. To the right of the video frame is a playlist titled "REL Southeast's Professional Learning Communities..." with 1/38 videos. The playlist contains five items:

- 1 Video 1: Inferential Language, Read Aloud & Discussion (Institute of Education Sciences)
- 2 Video 2: Inferential Language, Read Aloud & Discussion (Institute of Education Sciences)
- 3 Video 3: Narrative Language, Connectives (Institute of Education Sciences)
- 4 Video 4: Narrative Language, Prediction (Institute of Education Sciences)
- 5 Video 5: Narrative Language, Detail (Institute of Education Sciences)

Connections to the WWC



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Mobilizing Volunteer Tutors to Improve Student Literacy: Implementation, Impacts, and Costs of the Reading Partners Program

Tepper Jacob, Robin; Armstrong, Catherine; Willard, Jacklyn Altuna
MDRC

This study reports on an evaluation of the "Reading Partners" program, which uses community volunteers to provide one-on-one tutoring to struggling readers in underresourced elementary schools. Established in 1999 in East Menlo Park, California, the mission of "Reading Partners" is to help children become lifelong readers by empowering communities to provide individualized instruction with measurable results. This report builds on those initial findings by describing the "Reading Partners" program and its implementation in greater detail, exploring whether the program is more or less effective for particular subgroups of students, and assessing some of the potential explanations for the program's success to date. In addition, this report includes an analysis of the cost of implementing the Reading Partners program in 6 of the 19 sites. The following are appended: (1) Implementation Study Methods; (2) Impact Study Methods and Teacher Survey; (3) Tutor Background Characteristics and Additional Impact Findings; (4) Cost Study Methods; and (5) Additional Cost Findings. [This report was written with A. Brooks Bowden and Yilin Pan.]

Descriptors: [Reading Programs](#), [Volunteers](#), [Reading Difficulties](#), [Tutoring](#), [Reading Skills](#), [Program Implementation](#), [Elementary School Students](#), [School Community Relationship](#), [Program Effectiveness](#), [Experimental Groups](#), [Control Groups](#), [Comparative Analysis](#), [Surveys](#), [Scores](#), [Effect Size](#), [Community Involvement](#), [At Risk Students](#), [Reading Achievement](#), [Achievement Gains](#), [Training](#), [Costs](#), [Educational Policy](#), [Student Characteristics](#), [Racial Differences](#), [Ethnic Groups](#), [Age Differences](#), [Institutional Characteristics](#)

MDRC, 16 East 34th Street 19th Floor, New York, NY 10016-4326. Tel: 212-532-3200; Fax: 212-684-0832; e-mail: publications@mdrc.org; Web site: <http://www.mdrc.org>

Publication Type: Reports - Research
Education Level: Elementary Education
Audience: N/A
Language: English
Sponsor: Corporation for National and Community Service
Authoring Institution: MDRC
Identifiers - Location: California
Identifiers - Assessments and Surveys: Stanford Achievement Tests

What Works Clearinghouse Reviewed: Meets Evidence Standards without Reservations
WWC Study Page: <http://ies.ed.gov/ncee/wwc/study/80616>

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ERIC Number: ED556858
Record Type: Non-Journal
Publication Date: 2015-Mar
Pages: 160
Abstractor: ERIC
Reference Count: 54
ISBN: N/A
ISSN: N/A

Connections to the WWC – Study Page

IES WWC What Works Clearinghouse MENU

WWC REVIEW OF THIS STUDY Export Print

Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program.

Jacob, R. T., Armstrong, C., & Willard, J. A. (2015). New York: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED558508>

RANDOMIZED CONTROLLED TRIAL EXAMINING 1,151 STUDENTS, GRADES 2-5

Select a WWC Review **Single Study Review (findings for Reading Partners), 6/2016**

Review Details Findings Sample Characteristics Study Details

Reviewed: June 2016

For: MEETS WWC STANDARDS WITHOUT RESERVATIONS AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

[Single Study Review \(711 KB\)](#) (findings for Reading Partners)

Using:

[Single Study Review Review Protocol 2.0](#)

[Review Standards 3.0](#)

Rating:

Meets WWC standards without reservations

This review may not reflect the full body of research evidence for this intervention.

Connections to the WWC – Findings

Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program.

Jacob, R. T., Armstrong, C., & Willard, J. A. (2015). New York: MDRC. Retrieved from: <https://eric.ed.gov/?id=ED558508>

RANDOMIZED CONTROLLED TRIAL EXAMINING 1,151 STUDENTS, GRADES 2-5

Select a WWC Review Single Study Review (findings for Reading Partners), 6/2016

Review Details Findings Sample Characteristics Study Details

Alphabetic outcomes—Statistically significant positive effects found

| Outcome measure | Comparison | Period | Sample | Intervention mean | Comparison mean | Significant? | Improvement index |
|---|--|--------|------------------------------|-------------------|-----------------|--------------|-------------------|
| Test of Word Reading Efficiency (TOWRE) | Reading Partners vs. Business as usual | 0 Days | All students; 1,147 students | 92.78 | 91.37 | Yes | 4 |

More Outcomes

Reading comprehension outcomes—Statistically significant positive effects found

| Outcome measure | Comparison | Period | Sample | Intervention mean | Comparison mean | Significant? | Improvement index |
|-----------------|------------|--------|--------|-------------------|-----------------|--------------|-------------------|
|-----------------|------------|--------|--------|-------------------|-----------------|--------------|-------------------|

Reading fluency outcomes—Statistically significant positive effects found

| Outcome measure | Comparison | Period | Sample | Intervention mean | Comparison mean | Significant? | Improvement index |
|--------------------------------|--|--------|------------------------------|-------------------|-----------------|--------------|-------------------|
| AIMSweb CBM Words Read Correct | Reading Partners vs. Business as usual | 0 Days | All students; 1,151 students | 0.06 | -0.03 | Yes | 4 |

Connections to the WWC – Sample Characteristics

Review Details

Findings

Sample Characteristics

Study Details

Characteristics of study sample as reported by study author.



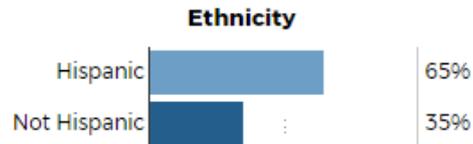
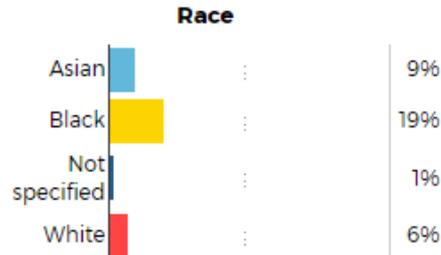
55% English language learners



90% Free or reduced price lunch



Female: 45%
Male: 55%



California, District of Columbia, New Y

Connections to the WWC – Study Details

[Review Details](#) | [Findings](#) | [Sample Characteristics](#) | **[Study Details](#)**

Setting

The study took place in 19 schools: 16 schools in California, two in New York, and one in Washington, DC. The majority of the schools were Title I schools. Eight of the 19 schools were “in varying stages of federal School Improvement status.”

Study sample

The analytic sample was 55% male, 65% Hispanic, 19% African American, 9% Asian, 6% White, and 1% other race or ethnicity. Over 90% of students in the analytic sample were eligible for free or reduced-price lunch, and 55% of students were English learners. The intervention and comparison groups had similar characteristics.

Intervention Group

The Reading Partners intervention was a pull-out program that was offered during school hours or afterschool programs. Volunteer tutors and students met in a dedicated space, and the program was designed to provide two 45-minute sessions per week. The average number of Reading Partners tutors assigned to each student was 2.5. Across schools, the average number of tutors assigned to each student ranged from 1.7 to 3.6 tutors. On average, students received about 1.5 tutoring sessions per week for 28 weeks. In eight of the 19 schools, the Reading Partners center was in its second year of operation, while the rest had been operating a Reading Partners center for at least 3 years.

Comparison Group

Students assigned to the comparison group did not receive one-to-one tutoring through the Reading Partners program during the study period, but they were eligible for other supplemental reading services at school. The supplemental programs were usually offered in small group settings. The researchers found that 65% of comparison group students received supplemental reading services at school, and 21% of comparison group students received one-to-one tutoring. On average, the comparison students received 57 fewer minutes of supplemental reading instruction time per week than the intervention group. The researchers also found that 26% of comparison group students had received Reading Partners services prior to the study period.

Support for implementation

In addition to volunteer tutors, other core components of the Reading Partners program that supported the implementation of the individualized tutoring included the following: dedicated space and materials (including work stations, a library, and resource materials); a structured curriculum that tutors use with students; availability and use of assessment tools to be administered to students during the academic year; 2 weeks of training for new program managers; ongoing training provided to volunteers at the beginning of the year and on a monthly basis thereafter; and instructional supervision and support provided by staff to volunteer tutors.

Connections to the WWC— Reviews of Individual Studies

REVIEWS OF INDIVIDUAL STUDIES

Use this search page to find *individual studies* that have been reviewed by the WWC. Select options from the filters, or enter author/title information into the search box. The resulting list of studies connects you to more information, including whether the study has been included in a WWC publication that summarizes evidence from more than one study.

Select studies with at least one statistically significant positive finding

Clear Selections

Displaying 1 - 2 of 2 results

Previous 1 Next

McKinney, A. D. (1995). *The effects of an after-school tutorial and enrichment program on the academic achievement and self-concept of below grade level first and second grade students.* Unpublished doctoral dissertation, University of Mississippi.

Nunnery, J. A., Ross, S. M., & Goldfeder, E. (2003). *The effect of School Renaissance on TAAS scores in the McKinney ISD.* Memphis, TN: University of Memphis, Center for Research in Educational Policy. Retrieved from: <https://eric.ed.gov/?id=ED500027>

 Retrieved from ERIC

The present research is a third-party study of the effects of the School Renaissance (SR) comprehensive school reform (CSR) model on student achievement in 11 elementary and middle schools in Texas.

Internal Improvements

- Adding the Peer-Review Flag
- Bringing Processing Software in House
- API
- Restoring PDFs

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Bringing ELVIS into the IES Data Center

ELVIS

ERIC

The screenshot shows the ELVIS web interface. At the top, there's a browser address bar with 'w.elvisontap.com:3000/#/editDocument'. Below it, a navigation bar includes 'ERIC FTP', 'TEST WF', 'Vizuri - Unfuddle', 'ELVIS - Unfuddle STA', 'ELVIS LOGIN', and 'GoToWork Portal'. The main header is 'Education Literature Validation and Indexing System'. Below that, a toolbar contains buttons for 'View XML', 'View Pdf', 'Save', 'Save & Validate', 'Exit', 'Promote', 'Reject', and 'Transfer'. The main content area shows a document entry for 'Reitano, Adrienne'. It includes a 'Full Name' field with an 'Add' button. Under the 'Source' section, there are tabs for 'Summary' and 'Details'. The 'Details' tab is active, showing fields for 'Name' (Regional Educational Laboratory Mid-Atlantic), 'Level Of Rights' (1), 'ISSN', 'EISSN', and 'Peer Reviewed' (T). A 'Classification' section contains a list: 'Evaluation', 'Academic Achievement', and 'Small Schools'.

Abstract

Reducing student absenteeism is a key part of the School District of Philadelphia's plan to boost graduation rates. One of the district's goals is to increase guardians' awareness of absenteeism, with the hope that greater awareness will lead to guardians' taking a more active role in improving their student's attendance and academic performance. In an effort to increase guardians' awareness of absenteeism, the School District of Philadelphia partnered with Regional Educational Laboratory (REL) Mid-Atlantic to conduct a randomized controlled trial, which is based on the principles of "nudge" theory. Nudge theory is an approach used in the behavioral sciences that

A Randomized Experiment Using Absenteeism Information to "Nudge" Attendance. REL 2017-252

Rogers, Todd; Duncan, Teresa; Wolford, Tonya; Ternovski, John; Subramanyam, Shruthi; Reitano, Adrienne
Regional Educational Laboratory Mid-Atlantic

Reducing student absenteeism is a key part of the School District of Philadelphia's plan to boost graduation rates. One of the district's goals is to increase guardians' awareness of absenteeism, with the hope that greater awareness will lead to guardians' taking a more active role in improving their student's attendance and academic performance. In an effort to increase guardians' awareness of absenteeism, the School District of Philadelphia partnered with Regional Educational Laboratory (REL) Mid-Atlantic to conduct a randomized controlled trial, which is based on the principles of "nudge" theory. Nudge theory is an approach used in the behavioral sciences that involves unobtrusive interventions to promote desired behaviors (Thaler & Sunstein, 2008). In this study the "nudge" was a single postcard sent to guardians to test whether it could reduce absenteeism and whether one message on the postcard had a greater impact on reducing absenteeism than another did. In October 2014 postcards with different messages—one encouraging guardians to improve their student's attendance and the other encouraging guardians to improve their student's attendance and adding specific information about the child's attendance history—were sent to the homes of students in grades 1-12 to see what impact, if any, the message would have on absenteeism through the end of December 2014. A control group received no mailings from the district. The absence information provided on the postcard was for the previous school year (2013/14). The study found that a single postcard that encouraged guardians to improve their student's attendance reduced absences by roughly 2.4 percent. There was no statistically significant difference in absences between students whose guardians were sent one message rather than the other. An additional analysis to examine whether there was a differential impact of the postcards on elementary versus secondary students' absences showed that the effect of the postcard did not differ between students in grades 1-8 and students in grades 9-12. This study has three main limitations. First, the unexpectedly large number of unique school-grade combinations limited statistical power by yielding an average of 40 students per school-grade combination. Second, students who did not have reliable mailing addresses were excluded from the study. Third, the number of school days analyzed in the study occurred within a short timeframe (there were 43 school days between October 9 and December 31). Even without any outreach from the district, the average student missed very few days of school in this timeframe. So if the average student whose household did not receive a postcard was absent for only three days of school, any intervention could reduce the average absence by a maximum of three days. The following are appended: (1) Treatment materials; and (2) Data and methods.

Descriptors: [Attendance](#), [Behavior Theories](#), [Elementary Secondary Education](#), [School Districts](#), [Urban Schools](#), [Randomized Controlled Trials](#), [Family School Relationship](#), [Program Effectiveness](#), [Elementary School Students](#), [Secondary School Students](#), [Differences](#)

Regional Educational Laboratory Mid-Atlantic. Available from: Institute of Education Sciences. 555 New Jersey Avenue NW, Washington, DC 20208. Tel: 800-872-5327; Web site: <http://ies.ed.gov/ncee/edlabs/>

Publication Type: Reports - Research; Numerical/Quantitative Data

Education Level: Elementary Secondary Education; Elementary Education; Secondary Education

Audience: N/A

Language: English

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Abstractor: ERIC

Reference Count: 25

ISBN: N/A

ISSN: N/A

What is the benefit?

- Saves taxpayer money
- Increases quality and consistency
- Will allow more frequent updates
- Improves integration of websites and data and allows improved data sharing

API

- What is the advantage?
- What can we do with an API?
- When is this coming?

Restoring PDFs

- Restored 381 previously unavailable PDFs to the collection

What is involved in the process? Redigitizing

CIVIC IDEALS AND MODERN INSTITIT A Six-Session Study Group Edward Schwartz

I. PREMISE

In increasing numbers, Americans are beginning to question whether our institutions are living up to the historic ideals of the nation. Watergate has heightened interest in this question, but the concern goes far deeper than the behavior of any one President during any one four year period. Since World War II, we have come to question the major premises of modern society itself—that abundance can buy happiness; that technological and industrial growth automatically guarantees progress. Powerful minorities have demanded a fair share of the existing wealth and power, and to discover how difficult it is for our institutions to respond to moral demands. *Excerpts from Schwartz's book tell us that an abundance based on the destruction of*

to the world as we see it and live it. If artists can portray

CIVIC IDEALS AND MODERN INSTITUTIONS A Six-Session Study Group Edward Schwartz

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to the world as we see it and live it. If artists can portray idealized images of the natural world, then why shouldn't citizens seek to create idealized images of the communities in which they live—and try to stick by them? American statesmen of the 18th Century didn't include words like "equality" and "justice" in our basic documents without reason. They expected these concepts to become our *modus vivendi*—our reason for existence as a people.

The six sessions we have developed, therefore, are designed to explore the relationship between civic ideals and the

Why redigitize?

Problem

High school teacher evaluations of student attributes, both cognitive and non-cognitive, are frequently considered in selecting among applicants at competitive colleges (Aleamoni, 1972; Greenberg & O'Brien, 1976). Texts on selection sometimes imply that recommendations, no matter how obtained, are biased against minorities or women, or are totally useless as predictors (Guion, 1965, p14; Stone & Kendall, 1956, p175). However, except for data which documents the use of teacher evaluations in admissions to medical school (Rainer & Luecking, 1974), law school (Pipkin & Katsh, 1976) or to graduate school (Lewis, 1972), there has been no empirical research on the reliability, validity, or unbiasedness of teacher ratings.

There is no question that standardized tests are superior to teacher ratings as measures of cognitive abilities needed in college (Cleary et al., 1975; Stanley, 1976). In measuring an important non-cognitive ability, such as leadership, no satisfactory standardized test has been developed. While many colleges develop leadership, few institutions make the selection and development of leadership ability a goal as explicitly as the service academies. Given the importance of leadership to these academies, they have taken care to develop systematic methods for assessing the leadership ability of high school students. The present research examines the reliability, validity, and bias of high school teacher ratings predicting leadership performance at the U.S. Military Academy.

Problem

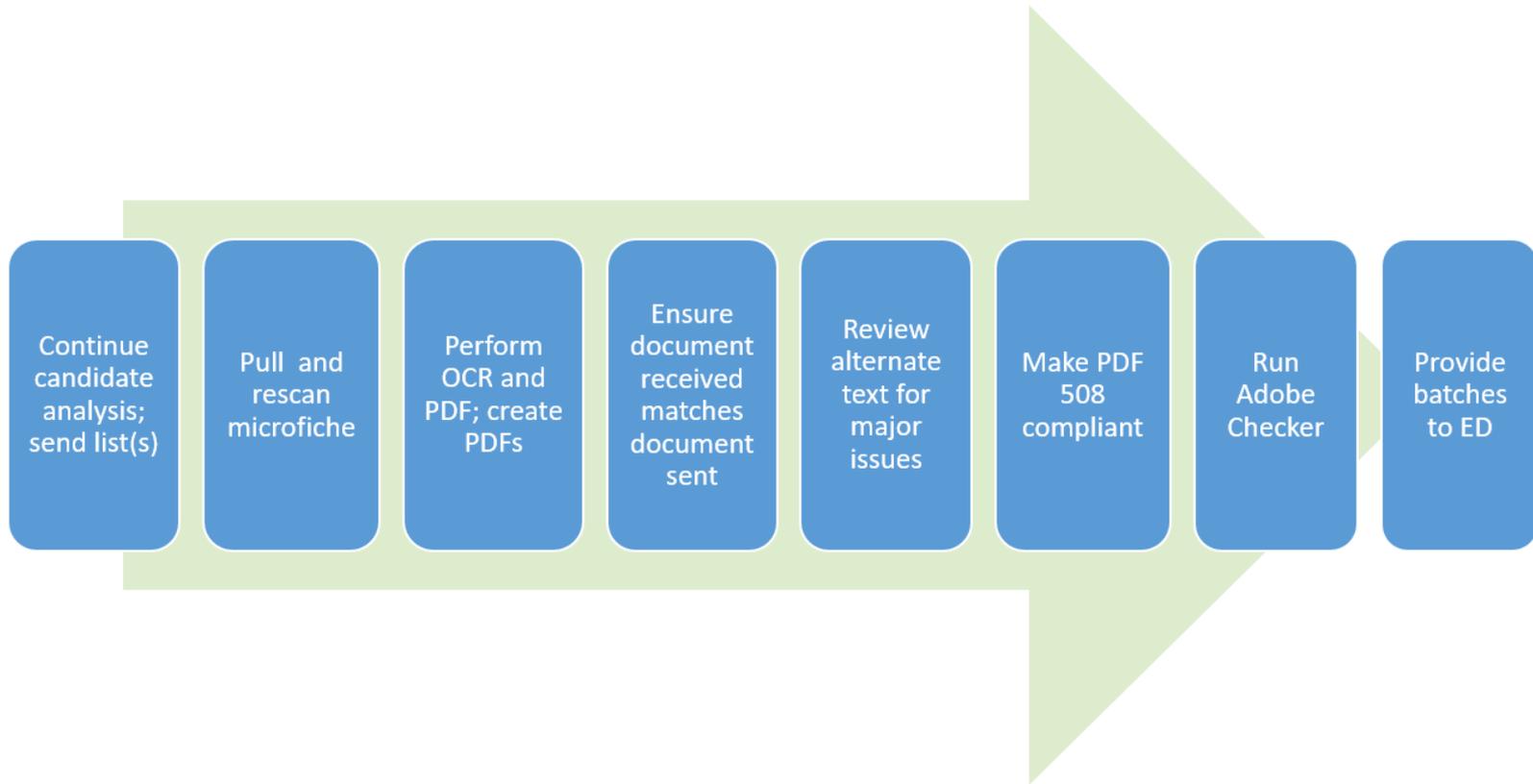
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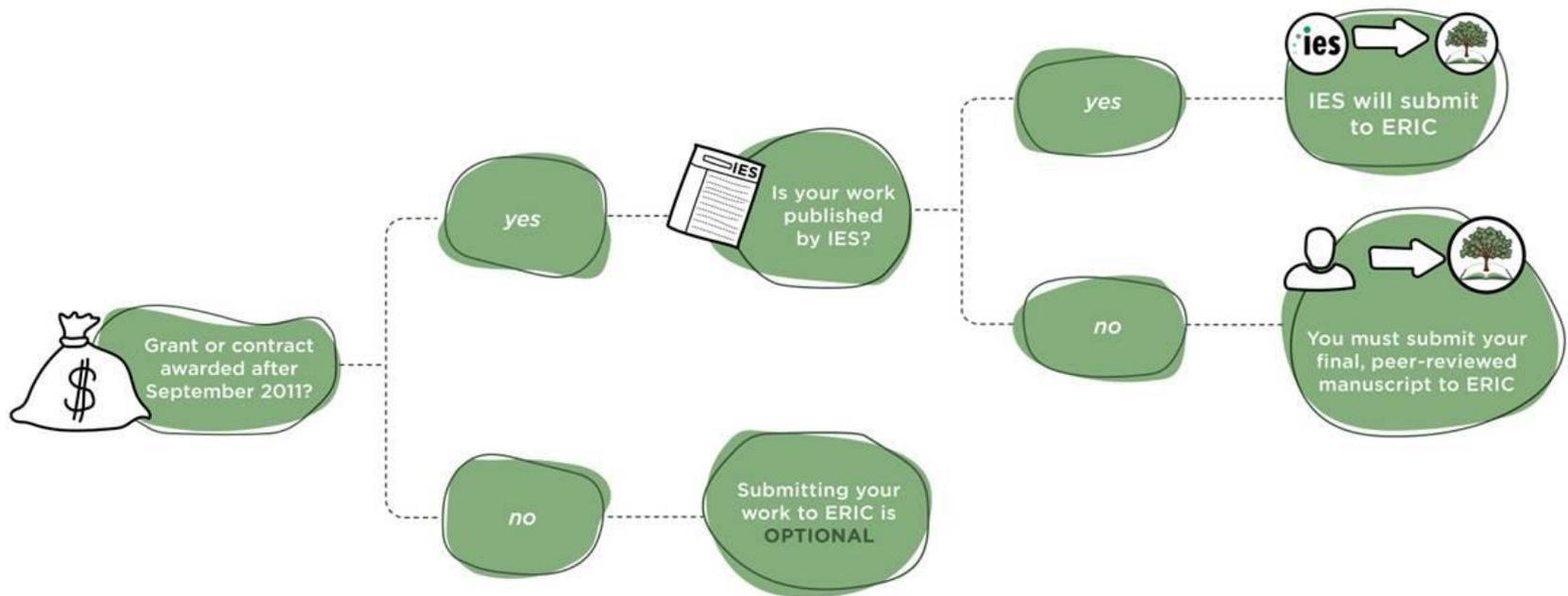
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Process to Redigitize



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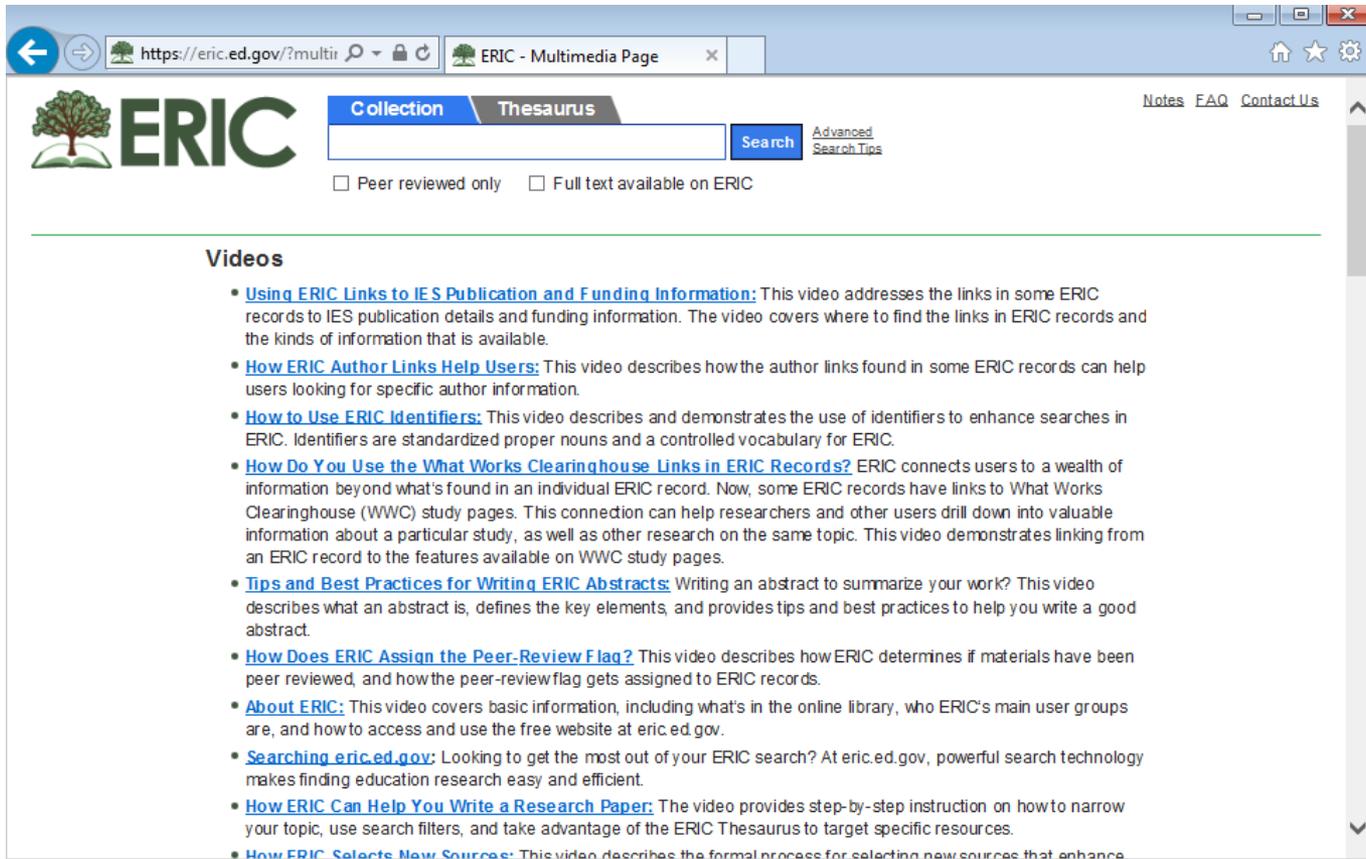
Making Tools for LibGuides – Example 3



Making Tools for LibGuides – Example 4



Multimedia Page



The screenshot shows a web browser window with the URL <https://eric.ed.gov/?multi>. The page features the ERIC logo (a tree over an open book) and the text "ERIC". There are tabs for "Collection" and "Thesaurus", a search bar, and a "Search" button. Below the search bar are two checkboxes: "Peer reviewed only" and "Full text available on ERIC". In the top right corner, there are links for "Notes", "FAQ", and "Contact Us". The main content area is titled "Videos" and contains a list of ten video links with brief descriptions.

ERIC Collection Thesaurus Search [Advanced Search Tips](#)

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Videos

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- [How ERIC Author Links Help Users](#): This video describes how the author links found in some ERIC records can help users looking for specific author information.
- [How to Use ERIC Identifiers](#): This video describes and demonstrates the use of identifiers to enhance searches in ERIC. Identifiers are standardized proper nouns and a controlled vocabulary for ERIC.
- [How Do You Use the What Works Clearinghouse Links in ERIC Records?](#) ERIC connects users to a wealth of information beyond what's found in an individual ERIC record. Now, some ERIC records have links to What Works Clearinghouse (WWC) study pages. This connection can help researchers and other users drill down into valuable information about a particular study, as well as other research on the same topic. This video demonstrates linking from an ERIC record to the features available on WWC study pages.
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- [How ERIC Can Help You Write a Research Paper](#): The video provides step-by-step instruction on how to narrow your topic, use search filters, and take advantage of the ERIC Thesaurus to target specific resources.
- [How ERIC Selects New Sources](#): This video describes the formal process for selecting new sources that enhance

Webinars: In-depth Info

How Records Get Into ERIC: A Look Behind the Scenes



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Looking Forward to 2018

Updating the Selection Policy

- Tweaks to improve transparency
- Look for a draft policy this fall and town hall for feedback
- Have ideas? Email ERICRequests@ed.gov

Continued Communications

- Webinar for researchers on September 13th at 2pm
- More videos, infographics, and webinars to follow

Future of ERIC

What would you like to see from ERIC in the future?

- How should we prioritize resources?
- What types of resources do you value the most?
- What tools or enhancements would be the most helpful?

Questions?

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